



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL
STUDIES
DEPARTMENT OF SPECIAL NEEDS EDUCATION
ASSESS THE INFLUENCE OF CHILDREN'S LABOR ON THEIR
PARTICIPATION IN EDUCATION AT BOCHESA ELEMENTARY
SCHOOL IN ADAMI TULU JIDO COMBOLCHA WOREDA IN EAST
SHEWA.

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DECLARATION

I, Amanuel Tesfaye Getaneh, the under signed declare that this thesis entitled **“INFLUENCE OF CHILD LABOR ON CHILDREN’S PARTICIPATION IN SCHOOLING: A CASE OF BOCHESA PRIMARY SCHOOL”** is my original work and, all resources used for this thesis have been duly documented.

Acknowledged by

Name_____

Sign_____

Department_____

Declaration date_____

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Acronyms

ACPF	African Child Protection Forum
EAMAT	East African Multidisciplinary Advisory Team
IPEC	International Program on the Elimination of Child Labor
MDGs	Millennium Development Goals
PINE	People in Need Ethiopia
UNCRC	United Nations Convention on the Right of Child
USDOL	United States Department of Labor

Abstract

The study at over all estimated that about 1 in 3 children aged 5-14 years in sub-Saharan Africa are employed compared with Central and Eastern Europe/Common wealth of Independent States (CEE/CIS) regions. Where only 1 out of 20 children is employed, In absolute terms, 69 million children in sub-Saharan Africa, or 35% of the child population, are engaged in child labor (ILO, 2006). This statistic leaves sub-Saharan Africa, including Ethiopia, the most dominant in terms of widespread child labor.

This study was conducted in East shawa districts of Adami Tulu Jido Combolcha Woreda. Specifically, the study was carried out with the following objectives: To examine the impact of lack of time on primary education access and participation, to determine the impact of low school attendance on access and participate in primary education activities carried out by school-age children regarding access to and participation in primary education. The study used purposive sampling and snowball techniques, with the participation of 60 respondents. Both techniques are practical due to the nature of the research. Child labor has been found to have a huge impact on school-going students because it deprives children of their right to access and participate in primary education. Research shows that low school attendance and absenteeism are the main influeances of child labor on children's access to and participation in primary education, as they affect children's learning outcomes. In addition, the study found that most laws relating to child education have loopholes, enabling another 4,444 acts of child labor in Ethiopia. It is therefore imperative that governments and all other responsible agencies ensure that policies and legislation address child labor issues and, in particular, children's participation in school works.

Key words: Child labor, influences and participations

Table of Contents

DECLARATION	i
Acknowledgements.....	ii
Acronyms	iii
Abstract	iv
List of Tables	ix
List of Figures.....	x
Figure 4.4: Teachers’ Place of Birth.....24.....	x
CHAPTER ONE.....	1
Introduction	1
1.1 Background of the study	1
1.2. Statement of the Problem.....	3
1.3. Objective of study	5
1.3.1 General objective of study.....	5
1.3.2 Specific Objectives	5
1.4 Research Questions.....	5
1.5 Scope and limitations of study	5
1.6. Significance of the Study	6
1.7 Organization/Layout of the Dissertation	7
CHAPTER TWO	8
2. LITERATURE REVIEW	8
2.1 THEORETICAL REVIEW.....	8
2.1.1 Definition of Key Terms	8
2.1.2 Child	8
2.1.3 Child Labor.....	9
2.2 The Evolution of Child Labor as a Human Right Issue.....	9
2.2.1 Ethiopia’s Position on Child Labor	10
2.2.2 Child labor Laws and Enforcement.....	10
2.3 Education Policy and it’s Status.....	11
2.4 Causes of Child Labor	12

2.5 Theories of Child Labor	13
2.5.1 Child Labor as a Contribution to the Family	13
2.5.1 Time Allocation Theory	13
2.5.2 Child Labor as a Result of Poverty.....	14
2.5.3 Micro-economic Theory.....	14
2.6. Review of Empirical Literature.....	16
2.6.1. Determinants of Child labor	16
2.6.2. Child labor and Schooling.....	22
2.7 The Research Gap	24
Figure 1.1: Conceptual Framework	24
CHAPTER THREE	26
3. RESEARCH METHEDODOLOGY	26
3.1 Research Design	26
3.2 Description of the Study Area.....	26
3.3 Study Population.....	27
3.4 Sample and Sampling Techniques	27
3.4.1 Sample of study.....	27
3.4.2 Sampling Techniques	27
3.5 Data Collection Method.....	29
3.5.1 Primary Data.....	29
(i) Interviews	29
(ii) Questionnaires.....	30
(iii) Observation.	30
3.5. 2 Secondary Data	30
3.6 Data Analysis Procedure.....	31
3.6.1 Qualitative Analysis	31
3.6.2 Quantitative Analysis	31
3.7 Ethical Consideration.....	32
CHAPTER FOUR	33
4.RESULTS AND DISCUSSION	33
4.1 Respondents characteristics	33

4.1.1 Age of Respondents	34
Figure4.2: Distribution of RespondentsbyAge	35
4.1.1 Sex of respondent	35
4.1.2 Education back ground of respondents.....	36
Table4.1:Distribution of Respondents by Classes	36
4.2 Occupation of the Respondents` Guardians/Parents.....	36
Figure4.4:Occupation of Parents'/Guardians'Respondents	37
4.3 Impact of inadequate time on access and participation in primary education.....	38
4.3.1 late for school.....	38
.....	39
4.5 Impact of poor School Attendance on Access to and Participation inPrimary Education	41
4.5.1PoorSchoolPresentations.....	41
Figure 4.7: Comparison of Academic Performances of Respondents with Non-WorkingPupils 41	
4.6 Impaired Ability to BuildTeacher-Pupi lRelationships	45
Figure4.9:The relation ship status of respondents with their teachers	46
Table 4.2:Opinions of Teachers Concerning the Relationship betweenWorking School Children and TheirTeachers	48
4.7.2 Loss of self-confidence and self-esteem.....	48
Table 4.3: Teachers' Opinions on Loss of Confidence/Self-Esteem by Working School Children	50
4.6 The impact of Different Types of Activities Performed by School Age Children on Their Access to And Participation in Primary Education	51
4.5.2Health problem.....	51
Schoo labsenteeism(reasons for school absenteeism)	53
Figure4.22: Reasons forSchool Absenteeism by Respondents	54
CHAPTER FIVE	56
5. SUMMARY,CONCLUSION AND RECOMMENDATIONS	56
5.1 Summary of results	56
5.2 Conclusion of study	57
5.3 Research Recommendations	57
REFERENCES	59

Appendix I.....	63
PARTTWO:SCHOOLINGSTATUS.....	64
Thank you for your nice cooperation	66
Appendix2:Interview Guide forPrimary School Teachers	67
Appendix3:Interview Guide for Parents/Guardians	68

List of Tables

Table 4.1	Ages of the parents.....	25
Table 4.2	Income and occupation of parents.....	26
Table 4.3	Children responses on the type of work that they participated.....	27
Table 4.4	Teachers responses on the type of work children did.....	28
Table 4.5	Parents' responses on the type of work children did.....	Error! Bookmark not defined.
Table 4.6	Causes for using child labor.....	29
Table 4.7	Influeances of using child labor from perspective of children.....	30
Table 4.8	Influeances of using child labor from perspective of teacher.....	Error! Bookmark not defined.
Table 4.9	Influeances of using child labor from perspective of parents.....	Error! Bookmark not defined.
Table 4.10	parents in promoting child labor.....	32
Table 4.11	How often parents promote child labor.....	32
Table 4.12	How parents promote child labor.....	33
Table 4.13	Activites performed by children's dropped out from school.....	Error! Bookmark not defined.
Table 4.22	Children view on the extent of child labor.....	Error! Bookmark not defined.

List of Figures

Figure 4.1: Age Distribution of the Sampled Children.....	21
Figure 4.2: Demographic Characteristic of the Parents.....	22
Figure 4.3: Number of Siblings for Children.....	23
Figure 4.4: Teachers' Place of Birth.....	24
Figure 4.5: Teachers 'Teaching Experience.....	25

CHAPTER ONE

Introduction

1.1 Background of the study

Child labor is a worldwide problem stemming mainly from socio economic roots (save the children, 2003). Despite the fact that the international labor conventions and different nation's legislations to protect children from economic exploitation, the practice still continues to prevail and becoming a structural part of many economies in both the formal and informal sectors throughout the world especially in developing countries(Assefa, 2000).

Many types of works are done by children including agricultural work, domestic service, home based work, work in factories and shops, street selling, mining and quarrying, construction, pornography industry, and a wide range of other activities (UNICEF, 2006, cited in PINE, 2009). However not all work is harmful to children; it is considered tolerable only when it's not hazardous to children's mental, physical, social or moral development and not interferes with their schooling (ILO, 1999; ILO, 2004; Rickey, 2009).

Available studies suggest that light work or non-hazardous work can have positive outcomes for child development because it provides labor market experience, build confidence in children and provides some financial supply or means for poverty stricken family (Bunnak, 2007; Rickey, 2009; ILO, 2002).

In Ethiopia, kids labor is the main issue that child face, and it did not get acceptable concern as big as the problem. From Africa, the maximum number of children labor found in Ethiopia (Guarcelo et al.). Over 7.5 million children between 5 to 22 years old were at labor to raise their economy in 2001 academic year (Guarcelo et al, 2004). The kids work any kids of works to raise their growth caused in abusing the children's economy (Nkurlu, 2000).

According to Gebremedhin, H 2013, Similar to other developing countries, child labor is also a problem in Ethiopia. Children are engaged in economic and non- economic activities not compatible with their age in both the urban and rural areas. In the rural areas, child work is perceived as an avoidable or even necessary part of children's socialization process. Children are commonly involved in domestic chores and are supposed to assist in manual labor in the agriculture sector such as herding domestic animals, weeding and harvesting. In the urban

areas, children are often forced into labor due to a situation of persisting poverty, which requires all family members to contribute to the household income.

Furthermore, International Labor Organizations (ILO), children in developing countries, counted in millions, those in the age of 5 to 22 years old are working in harmful and most unsafe work. Ethiopia and other sub Saharan countries are among those countries exposed children to sex, emotive, and mental abuse and they turn out to be exposed for emotional and social illnesses (ILO, 2010). Even if many concerned bodies like NGOs, government and Organization from world, trying to minimize kid's labor, this problem remains in Africa and particularly in Ethiopia.

1.2. Statement of the Problem

Child labor is rooted in poverty and its relation to education is often considered two sides of the same coin (Sakurai, 2006). It is a result of current poverty and a cause of continued poverty for the children who sacrifice their education in order to work (Udry, 2003). It interferes with the human capital development of children by either forcing children to drop out of schools or making learning process in schools ineffective (Priyambada et al (2005). Consequently it drops the future earnings of the child, the explanation behind that is the low current incomes of their families keeps poor children out of school and thus perpetuates their poverty into the next generation (Ravalizon et al, 1999).

For instance from the FDRE charter article 36 states that everyone child`s have the proper to life, to visible and take care via way of means of their loved ones or via way of means of allowed caretakers, now no longer to participate in works that address their learning, well-being, now no longer confronted to insulting sports, and should be capable of loose from any penalty which problems them, all hobby of the youngsters ought to be respected (Constitution, federal democratic republic of Ethiopia, 1995).

Various committees have been prepared to facilitate the agreements and the rules on training youngsters' exertions. From those departments of affairs of the youngsters in MOLSA have been the most company to coordinate and dedicate global adjustments to shield youngster's proper. The Children`s exertions is a social catch 22 situation and an incident obstructing the everyday and holistic boom of the kid. This concept changed into found out particularly following the involvement of the kid in a exertions market (Zerihun. 1996:89).” Many research display that youngsters are engaged in numerous works which might be in are exploitative and dangerous to the youngsters' lives in lots of ways (Nardos, 2006:48; UNICEF, 2001). “The state of affairs is just too extreme for hired operating youngsters than folks who are operating with their loved ones or families (Lomi, 2002: 60).

Even alien though many general and national legal guidelines on youngsters exertions ratified in Ethiopia, above 23 million children regarding in works are violated and greater than 80% of the youngsters are beneath Neath 15 years old (global exertions company, 2002).

Children's exertions is the a ways maximum good sized device of offensive sports which remains skilled in numerous part of Ethiopia. Their overwhelming impact changed into visible in psychological, intellectual, physical, and societal boom of the waged youngsters (Nkurlu, 2000).

Children's exertions may be taken as nook assignment to perform many dreams collectively with overcoming poverty, without delay kid's exertions has excellent hassle for accomplishing the purpose of simple education (Gebremedhin et al., 2013).

Child exertions are a not unusual place and extreme hassle in growing international locations that is ended in low faculty enrolments. These are very not unusual place and good sized troubles in sub-Saharan Africa and South Asian international locations.

Until now, a few researches made to have a look at the youngsters paintings in Ethiopia, For instance, In the town of Addis Ababa: the kid discovered harmed via way of means of paintings, all-inclusive personality, manner physical, healthiness, intellectual and societal results, specifically, it hinders the instructional enrolments and involvement Adissu (2008; Solomon (2006).

This suggests that, youngsters paintings may be understood as a major problem that hinders the education destiny for child's future. So, the purpose of these studies is to study the results of youngster's paintings at the involvement of youngsters in a simple faculty of Bochesa.

Bochesa Peasants Association that is discovered in Adami Tulu Jido Combolcha Woreda in Oromia areas in East Shewa Zone is chosen for have a look at due to the fact the regions are hastily developing regions of the international locations due to the fact there are flower farming, different industries and small scale irrigation on Lake Ziway in the ones districts.

1.3. Objective of study

1.3.1 General objective of study

The overall objective of this study was to assess the influence of children's labor on their participation in education at Bochesa elementary School in Adami Tulu Jido Combolcha Woreda in East Shewa.

1.3.2 Specific Objectives

Specifically, the study proposed:

- To examine the influence of inadequate time on access to and participation in primary education.
- To identify the influence of poor school attendance on access to and participation in primary education.
- To assess the influence of different types of activities performed by school age children on their access to and participation in primary education.

1.4 Research Questions

1. What is the influence of inadequate time on access to and participation in primary education?
2. What is the influence of poor school attendance on access to and participation in primary education?
3. What is the influence of different types of activities performed by school age children on their access to and participation in primary education?

1.5 Scope and limitations of study

There are many issues concerning child labor, but this study assesses the influence of child labor on children's education specifically in primary education. The study was conducted in Bochesa Primary School in Adami Tulu Jido Combolcha Woreda in East Shewa. Limitations of this study are mainly twofold. The first and the main limitation of the study was the area that covered by this study. Because of financial and while constraints the study area limited in Bochesa Primary School in Adami Tulu Jido Combolcha Woreda in East Shewa. The second

limitation was the issue that rose on this study. Even if the concept of child labor and its influence is vast but, the study restricts the parameters to measure its influence on children school participation and also restrict respondents who participated for this study.

1.6. Significance of the Study

The aims of this study were to investigate some of the factors that forced children in to child labor and its influences' on children participation in schooling amongst children in the age categories 7-14. The results of this research expected to be useful for the thoughtful and knowledge roots and influences' of the issues on child's participation in schooling in primary school. Besides, the findings of this research will also help researcher to pay attention on this issue. Furthermore, the study will deliver more information for example the kinds of labor achieved by the child, the sources, and influences on children's participations in schooling.

1.7 Organization of paper

This thesis comprises five chapters; Chapter one presents the general introduction to the study. It provides an overview of child labor issues in general. The Second Chapter deals with literature review and theoretical framework. In general, Chapter Two lays the concrete ground for this study as it provides the reviewed empirical and theoretical literatures which are essential in familiarizing with different concepts and issues of child labor. Chapter three describes the research methodologies that were applied to gather and analyze the collected data. Chapter four consists of presentation and discussion of the findings while Chapter five deals with conclusion, recommendations and a summary of the whole study

CHAPTER TWO

2. LITERATURE REVIEW

2.1 THEORETICAL REVIEW

The purpose of literature review is to familiarize the reader with practical or theoretical issues relating to the problem and helps the researcher to lay a foundation for the study. A literature review indicates what is known about an area of inquiry and suggests ways of conducting the study in the topic of interest (Pollit and Beck, 2004).

This chapter starts with an overview of the relevant theoretical literatures on child labor. This is followed by a discussion of the existing range of empirical evidence of the relationship between child labor and educational attainment.

2.1.1 Definition of Key Terms

2.1.2 Child

The Convention on the Right of the Child, hereinafter referred to as the CRC, the International Bill of Rights for Children to which Ethiopia is a signatory, defines a child as any person under age of 18 years unless individual nations recognize an adulthood earlier (Article 1, 1989). On the other hand, the Hague Convention on International Child Abduction sets the lower age limit of 16 years (Kwariko, 2004).

The International Laws and Geneva Clauses Act No. 30 of 1972 defines a 'minor' as a person who has not attained the apparent 'age of majority', that is 18 years. Also a child has been defined by the International Program on the Elimination of Child Labor (IPEC) as a person below 15 years who is prohibited to be employed in dangerous works (ibid).

In a bid to honor the provisions of CRC in protecting the rights of Children, the Convention on the Worst Forms of Child Labor (No. 182 of 1999) adopted by the ILO in Geneva, defines a child as any person below 18 years of age (Article 2).

In Ethiopia, the Law of the Child Act, No. 21 of 2009 recognizes a child as any person below 18 years (Section 4 of the Act).

2.1.3 Child Labor

According to ILO (2003), child labor is all types of work done by children under 18 years. These works include all economic activities that result in a child being classified as employed in terms of labor force statistics as well as non-economic activities such as unpaid housekeeping in one's own home and caring for children, the elderly, ill and disabled. Using this approach, it is recognized that some engagement in work can be beneficial to a child's development and the child's family welfare. However, this approach interferes with child's developmentally, morally and psychologically as well as endangers children health and well-being throughout their life.

2.2 The Evolution of Child Labor as a Human Right Issue

The first international recognition of child labor as a human right issue was put forth in 1924. The Declaration of Geneva on the Right of the Child adopted by Council of the League of Nations Assembly, Paragraph IV of the declaration states that "the child must be put in a position to earn a livelihood and must be protected against every form of the exploitation" (Greene and Bayer, 2009).

This precedent was followed by the 1966 International Convention on Economic, Social and Cultural Rights (ICESCR) and Convention No. 138 (C138) concerning Minimum Age for Admission to Employment adopted by the International Labor Organization (ILO) in 1973 (ibid).

Article 10 (3) of the ICESCR declares that "Children and young persons should be protected from economic and social exploitation. Their employment in work harmful to their morals or health or dangerous to life or likely to hamper their normal development. States should also set age limits below which the paid employment of child labor should be prohibited and punished by law".

The elimination of child labor has always been central to the aims of the ILO. In fact the first international standard to regulate child labor was adopted in 1919. From this time onwards, ten child labor standards have been adopted and a Minimum Age Convention (No. 138) was drawn up in 1973. In 1999 the ILO adopted Convention No. 182 on the worst forms of child labor (ILO, 2022).

Established in 1992, the International Program on the Elimination of Child Labor (IPEC) is the ILO's biggest technical cooperation program. IPEC works towards the elimination of child labor, taking action throughout the world to improve the situation of child laborers

every day. Thanks to IPEC's efforts, hundreds of thousands of children have been taken out of work and given better opportunities or have been prevented from having to work (ibid).

2.2.1 Ethiopia's Position on Child Labor

It is reported that Ethiopia is no exception to the problem of child labor. With its escalating economic problems which have caused a decline in real wages and in the provision of social services, particularly health and education. These children in many cases work under conditions that are detrimental to their health, development and mostly they are denied education opportunity for their advancement (ILO/IPEC, 2003)

2.2.2 Child labor Laws and Enforcement

There are different laws, international instruments and conventions and policies which govern issues of child labor in Ethiopia. At the domestic level, these are Constitution of United Republic of Ethiopia, 1977, National Education Act of 1978 and the Primary School (Compulsory Enrolment and Attendance) Rules, GN. No. 280 of 2002, and Employment Ordinance Chap. 366 (which has been repealed by Employment and Labor Relations Act, No. 6 of 2004) (Kwariko, 2004).

There are also regional human rights instruments related to the issue of child labor. This is the African Charter on the Rights and Welfare of the Child of 1990. The international human rights instruments that address child labor issues in which Ethiopia is a signatory are: the Convention on the Rights of the Child (CRC), the ILO Convention No. 138 of 1973 on the Minimum Age Employment and the ILO-International Programmed on the Elimination of Child Labor of 1992 (ILO/IPEC) and the ILO Convention No. 182 of 1999 to combat the worst forms of child labor (ibid).

Though the Constitution does not provide any safeguard against children's exploitation, it provides rights to education. Article 11 provides that:

“Every person has the right to self-education, and every citizen shall be free to pursue education in a field of his choice up to the highest level according to his merits and ability”

The National Education Act 1978 under section 35(1) states that:

“It shall be compulsory for every child who has attained the age of seven years but who has not attained the age of thirteen years to be enrolled for primary education”

The Law of the Child Act No.21 of 2009 under Section 12 states that:

“A person shall not employ or engage a child in any activity that may be his health, education, mental, physical or moral development”

Employment and Labor Relations Act No. 6 of 2004 under Section 5 (1) states that:

“No person shall employ a child under the age of fourteen years.”

However it further provides that he may be employed to do light work which does not prejudice the child's attendance at school.

2.3 Education Policy and its Status

Ethiopia is one of the 191 United Nations member states that have pledged to meet the eight (8) Millennium Development Goals (MDGs) by 2015. Among of the goals of this millennium is Primary Education- Achieving Universal Primary Education by 2015 (Zaipuna, 2005).

Also there is Education and Training Policy of 1995 which provides that the primary education will continue to be compulsory in enrollment and attendance.

Basic Educational Statistics (BEST) provide data showing high enrollment rates. In 2008 for example, gross enrollment ratio was 107.5 and net enrollment ratio was 97.5 in 2000-2010 (URT, 2007). These figures indicate a level of commitment to education, but they do not always reflect a child's participation in school. While recent school attendance rates are unavailable for Ethiopia, report by International Labor Organization in Ethiopia in 2000/01 indicated that (56.9%) children aged between 5-17 years were attending school and (43.1%) were not (URT 2005). The proportion of children going to school was highest in Dar es Salaam (78.0%) and lowest in the rural areas (53.1%), below the national average of 59%. The report also indicated that in 2005-2010, the gross primary attendance rate was 80.5%. The explanations for this low attendance were partly associated with children's participation in child labor (Udry 2003; Beegle, 2004).

2.4 Causes of Child Labor

Poverty is undoubtedly a dominant factor in the use of child labor; families on or below the poverty line force their children in to work to supplement their household's meager income. Eradicating poverty, however, is only the first step on the road to eliminating child labor (ECLT, 2013). Poverty necessitates the entrance of children into the world of work as a survival strategy for them selves and their families. Children in Africa are unable to attend school because their families /households cannot afford to pay for their education (Admassie, 2002). The long distance of schools or no access to school at all also contributes to child labor. Schools in many developing areas suffer from problems such as over crowding, inadequate sanitation and pathetic teachers. As a result, parents may find no use in sending their children to school when they could be at home learning a skill (for example, agriculture) and supplementing the family income. Because parents have so much control over their children, their perception of the value of school is a main determinant of child attendance (Filmer, 2004).

According to ECLT (2013), there are many other factors that conspire to drive children into employment, none of which is unique to any one country or any one family's circumstances. Once we understand the reasons for child labor, we can begin to address the problems associated with child labor as follows:-

- (i.) Cuts in social spending - particularly education and the health services - have a direct impact on poverty. With little or no access to schooling, children are forced into employment at an early age in order to survive.
- (ii.) Child labor may not even be recognized when children work as part of the family unit. This is particularly common in agriculture, where an entire family may have to work to meet a particular quota or target and can not afford to employ outside help.
- (iii.) The prevalence of AIDS through out many developing countries has resulted in an enormous number of orphans who are forced to become their own bread winners.
- (iv.) Children may also be sent into hazardous jobs in favor of parents, who can less afford the time or money to become ill or injured.

2.5 Theories of Child Labor

This study is guided by various theories which address the issues concerning child labor or which lead the children to be involved in child labor activities.

2.5.1 Child Labor as a Contribution to the Family

According to Boyden *et al* (1998) most children in developing countries work because they want to support their families. Studies done by Save the Children of Sweden show that most children start to work on command or at least by a request from their family. In many cases children work simply for the reason that they are told to, some voluntarily and some against their will. Most children work because the family needs help both with contributing to the family income and help with unpaid household work. As children often value themselves as a part of the family unit, most children say that it is plausible to contribute to the household, especially when the family survival depends upon it. Many children also get a good feeling when they can help their families economically; a fact received from an Ethiopian study, where the children answered that the feeling to be able to contribute to their families' monetary situation was the thing they liked most with work. A survey among street children in Brazil shows that the children lived in the streets because they wanted to help their mothers. The largest part of their earnings was given to their family weekly. The fear of losing support from the family and being left alone is another common factor behind child labor.

2.5.1 Time Allocation Theory

Time allocation theory as propounded by Becker (1976) observes that time has a cost, and this cost is examined in the same ground as the cost of market goods. Households are considered as producers as well as consumers. They produce income and that means they have earnings by working or by other ways and this income is available for consumption. In order to have a balance between production and consumption of earnings and other income, a specific allocation of time is needed.

The more the time, that is working time a child devotes for increasing his or her daily earnings, the less the time he/she spends on what is called quality commodities including leisure or education. In that sense child labor activities can be part of the consumption time of children.

2.5.2 Child Labor as a Result of Poverty

According to Boyden *et al* (1998) Child labor as a result of poverty is one of the most common theories about the causes behind under age work. The majority of studies in developing countries show that poor families put their children in child labor more often than families in a better economic situation.

Increase of the household income is one reason but it is also a safety strategy to even out the risk of losing economic income, for example with the loss of an adult income earner or a failed harvest. According to ILO, child labor commonly may represent around 20 per cent of the household income, and as poor families spend the majority of its income on food, consequently the children's incomes are crucial. In many households not all income is equally allocated to meet basic needs. Income earned by them other of the household is more likely to be available for the family than income earned by the father. Children's earnings given to mothers may therefore be more important for the family than the earnings gained by the father. It is common that children think about such factors, they are fully aware of their important part to support their family.

Economic dependence of households on the work contributed by their children varies extremely, ranging from almost none in industrializing countries to nearly total dependence in families with an absent or disabled adult – common in many African countries being desolated by HIV/AIDS. Boyden *et al* (1998) indicate that the fundamental importance of child labor as a result of poverty is so widely accepted and well demonstrated that there is no need to question the theory.

2.5.3 Micro-economic Theory

The core subject of this theory is that, the parental resources such as money, time, and attention have to be distributed or divided among household members, particularly children, and that the presence of children in the household tends to lead to greater resource dilution. Its application in this study can be explained in terms of social outcomes such as years of education attained, school enrollment, and school performance (Blake, 1989).

Various studies have addressed the issue of child labor in a broad context, with different perceptions and approaches.

Ray&Lancaster(2003) investigated the influence of work on the school attendance and performance of children in the 12-22 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 work hours. An exception to this was in the case of Sri Lanka, where a weekly work load of up to (approximately) 12-15 hours a week contributed positively to the child's schooling and to his/her study time. Patrinos and Psacharopoulos(1995) show that, factors that predict an increase in child labor also predict reduced attendance and an increased chance of grade repetition. Heady(2003) in his study found that the relationship between school attendance, school performance and work is generally perceived to be negative. Work interferes with schooling because it requires too much of children's time.

Akabayashi & Psacharopoulos (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.

Studies conducted in Mekele by Togunde(2006) for example, indicate that working pupils may be absent from school for a week for those in the urban areas, and the rate is higher for those who engaged in farming in the rural areas.

Malcolm *et al* (2003) in their findings came with the argument that good attendance creates the good relationship between teachers and the pupils. It is a way of teachers to know the talents the pupils possess inside them. It is believed that, if a pupil is away from school or does not attend the school regularly, it is hard for a teacher and child to build a secure and trust in relationship.

Johansson (2009) observed that the problem of child labor is massive due mainly to widespread poverty but also due to the social context and its traditions, insufficient funding, school policies and inadequate implementing of important regulations as the Convention on the Rights of the Child.

Malcolm *et al* (2003) argued that primary school staffs believe that poor attendees' become frustrated, bad tempered, undisciplined and insecure. After losing the 'security of a routine', their performances drop out and with it, their confidence and self-esteem.

Shivji(1983) examined the problem of child labor in general in colonial Tanganyika (the present Ethiopia) from 1920-1940. The author argues that child labor in Ethiopia traces its history from the colonial period when the Employment and Young Persons Ordinance was

enacted in 1940. The writer criticizes the ordinance in that while it prohibited the employment of children in industries, at the same time it allowed children to be employed on a daily wage. The author discusses the inefficiency of the law during colonial period in protecting the rights of children in employment.

Nindi's research findings (1977) showed that conditions under which children were allowed to work did not change much even after independence. The Employment Ordinance Chapter 366 which was promulgated by the colonial state and inherited by the independent government did not change this 1940 Employment law.

Makaramba (1998) examined various legal aspects of children's right in Ethiopia, including the right to education and the right to be protected from harmful employment. The author discusses the Child labor situation in Ethiopia and note that in terms of the Employment Act under Section 77, employment of children below 15 years of age was prohibited, but it did not help the children being involved in child labor.

Assad, *etal* (2005) using data from the Egypt Labor Market Survey 1998 estimate the causal link between child labor and school attainment. Child characteristics, household characteristics and demographics are used to estimate the joint probability of child workers and child schooling.

2.6. Review of Empirical Literature

2.6.1. Determinants of Child labor

A long list of factors can be made regarding reasons why children are forced to work. Children contribute to household labor supply when reserves of labor are essential at critical periods of the production process, supervision of labor is costly, and household production by children frees other household members to pursue remunerative market activities. Without children's work, poor households lose one of the few mechanisms they have to increase incomes or smooth consumption in the face of economic shocks.

Poverty: Poverty, of course, is the most commonly cited cause of child labor. Children aged 10 to 22 comprise the group for which the labor force participation (LFP) rate is most sensitive to economic conditions (Drusilla, 2001).

The history and geography of child labor reveal a negative relation of economic development and the incidence of child labor. For example, using cross-country data for 83 rich and poor countries, Dessy and Venkatachalam (2001) find a negative correlation of child labor and the

log of GDP per capita (at purchasing power parity). They also find a positive relation of child labor incidence and the log of the Gini index of inequality. However, the relation of household income and child labor in micro-data tends to be non-linear and, in many cases, is weak (Bhalotra and Tzannatos, 2002).

Household surveys support the view that poverty plays a major role in the child employment decisions in low-income households. For example, Spindel (1985) surveyed Brazilian adolescents in the labor force. For the poorest children in the sample, 54 percent cited economic motivation as the primary reason for working while for working children in the higher income brackets, only 35 percent worked primarily for financial (Spindel, 1985).

A study on Ethiopia reveals that both poverty constraints and income opportunities play important roles in the decision to send children to school or to work. It is also found that work and school conflict substantially but not entirely (Cockburn, 2001).

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. 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.

In rural parts of the country household poverty is caused by large family size, increasing fragmentation of farm land that ultimately leads to low family income. The situation in urban areas is also so severe that, lacks of employment opportunities that lead to low family income

deprive parents to send their children to school and provide their basic needs. Instead they tend to encourage and even sometimes force their children to enter into the labor market in their early ages so as to enhance the household income to sustain the families. Considering the extreme poverty in both rural and urban conditions, the use of child labor in on farm and off farm activities and in other sectors of the economy has become not a matter of choice (Tassew, et al, 2005).

Parents' choice: Bonnet (1993) reports that in Africa child labor is understood to be a form of education which initiates the child into a communal life and is valued by many societies (Bonnet, 1993). Similarly, the report of a National Workshop on Child labor in Ethiopia states: —Many societies, especially poor rural ones, do not necessarily view child work as —badll rather, it may be part of the socialization process, or it can be termed as a gradual socialization into adult life (ILO, 1995).

Cost of schooling: whether households for whom it is more costly to send children to school (using distance from the nearest school as a proxy for this cost) are more likely to use child labor. The demand for schooling responds to lower costs, both in school expenses (fees, clothing, books, and the like) and the opportunity costs of traveling over poor roads to distant locations and not having children to do productive work. These costs to families can be lowered. The recent elimination of school fees for primary education in Kenya and Uganda induced major increases in school enrollment.

Quality of Education: Despite progress over the past decade in increasing access to schooling in the developing world, education levels measured by years of schooling are still dismal in many countries (WB, 2008). Low attainment in rural areas is often attributed to farm work; in those areas, children miss school or drop out to help with farm or household work. But studies of child labor show that of the 5- to 22-year-old children not in school, 37 percent do not work and an additional 32 percent do only domestic work. Other reasons for dropping out include the inability to meet costs of attendance, distance to school, a curriculum or language incompatible with local conditions, beliefs that education is not necessary and poor school quality. Improving basic education in rural areas, neither primary education in Africa nor secondary in Latin America, is essential to energize the process of rural development (WB, 2008).

Returns to Schooling: Behavioral theory argues that parents use their own experience (i.e., returns to education) in the labor market to decide whether to send their children to work.

Though rates of returns to education may be increasing as a country develops, parents may still use their own experience in making schooling decisions for their children (Beegle et al., 2004).

Reducing child labor will require parents to be farsighted (i.e., to recognize the future returns to schooling) and to be able to engage in costly long-horizon investments (either through internal funding or borrowing).

Capital Market Imperfection: Baland and Robinson (2000) emphasize the importance of capital market failure as a contributing factor to inefficient child labor. They take as a point of departure the fact that child labor is a device for transferring income from the future into the present. A child who works today at the expense of acquiring an education will contribute to family income today at the expense of future productivity (Baland and Robinson, 2000).

Ranjan (2001) argued that credit constraints facing households result in excessive child labor and hinder children's human capital development. Rammohan (2001) also consider the role of credit constraints.

A government loan that is tied to the child's educational performance and becomes the liability of the child, rather than the parent, allows the child to access the capital markets to meet required contributions to the family. Such a loan is efficient provided there is some reason to believe that the child would have voluntarily undertaken the loan if he/she had the cognitive ability to analyze the choices like an adult (Drusilla, 2001).

Using household wealth (log per capita durable assets and household expenditures) as a proxy for a household's ability to borrow, Beegle et al., (2004) assert that households who face a lower discount rate are less likely to resort to child labor (Beegle et al., 2004).

Even if parents treat their child's future as a contributing factor to their own sense of wellbeing, they may be willing to borrow against their own assets or future income in order to finance their child's education. In this case, a lack of collateral will prevent parents from accessing the capital markets, thus again giving rise to an inefficiently low level of education.

Labor Market Imperfection: Labor market imperfections may make it difficult for land cultivating parents to hire extra labor, for example during peaks of agricultural activity, leading children to work though their household's resources may be above subsistence levels (Leclercq, 2001).

Two papers by Bhalotra and Heady (2000) and Cockburn (2000) argue that agricultural households who do not need their children's income to survive may still use child farm labor if labor market imperfections prevent them from hiring extra adult labor, notably during seasonal peaks of activity.

Family Assets: In the absence of access to formal capital markets, the household may still be able to tap internal assets. The presence of the father in the household, the presence of an older sibling in the household (particularly a brother), the capacity of the mother to engage in market work or property associated with a family enterprise can all be thought of as assets that can be drawn upon even if the family has no access to formal capital markets. For this reason, the presence of such household assets might be expected to lower child labor.

Ownership of productive assets like land can increase child labor. Bhalotra and Heady (2000) illustrate this argument with a theoretical model, and present evidence from rural Ghana and Pakistan (Bhalotra and Heady, 2000). Land ownership may have detrimental influence to child schooling while increasing child labor. Studies try to stipulate the influence of landowning on child labor and schooling decisions, with the view that landowning households could have a greater demand for child labor (Beegle et al, 2004).

Cockburn (2001) stresses that the ownership of productive assets increases the marginal returns to child labor, though some assets are rather labor-decreasing. He provides evidence on rural

Ethiopia —probably the country with the highest incidence of child work in the world today— but does not control for income, so that his estimates mix up the contribution of assets to household income and their impact in terms of substitution between child and adult labor.

Child labor-increasing (-decreasing) assets are characterized by a dominant wage (income) influence (Cockburn, 2001). Using a multinomial logit analysis of data from rural Ethiopian households the author find that small livestock and land ownership are child labor increasing, whereas ownership of oxen, bulls and ploughs, land quality and proximity to a source of water are child labor-decreasing (Cockburn, 2001).

Nevertheless, it may not be possible to determine a priori in which direction these family assets alter child labor rates. For example, in order for a mother with small children to engage in market work, she may require her older female children to engage in child-care rather than

school. It is generally the case that gender plays a key role in whether a child is engaged in home or market work. In addition, as a consequence of the rigidities of market work, children may have time to attend school but are required to work while school is in session (Drusilla, 2001).

In his study of a Bangladeshi village, Cain (1977) finds that "children of owners of productive assets, therefore, can begin work at a considerably earlier age in a large number of directly productive activities requiring assets" (Cain, 1977).

Beegle et al (2004) also show that child labor is prevalent among households likely to have higher borrowing costs, that are farther from schools, and whose adult members experienced negative returns to their own education suggesting that reducing child labor will require facilitating access to credit and will also require households to be forward looking (Beegle et al, 2003).

Assets such as livestock have mixed influences on child labor and schooling, depending on the shock and asset type. However, household durables are substitutes for increased child labor when households face health shocks (Andrew, 2007).

Agricultural Technologies: The fact that child labor is mainly agricultural phenomenon in developing countries implies that agricultural technologies would have important implications for child labor. On the one hand, farmers who adopt new and improved agricultural practices are more likely to enjoy a substantial income increase that should lead to an increased demand for education (Basu and Van, 1998; Edmonds, 2005; Basu and Tzannatos, 2006; Kazianga,

2007). On the other hand, it might be the case that the productivity of child labor is relatively high when used along with improved practices (Collins and Margo, 2006; Levy, 1985; Foster and Rosenzweig, 1996) which reduces families' willingness to send their children to school.

Self and Grabowski (2007) assumed that adult labor and child labor are substitutable when agricultural technology is labor intensive, but not when technology is more advanced which not only reduces/eliminates the need for child laborers, but also makes the agricultural sector more productive.

According to Hayami and Ruttan (1985), agricultural technology is generally divided into two types or varieties: biochemical and mechanical. The former involves the use of high yield

seeds, fertilizer, and irrigation that allows for a more intensive cultivation of the land while the later utilize machinery to substitute for labor. Even though the impact of these different types of technology on child labor is not so straightforward, the application of mechanical technologies would likely reduce the employment of children while biochemical technologies might increase opportunities for child labor (Self and Grabowski, 2007). However, the successful application of biochemical technologies requires a careful and precise application of water and fertilizer at appropriate times (Nkamleu, 2009). Thus the labor required will need to be more skilled resulting in parents deciding to send their children to school.

Demand for Child Labor: The demand aspect in the labor market can have a share in determining the incidence of child labor. In this respect, Kaijace and Kanyala (1998) argued that the demand for cheap labor by most employers was another reason for children to be involved in child labor. They further continue to argue that employers in Ethiopia prefer children below the age of 15 because they are cheaper, easier to access and less demanding compared to adult employees who have the relative advantage of bargaining the terms of employment in the labor market. They conclude that the prevalence of child labor in Ethiopia is a result of push-pull over influence (Kaijace and Kanyala, 1998).

2.6.2. Child labor and Schooling

Child labor is perceived to be a serious problem as it is believed to be destructive to children's intellectual and physical development, especially that of young children. The danger is exacerbated for those children who work in hazardous industries. Children engaged in exploitative activities are deprived of their childhood and potential by the demands of long hours and exposure to physical, social or psychological stress. Inadequate pay, high responsibility and lack of access to education all contribute to undermining the dignity and self-esteem of children (ILO, 2002). The same report further stated that apart from being detrimental to the full social and cognitive development of children, child labor is also frequently a cause of physical and emotional abuse (ILO, 2002).

It is possible that children who engage in child labor may benefit from the work experience.

Beegle et al (2004) found that child labor significantly reduces school attainment. However, this negative influence is offset by increased earnings from wage and farm work among those who worked as children. A moderate amount of work in safe conditions can allow children to develop useful skills and a sense of responsibility (Edmonds and Turk, 2003). Children

working within their family acquire experience that enters their human capital, and there is a trade-off between these skills and those acquired through schooling. Antoine and Sylvie (2000) show that this can explain why rural Ethiopian children typically start schooling at the age of 8 or 9 rather than 6 years: they are sent to school only when the marginal returns to schooling become larger than those to work experience (Antoine and Sylvie, 2000).

Participation to household chores or labor on the family farm may represent children's participation to family life, the acquisition of household and farm skills which enter children's human capital, or undesirable child work. They become really problematic when they conflict with schooling, affect children's health, or deprive them from leisure, but defining a general threshold beyond which this happens is impossible (Leclercq, 2001).

A study on the analysis of the socio-economic consequences of child labor in the age range of 8 to 13 in Vietnam, find that children who worked when they were young are significantly less likely to be attending school five years later and have a significantly lower level of educational attainment (Beegle et al , 2004). The authors find that a mean level of child labor (7 hours) leads to a decrease in educational attainment of half a year. This reduction in schooling in turn implies future earnings that are 2.5 percent lower.

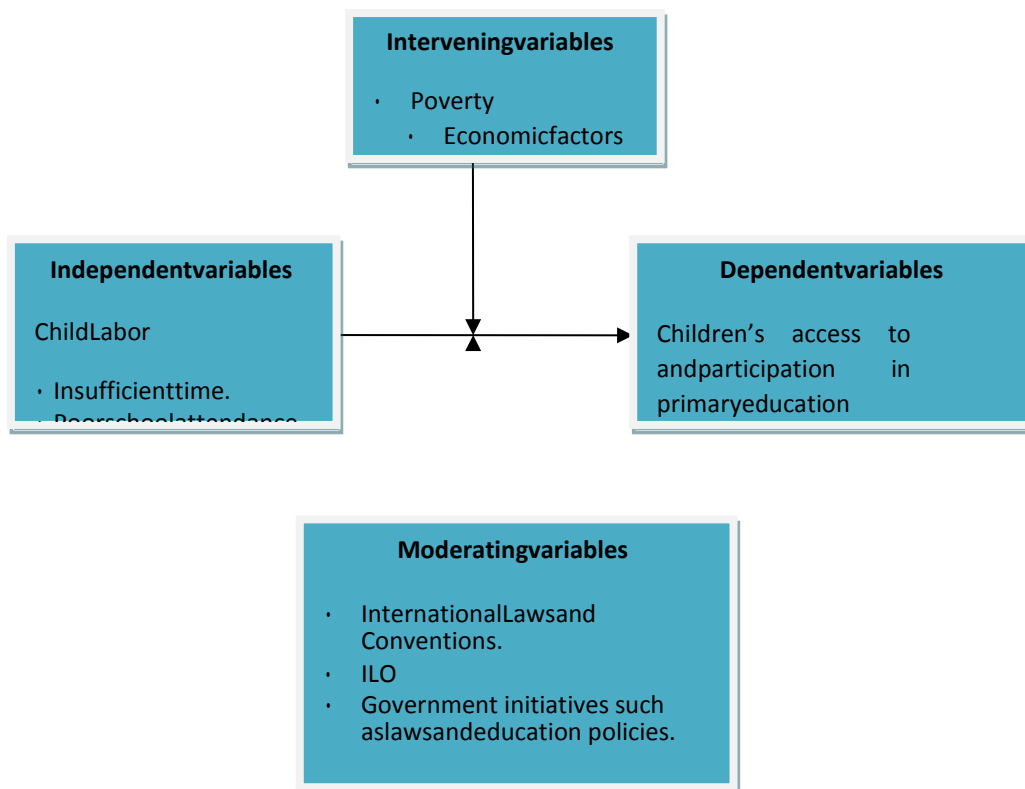
Patrinou and Psacharopoulos (1997), in their attempt to show that working children contribute substantially to household incomes using Peruvian data, revealed that child labor was not detrimental to schooling and left the authors wondering if in some cases —working actually makes it possible for the children to go to school. It can be assumed here that this result only holds for part-time work, which is funding the cost of the education. Hence this evidence suggests that a small amount of child labor can be a complement to schooling.

Empirical evidences show that child labor is not the exact inverse of school attendance. Many children combine work and school and this is especially common when the work they do is on family-run farms or enterprises. This is facilitated by school schedules that accommodate agricultural seasons.

2.7 The Research Gap

A lot of researches have been done on child labor and its impact on child education in different areas across the globe. But the available data or research on the influence of child labor on access to and participation in primary education in Ethiopia especially in Bochesa Primary School in Adami Tulu Jido Combolcha Woreda in East Shewa) is very limited. Therefore a need to find out the influence of child labor on children schooling in Adami Tulu Jido Combolcha especially in the afore mentioned woreda.

Figure1.1: ConceptualFramework



Source: Researcher's Construction, 2021

The figure above describes the extent to which child labor has influence on children's access to and participation in primary education. Due to child labor, children tend to have insufficient time at school because they spend a lot of time in doing jobs instead of attending to school influence Also child labor causes children to have poor school

attendance because they have to engage in economic activities which affect their access to and participation in education influenced .The result of which is dropping out of school. Also, the figure elucidates that for influence children's access to and participation in primary education, there is a need for moderating variable such as International laws , Conventions, ILO and government initiatives such as laws and education policies. However, there are factors which hinder children's access to and participation in primary education such as poverty and economic factors. These are known as intervening variables.

CHAPTER THREE

3. RESEARCH METHEDODOLOGY

3.1 Research Design

According to Aaker et al (2001, cited in Adam and Kamuzora, 2022), a study design is the design used to guide a study towards its goals. It tries to predict the difficulties faced when conducting research. Therefore, for the purposes of this study, a cross-sectional study design was used. According to Adam and Kamuzora (2008), cross-sectional research design is the design which is not repetitive in nature as it is carried out at once at a particular point in time. Cross-sectional design was purposely chosen due to the nature of this study which uses description and explanation of the phenomenon under study. Cross sectional study approach was also used because data were expected to be collected once in time.

3.2 Description of the Study Area

According to the 2007 Ethiopian populations and housing census indicated that the woreda/ Adami Tulu Jido Combolcha / total populations were 221,405 of those total populations 71,167 were men and the remaining 70, 238 were women. Adami Tulu Jido Combolcha woreda is found in East Shewa Zone in Oromia Region.

3.3 Study Population

A population is a group of people, objects, or items for which a sample is taken for measurement (for example, a population of students). Population refers to an entire group of people or elements that have at least one thing in common (Adam, 2006).

The target groups or main units in this study were school-aged children aged 7 to 22 years, elementary school teachers, parents or guardians engaged in child labor the Adami Tulu Jido Kombolcha community.

3.4 Sample and Sampling Techniques

3.4.1 Sample of study

A pattern is a finite a part of a statistical population whose residences are studied to benefit facts approximately the whole (Webster, 1985).The pattern length of this study concerned a complete variety of 60 respondents amongst students of Bochesa Primary School in Adami Tulu Jido Combolcha Woreda in East Shewa).

3.4.2 Sampling Techniques

Sampling is the technique a researcher makes use of to accumulate people, locations or matters to study. It is a manner of choosing some of people or items from a populace such that the chosen organization carries factors consultant of the traits determined with inside the complete organization (Orodho and Kombo, 2002).

3.4.2.1 Purposive Sampling

According to Adam(2008), with purposive sampling, the choice in regards to which factors/objects need to be blanketed or carried out within side the pattern rests at the researcher`s judgment and intuition. For this reason, purposive sampling is from time to time called judgmental sampling. The researcher chooses best the ones factors which he believes may be capable of supply the desired data. In this approach, the researcher intentionally includes/excludes a number of the factors with inside the pattern. The researcher used purposive sampling to choose 60 respondents who have been received from the studied wards of Bochesa Primary School in Adami Tulu Jido Combolcha Woreda in East Shewa).

Purposive sampling approach become decided on because of the reality that it's miles much less steeply-priced and brief for choosing a pattern. Through this sampling approach, the

researcher was given the respondents who have been capable of supply the desired data. However, the predominant weak point of this approach is bias, due to the fact the researcher best decided on the pattern he believed that they'd statistics he wanted.

3.4.2.2. Snowball

According to Adam (2008), snowballing is non-probability sampling used if the researcher is not sure that the respondents have relevant data for his study but he knows some through which they identify others who are likely to have the required data. In other words, individuals are limited to identifying their friends or associates as those with the required data. The researcher used snowball sampling because it started with a few children with the necessary information, and then gradually increased the sample size as previous respondents mentioned new contacts. But it is also a less expensive technique that has been studied.

3.5 Data Collection Method

Data collection includes the process of gathering information that will answer the researcher's questions. There are two sources of data: primary data and secondary data (Leedy, 1993).

In this study, the researcher used different methods i.e. interview, questionnaire and observation to collect primary data, as well as secondary data assessment and web survey to collect data. Secondary data collection to obtain desired information has been cross-checked from different sources.

3.5.1 Primary Data

Primary data are the data collected by the researcher himself or herself or by research assistants directly from the field, for the purpose of answering a research question or issue (Adam, 2008). Primary data were collected by using interviews, questionnaires and observation.

(i) Interviews

Under this data collection technique, there is direct contact between the researcher and the respondent, whereby the researcher and respondent engage in oral questionnaires or discussions (Adam and Kamuzora, 2008).). This technique helps to validate data, especially data from questionnaires. Thus, through the interview, the researcher was able to check the validity and accuracy of the data provided. The researcher applied the interview method to primary school teachers and parents/guardians, which yielded insights into children's participation in child labor. The researcher used a notebook when interviewing elementary school teachers and parents/guardians. The researcher employed this method by visiting people at the own places and in the street, and the activity was done in different days.

(ii) Questionnaires

The study applied both closed and open ended questionnaires. This method helped the researcher to get detailed information from different sources as the respondents had a wider chance of giving detailed explanations. The researcher applied this method to school children who engage in child labor as the main key informants. This method helped researcher to get very significant information concerning the children's involvement in child labor and the influence in their educational attainment. This method was employed by visiting the respondents and the questionnaires were filled in the presence of the researcher. Those who were unable to fill the form were assisted by researcher. However, the researcher filled only what the respondents said in his presence.

(iii) Observation.

The study applied observation which helped the researcher to gather necessary detailed information. Almost in all studied areas, it was possible to observe working children directly. This method enabled the researcher to systematically observe existing behaviors, working conditions and associated hazards, working too close against working children in quarrying and petty business in particular studied areas. The researcher recorded data from observation by using a notebook.

3.5. 2 Secondary Data

Secondary data are data obtained from literature sources or data collected by other people for some other purposes. Thus secondary data provide secondhand information and include both unpublished and published data. (Saunders *et al*2000). The researcher consulted the necessary books, journals, relevant official reports, and statistics concerning the influence of child labor on education attainment.

3.6 Data Analysis Procedure

3.6.1 Qualitative Analysis

Qualitative analysis is defined as the analysis of data where by detailed information about the views of the respondents is given. It involves detailed information with few numerals information or in other words, it is not always computable by arithmetic relations. The detailed information of the respondents such as their views and comments could not be expressed numerically. Therefore, in this study, the qualitative data were analyzed by using descriptive ways, through the restatements and quotations (KomboandTromp, 2006).

Data collected from the field were coded and edited before analysis. Editing was done carefully and purposively to rectify errors that could have been incurred during data collection.

3.6.2 Quantitative Analysis

Quantitative data analysis consists of measuring numerical values from which descriptions such as mean and standard deviations are made. It is the systematic scientific investigation of quantitative properties and phenomena and their relationships. (Kombo and Tromp, 2006).Quantitative data were analyzed by using simple statistic methods where by frequency and percentages were obtained.

3.7 Ethical Consideration

This study adhered to ethical principles of social science research. The names that were used in the study were not actually the real names of the respondents. The reason behind was to keep the dignity of the respondents. The researcher hid the faces of the respondents in the provided photos because incite respondents were below 18 years, they are protected. Social science research observes key ethical principles including ensuring that there is no physical and emotional harm to respondents, to ensure privacy, secrecy and confidentiality to all the respondents.

CHAPTER FOUR

4.RESULTS AND DISCUSSION

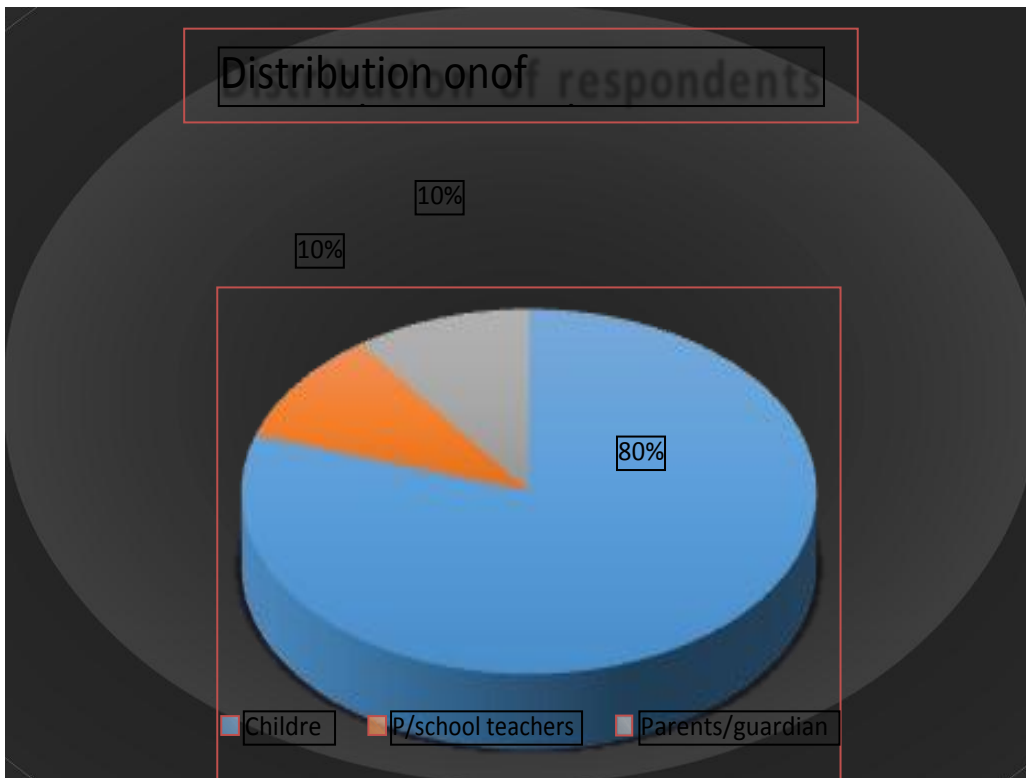
This chapter deals with the presentation and discussion of the results. It is divided into five parts. The first section presents and discusses the characteristics of the respondents, the second deals with the impact of lack of time on access to and participation in primary education, the third addresses the impact of low school attendance on access to and participation in primary education. Education, the fourth section addresses the impact of different types of activities performed by school-age children on access to and participation in primary education. Finally, the paper presents a summary and conclusion

4.1 Respondents characteristics

In social sciences research, employee's traits of respondents have a totally tremendous function to play in expressing and giving the responses approximately the problem. Keeping this in mind, on this take a look at a fixed of private traits namely, age, intercourse and schooling of the forty eight respondents (kids who have been the principle key informants) had been tested and supplied on this chapter.

Figure 4.1 indicates the distribution of respondents wherein the biggest range of the respondents (80%) (Key informants) have been faculty age kids who have been engaged in infant labor. On the alternative hand, 10% of the respondents have been number one faculty instructors and 10% have been dad and mom and or guardians.

4.1: Distribution of Respondents



However, due to the nature of the study, this group mainly discussed the characteristics of children as they were directly involved in child labor activities.

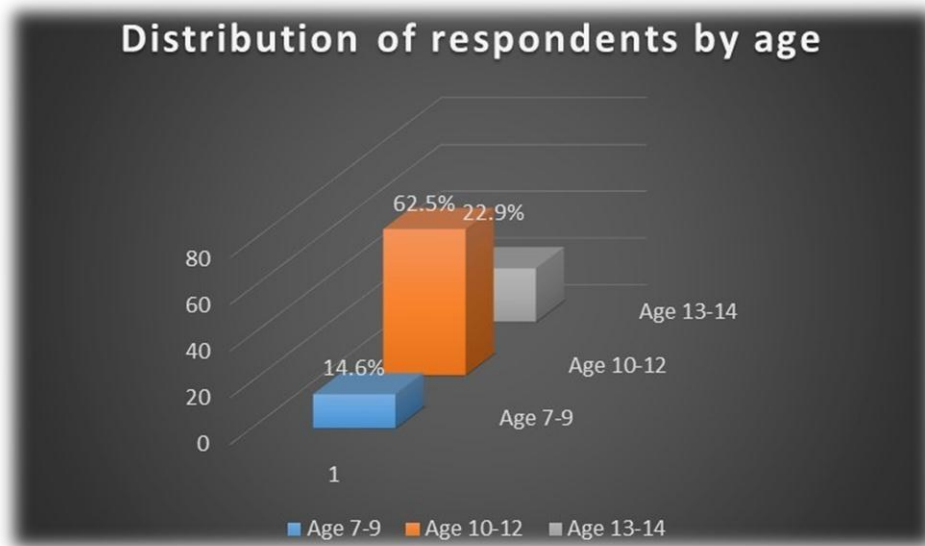
4.1.1 Age of Respondents

Respondents' age is one of the most important characteristics for understanding their views on specific issues; In general, age indicates the maturity level of individuals.

In this respective study, the ages of the respondents were taken from the minimum age of 7 years to the maximum age of 22 years, as shown in Figure 4.2. The study showed that the majority (62.5%) of respondents belonged to the 10-12 year old group, of which the next group was 22.9% from the 13-22 year old group. The lowest age group is from 7-9 years old with an average rate of 22.6%. The results show that most children under the age of 10-12 are heavily affected by child labor activities as their families face various challenges, including poverty. The study found that the 7-9-year-olds accounted for 22.6% and is the smallest number in this study that is not strongly affected by child labor due to their ethnic minority age, who is mainly opposed to child labor. do not participate in child labor activities, and it should be noted that most of this age group accounts for 22.6% who are sometimes closely

supervised due to their ethnic minority age, while the age group is from 13-22 was only 22.9%, indicating that most children in this age group were about to complete the study. Most of the children find it more difficult to participate in child labor activities than in academic activities.

Figure4.2: Distribution of Respondents by Age

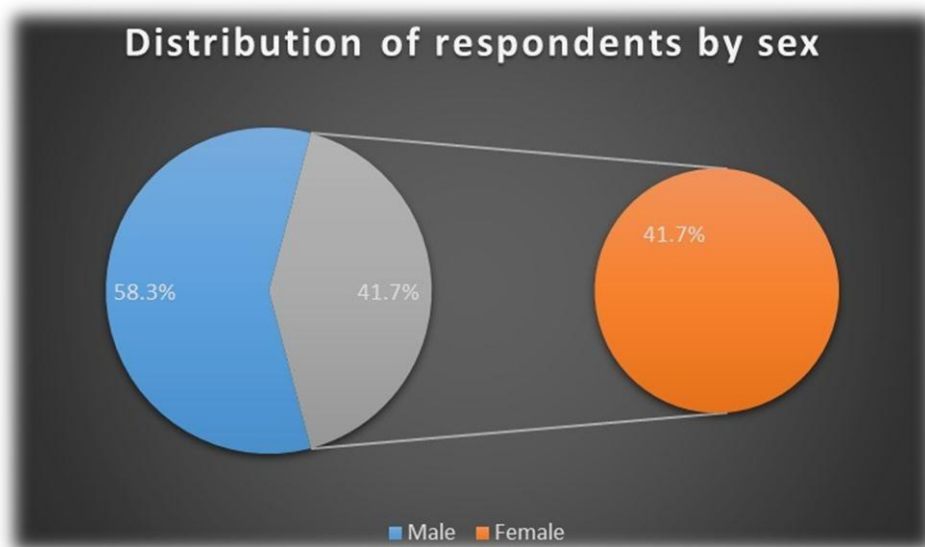


Source: ResearchData, 2022.

4.1.1 Sex of respondent

Sex or gender is an important variable in any social science research which is variably affected by any social or economic phenomenon and globalization is not an exception to it. Figure 4.3 below shows the distribution of respondents by sex.

Figure4.3:Distribution of Respondents by Sex



Source: Research Data,2022

It is quite clear that out of the total respondents (48 school working children) who were investigated in this study, overwhelming majority (58.3%) of them were males whereas about 41.7% were females. The implication of this justification is that, males are more likely to be involved in different forms of child labor activities compared to females.

4.1.2 Education back ground of respondents

Education is one of the most important characteristics that might affect the person`s attitudes and the way of looking and understanding any particular social phenomena. In a way, the response of an individual is likely to be determined by his/her educational status and therefore it becomes imperative to know the educational background of the respondents. Since the study involved primary school aged children who were involved in child labor, therefore, the study indicated the classes of the studied respondents as stipulated in Table 4.1

Table4.1:Distribution of Respondents by Classes

Class	Frequency	Percent%
1-3	7	22.6
4-5	31	64.6
6	10	20.8
Total	48	100

Source: Research Data,2022.

Table four.1 suggests that approximately 64.6% have been in elegance 4-6 that's the very best variety of the percentage on this class. While the bottom variety in percentage ranged from elegance 1-3 (22.6%). The implication of this class being low is because of the reality that they may be nonetheless too younger to paintings and can't be capable of stand within side the demanding situations of baby exertions activities. Also the take a look at suggests that 20.8% have been in elegance 7. The variety is nearly few because of the reality that they may be approximately to complete their number one schooling soon, so being worried in baby exertions for majority of this organization age is extra much less concern.

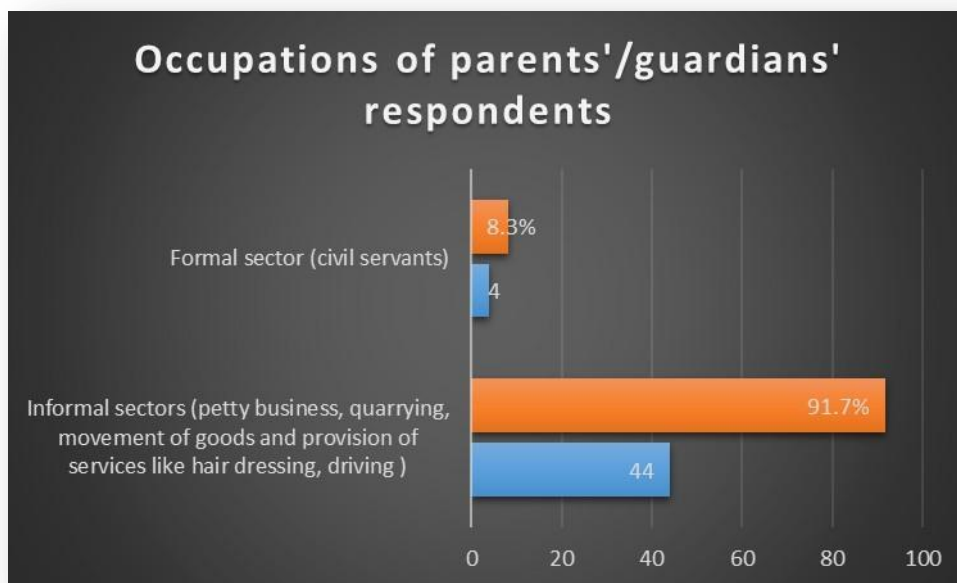
4.2 Occupation of the Respondents` Guardians/Parents

It is broadly agreed and ordinary that occupations of the parents/guardians have a power or contributing thing within side the participation of college kids in baby exertions activities.

Family earnings is one of the contributing elements for maximum of the kids to be worried in baby exertions especially in bad own circle of relatives (Patrick et al, 2000). The take a look at performed in Mekele determined that college attendance with the aid of using a baby changed into determined to be so notably correlated with the own circle of relatives earnings. Some kids in Mekele launched into baby exertions, dropped out from college or couldn't pass to high school due to their own circle of relatives' economic situation (Elijah, 2008).

In linking with this take a look at which changed into performed in Adami Tulu Kombolcha wordeda, it changed into visible that maximum of the respondents` parents/guardians (91.7%) interact in casual sectors of low earnings. This reasons their kids to be worried in baby exertions activities. The rest (8.3%) of the respondents` parents/guardians interact in formal sectors like civil offerings because the Figure 4.4 offers below:-

Figure4.4: Occupation of Parents'/Guardians 'Respondents



Source: Research Data, 2022.

This reinforces the fact that child labor is associated with low-income families and forces children to engage in child labor to meet their needs or to support their family's needs.

4.3 Impact of inadequate time on access and participation in primary education

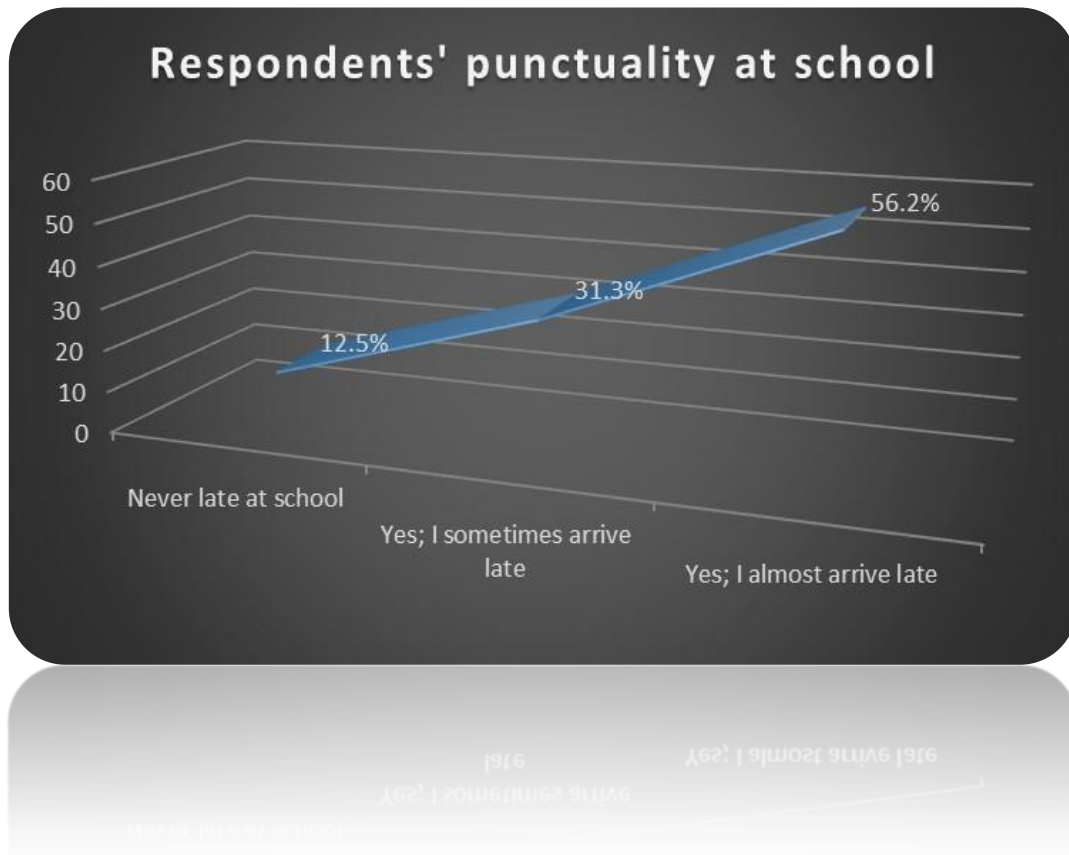
4.3.1 Late for school

Being late for school is a big problem for children in working schools. In most cases, a child's late arrival at school may be due to lack of time at school, either due to work before going to school or due to fatigue from overtime due to overwork. As a result, children who combine work and school do not have enough time at school due to this delay, depending on the type and amount of work (Dagnu et al. 2005).

In their study, Ray & Lancaster (2003) found that working hours adversely affected educational variables, with longer working hours weakening the marginal influences. The exception is Sri Lanka, where a maximum (about) 1215 hours of workload per week has made a positive contribution to children's schooling and learning time. The rationale for this argument is that work and school compete in childhood time. This is because the more time you spend on work, the less time you spend studying, and as a result, your poor academic performance if you are late for school. Respondents were asked if they were late or on time the day they went to school. The findings shown in Figure 4.5 show this, for example.

56.2% of respondents said that 31.3% of respondents involved in child labor would sometimes be late for school, and 12.5% said they would not be late for school yet, so they admitted that they were mostly late for school. The rationale behind this argument is that the majority (56.2%) of respondents who reported arriving almost late at night when they went to school were due to fatigue from long working hours. is.

4.5: Respondents' Punctuality at School



Source: ResearchData, 2022

One respondent called Abera (not real name) who is in class 4 at Bochesa primary school in Bochesa at East shawa who is involved in quarrying activities provided the following remarks:

“...Most of the time, I am here for crushing stones, and sometimes I wake up late because of tiredness which makes me go to school late on the next day or sometimes I fail even to go...”

[This causes a child to have insufficient time at school by either arriving late or failure to attend which then affects his/her academic progress]. However, amongst the respondents (31.3 %) who said that they sometimes arrive at school late argued that they tend to copy notes from their friends after school hours or during the weekend. One respondent called Daba (not real name) who is in class 5 from Bochesa primary school in adomitulu Word stated that: “...I have two friends of mine who use to give me their exercise books if in case I came latethey would tell me what the teacher taught and I try to copy what they wrote and if there is anything that the teacher insisted or directed, they would also tell

me,... This is how I do.”

On the other hand, the teachers who were interviewed as to what extent insufficient time for working school children impact their access to and participation in primary education, all of them (6 teachers) agreed that in fact it affects academic progress of the pupils. This information is in line with the fact that the child does not get enough time for his or her studies, the child comes to school late which makes him or her unable to follow the lessons because of tiredness or sometimes because of absenteeism for some days or weeks. One of the teachers at Bochesa primary school had the following to say:

...Most of the pupils who combine studies with work cannot learn because they come to school late or sometimes they miss the class,...so probably, they mess up,...I have few of them in my class...however, sometimes I spend time to know in and out what exactly they are facing because, if they fail, it is the shame to me and to our school also...

Another teacher from the same school also commented that:

I agree with my fellow teacher that the tendency of pupils` coming to school late leads to poor concentration in studies and then failures... sometimes you may enter the class and find out some pupils are dozing...or sometimes you may ask a question and he or she fails to answer because he or she was either not attentive during the lesson because of tiredness...so in my class I sometimes use a stick to gain their attention...and most of this kind of pupil tends to sit at the back... it is something which I do not prefer.

On the part of the parents or guardians who were interviewed on the influence of insufficient time in relation to school late arrival, all of them (6 parents or guardians) agreed with the fact that it destroys the future and performance of the pupils at school. The implication of this argument is that insufficient time due to child labor has the impact on children towards achieving their academic goals.

Tola (not his real name), a parent of area (although in my personal experience, no children are involved in child labor), said: ... yes, of course I can't resist it, if the child is combining school and work, the problem of lateness is obviously not uncommon for him or her ... let's take a look at an example. Kids sell fresh fish some of which prepare these students in the middle of the night to put them to sleep late. And in the morning they have to get up very early to sell the Ziway town before going to school.... So do you expect such kids to get better at school? ... A clear statement: Imagine that long working hours have the following consequences for the majority of children in working schools: First, it leads to child fatigue, which makes them physically and mentally. Will be tired and then come to most schools late the next day or not appear at school the next day. Second, working long hours

violates the child's right to sleep in a reasonable amount of time per day. Or the child does not sleep at the required time and gets up late and is late for school. This allows you to enjoy enough time to carry out child labor activities. However, lateness is also associated with children who work early or engage in other activities before going to school, and they will also be late for school.

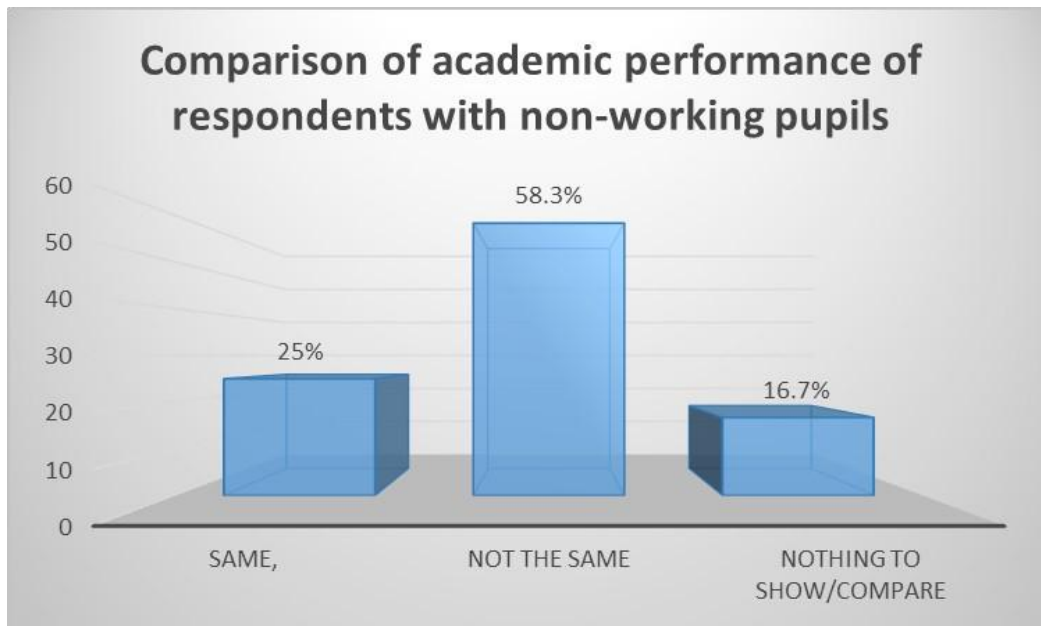
4.5 Impact of poor School Attendance on Access to and Participation in Primary Education

4.5.1 Poor School Presentations

School attendance, school grades, and work relationships are generally perceived as negative. Work interferes with school education because it takes too much time for children (Heady, 2003). Balancing work and education puts physical and psychosocial burdens on children, often leading to poor school performance and dropouts. Work can require a lot of physical energy, and children lack the energy needed to attend school and study influenced. For example, Abebe (1999) found that children's reading and math skills decreased with additional working hours and increased with additional school attendance and learning. The purpose of the survey was to determine the achievement and enrollment rates of enrolled and out-of-school students. As a result, 58.3% of respondents admitted that their grades were poor, which was not the same as non-working children. The implications of this finding are that child labor undermines their achievement because they do not have a regular schedule to attend school. Twenty-five percent of those asked also said their performance was no different than those who were not working. This means that if they skip classes during class hours, they have an alternative option for adjustments.

The remaining respondents (16.7%) said they didn't know how to compare themselves to those who didn't work. Looking back at the results, they don't care much about their academic performance and appear to be poor, but it is justified that they didn't want to tell the truth for other reasons.

Figure 4.7: Comparison of Academic Performances of Respondents with Non-Working Pupils



Source: ResearchData, 2022

To affirm this argument of school performance between working pupils with non-working pupils, one pupil called chala (not real name) who is in grade 6 at Bochesa primary school in Bochesa word said the following:

...It is true uncle, I am not even satisfied with my own academic performances and so you cannot compare me with those who most of their times are at school. But what can I do brother?, I cannot go to school unless I do something in my mother`s business...I cannot defend myself because my mother used to tell us if we do not cooperate with her in her business, we cannot eat and dress hence we cannot get money to buy school staffs. So I do not have any option. One anonymous pupil who reported to have no difference in performance with nonworking school children had the following remarks:

“...For me, I do not see any difference with those who do not work, what is important is to have a good time table for compensation, though it is somewhat difficult. I have been doing quarrying since I was in class 5, and now I am about to finish my school...”

In their view the teachers (6 primary school teachers) who were interviewed on the comparison between the children who are involved in child labor activities and those who are not, reported that performance rate and school attendance between these children differ. This justifies the view that good performance is associated with good school attendance.

One of the teachers at Bochesa Elementary School made the following statement:

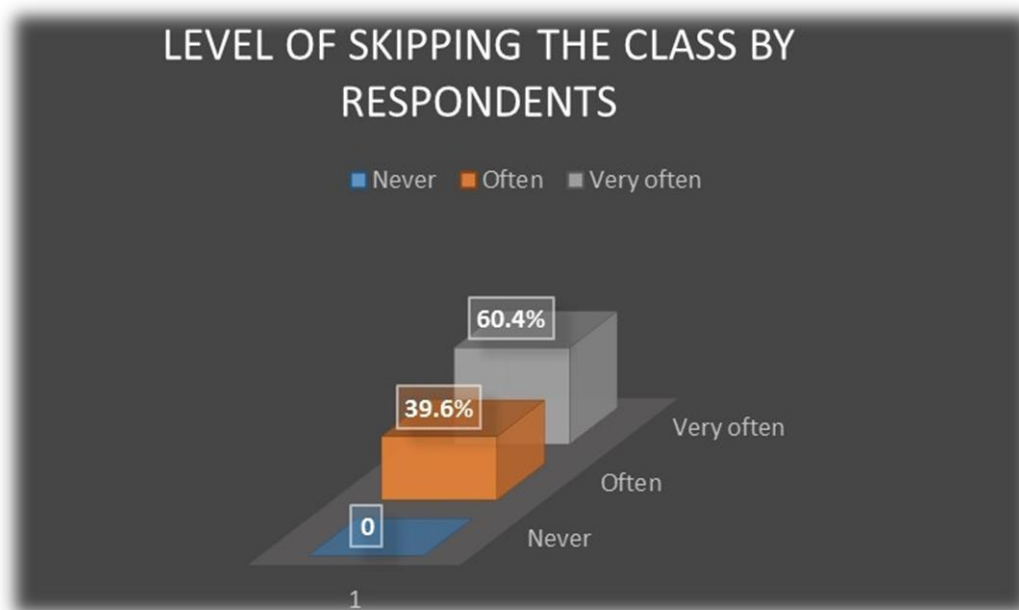
... In the real world, no one expects good grades from students with low attendance. It doesn't make sense to compare it to someone who goes to school on a regular basis. Most of

their low regular attendance I've experienced in my teaching career causes them to drop out of school ... they can't keep up with the high attendance people and she's disappointed. And I feel they are not enough in each class. Parents and guardians also agreed in their comments that there was a performance difference between these two groups of children. In it, six parents / guardians interviewed, one Hassan (not his real name) from the Adami Tulu community, said:

"... The answer is clear. It cannot be the same. It's what it affects you that you spend your time. Therefore, unless otherwise noted, it is inevitable that school children who work as children will perform worse than those who do not.

Regarding school refusal (the degree of complete disappearance of students at school), the survey found that the tendency to skip grades for most students involved in child labor, varies over days, weeks, and even months. I found that there is.

Figure 4.8: Level of Skipping the Class by Respondents



Source: ResearchData, 2022.

Figure 4.eight above suggests that approximately 60.4 % of the respondents who have been requested this query admitted that they generally tend to pass the magnificence very often. This justifies that infant hard work is a primary hassle for faculty attendance with the aid of using majority of respondents. The relaxation of the students (39.6%) said to have the tendency of skipping the faculty often. This means that alive though they're worried in infant hard work activities, they recognize their obligations that they're had to attend the

faculty.

One respondent referred to as Alemu (now no longer actual name) who's in magnificence 4 at Alemu number one faculty in Adami stated that:-

“...I even have one brother and one sister, and we stay with handiest mom, we simply assist every different in promoting fish. If I take the day of promoting fish for today, then day after today takes my sister or brother...so it is going like that”

The justification of this argument of Marta, represents the dad and mom who do now no longer recognize the significance or importance of education, and maximum of them aren't educated. For the case of Marta, it might be smart for her mom to permit her to wait faculty every day and the obligations of selling local beers have to take delivery of two different kids till Marta completes the faculty.

On the a part of the teachers, all 6 interviewed on what measures they take for the running students who've the tendency of skipping the faculty, agreed to were taking one of a kind measures of their schools. One of the teachers at Bochesa Elementary School in the Adami Tulu district said: In our school, the problem is solved because the teachers in the class know the tendency of the students... but the teachers may get tired because they may ban children, but I can agree. Doesn't change anything. The fact that some teachers are negligent because they don't take the initiative, such as visiting parents to know exactly what the problem is. Parents and guardians of these students also play a role because they are engaged in activities that tend to work with their children ... Walking along school Road, they work with their children. There are parents and parents. However, the teacher at Bochesa Elementary School made the following statement.

The situation is really worrisome, but what we do is first get in touch with our parents and guardians and get to know their position... but that's not enough. Then convene a parent or guardian meeting. They tell them about the impact of children working during school hours, and what happens to their academic progress if they skip classes ... sometimes it warns parents. So useful:

The principal of Bochesa Elementary School said: I don't ban students from working because I know the situation of most parents in our community, especially in Bochesa, but my advice is to work for children after school. Is to allow, I usually write and send letters to see the problem continue, but some parents whose children are working do not respond properly and know the problem, that is, most people. I'm disappointed because I'm not educated. It's ridiculous to consider education important to them. Some parents and guardians were investigated to gain their views on child skipping classes that lead to

dropouts. All six parents / guardians agreed, but they had different perceptions. A mother with twins working together at a quarry in the Adami Tulu district said: My son, no parent to stop him from going to school or skip classes, but I'm a widow, my husband died two years ago, and these kids are needed every day. Bus tickets as the school is far from where we live. Sometimes I can't afford their bus tickets so they crush the rocks with me and when we are blessed to get something they go to school the next day ... I don't do anything ... it really hurts, She shed tears. Another parent with a child in a trivial business in the East Shewa community said:

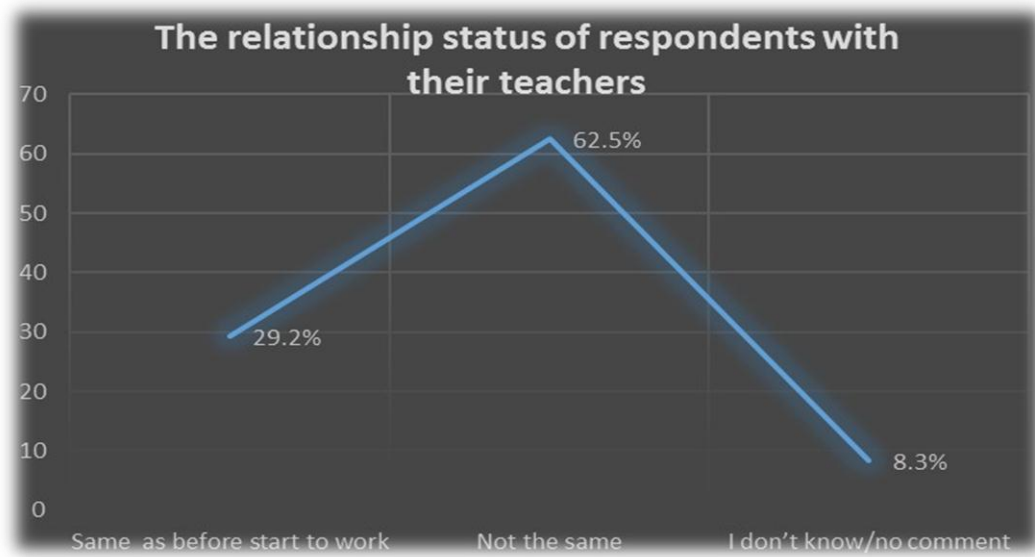
“I understand, but no way out I can do to help her because her father has paralyzed and he cannot do anything, so we help each other to survive. Sometimes I allow her to go to school, but sometimes she does not go, and sometimes I insist her to go almost every week, but she goes to school late” From the above findings, it is sufficient to conclude that there is a core relationship between school attendance and academic performance of the pupils. The more a child dedicates his or her time to attend and participate in school, the more one is in a good position to have a satisfactory academic performance. Also the more the child skips the class, the more the very child gives a room for poor academic performances. In this discussion, this means that if the kids work at school, they may work, if the students do not work, or if they skip classes, they may not work and drop out of school. It's about creating opportunities.

4.6 Impaired Ability to Build Teacher-Pupil Relationships

It is believed that good attendance creates good relationship between teachers and the pupils. It is a way of teachers to know the talents the pupils possess inside them. It is believed that, if a pupil is away from school or does not attend the school regularly, it is hard for a teacher and child to build a secure and trusting relationship. The teachers think that the problem is exacerbated because teachers could not readily include frequent absentees in whole class activities because he or she might long to give them a part but feel that he or she cannot do that because of the probability of being absent (Malcolm et al, 2003). The study found that, majority (62.5%) of the respondents who were asked as whether they have good relationship with their teachers after being involved in child labor showed to have disagreed. The legitimacy of this argument is that most of them tend to avoid their teachers, knowing that they can be punished, which ultimately leads to hostility between teachers and students. In fact, child labor creates an area of bad relationships between children in working schools and their teachers. Most of the people who said they weren't in a good relationship were based on

discussions based on fear and guilt as the main obstacles. In contrast, 29.2% of respondents said they had the same relationship with their teacher. Some respondents said most teachers were aware of the family situation. Only 8.3% of respondents said they did not think or comment on the direction of their relationship with the teacher. The evidences from these findings (8.3%) indicate that the respondents were not ready to be transparent concerning their relationship with their teachers after being engaged in child labor activities.

Figure4.9: The relationship status of respondents with their teachers



Source: ResearchData, 2022

One of the respondents who is in grade 4 from Bochesa primary school had the following to say:

If I see my teacher coming on my way, I better change the direction rather than meeting him for he becomes a disturbance to me, because this is my life. The only way to catch me is in the class, but out of that, I used to run away, though I know if I go to school on the next day, he would punish me. The best solution which I use is to stay away from school for some days which makes him to forget that I escaped him. He finished in laughter. On the other hand, one of the respondents who is in grade 6 from Bochesa primary school who said to have no difference in relationship with her teachers after being involved in child labor had the following remarks:

“My class teacher knows my situation, and sometimes she helps me by offering some school staff for me. But that doesn't stop me from working, and she knows it. But she rebukes me and warns me. That aside, I'm still doing it for my life and my parents”

On the other hand, some teachers (66.7%) who heard opinions about the relationship

between school children who are doing child labor need a good relationship with their students to know the problem even if they are involved in child labor. He said that there are cases. .. The rationale for this argument is that child labor problems in most working school children can be easily addressed and monitored if teachers are very enthusiastic about it. In support of this argument, one of the teachers at Bochesa Elementary School said:

The issue of child labor cannot simply be addressed. You first need to know why your child is involved in such activities, but what are the factors behind the child's tendency to focus on work rather than study? How is your parents' financial situation? Is it financially stable? Therefore, it is necessary to reach a point where teachers should not use force or muscles to behave differently from such children. You need to know them and be close to them in order to take the necessary measures. About 33.3% of teachers had somewhat different comments from the above argument, some of them pointed out that normally, pupils who engage in child labor tend to fear their teachers something which leads to avoid those teachers and escape when teachers make follow-up and later on this creates enmity between them. This creates a bad relationship between pupils who engage in child labor and their teachers. Therefore, to them the issue of relationship between the teachers and children who engage in child labor depends on the circumstances from place to place because the determinant factors cannot be the same everywhere. One of the teachers at Bochesa primary school had the following to say:

I am the class teacher, and according to me, the relationship of the working school child with his or her teacher depends on the way the student himself behaves, because some pupils may perceive you as their enemy because you have rebuked them or you punished them for the sake of their academic merits while others just feel comfortable and slide back to strengthen the relationship with their teachers. Another teacher concluded by saying the following remarks: I am a teacher, and I know the chronic absentee pupils in my class and I know some of them are engaged in petty businesses, and some are not, they stay at home because they don't like school, so whenever I try to help them (all absentees), I fail, they feel that I am going to punish them, this is mostly for those with age 9-11. It is very hard; you know as a parent, I do not feel comfortable.

**Table 4.2: Opinions of Teachers Concerning the Relationship
between Working School Children and Their Teachers**

Status of relationship	Frequency	Percent%
Yes, there is need to have good relationship	4	66.7
No ,it depends on the circumstance	2	33.3
None of above	0	0
Total	6	100

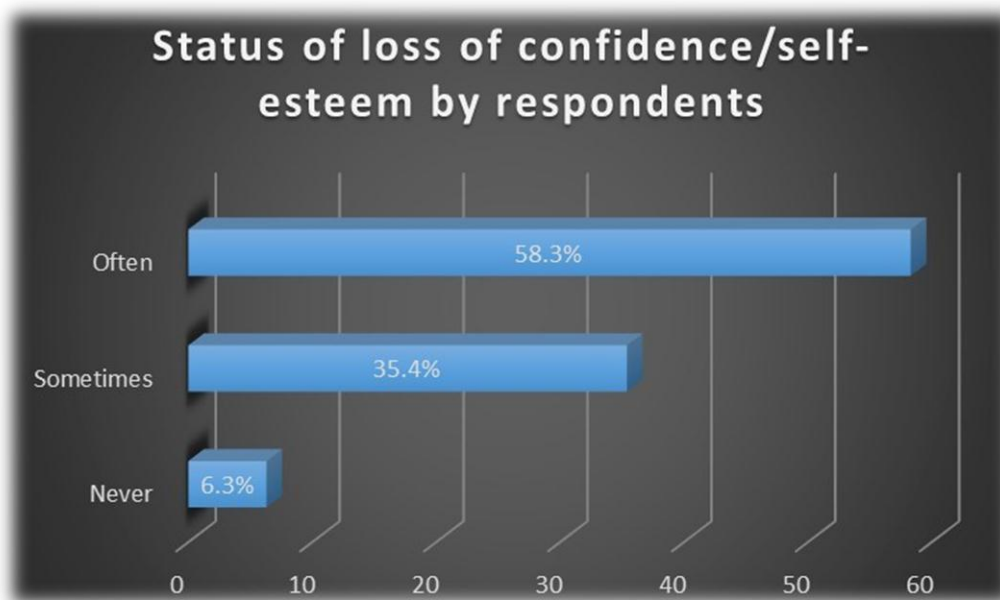
Source: ResearchData, 2022

The above results justify that not only is low school attendance affecting academic performance, but the relationship between students engaged in child labor and their teachers is also poor. It gives the teacher room to hate the teacher for fear of being punished if the child misses or skips the class. Teachers are great enemies of children because they can be confused and embarrassed. This creates an environment in which they avoid their teachers. And when children reach this stage, they usually drop out of school.

4.7.2 Loss of self-confidence and self-esteem

Elementary school teachers believe that bad students become frustrated, moody, disciplined, and anxious. After they lose "routine safety", their performance plummets, along with their self-confidence and self-esteem. Not surprisingly, they don't like school more and more and want to go to school more and more. Poor participants lose self-confidence and self-esteem, exhibit behavioral problems, including drawing attention through destructive behavior, and exhibit personality changes. They are bored when they come back because they are not familiar with their work and cannot contribute to the lessons (Malcolm, et al., 2003). The study found that majority of them (children) amounting 58.3% showed to often lose confidence or feel low self-esteem as they feel guilty themselves and socially misfit. It has become a habit of being laughed at and mocked by their fellow pupils whenever they deem to appear at the school compounds. However, this has been mostly happening for most of those pupils who have the regular tendency of skipping school very often compared to those who sometimes happen to skip the class.

Figure 4.10: Level of Loss of Confidence/Self-Esteem by Respondent



Source:ResearchData,2022

The implication of thereon is that, there is a great impact on the poor school attendance to the working school children. However, only 35.4 % of the respondents reported to have lost confidence and felt low self-esteem sometimes as when they confront their teachers or fellow pupils. In a nutshell, they feel unsecured, while only 6.3 % of the children showed to have no any impact on it. To affirm this status of loss of confidence or feel low self-esteem for the majority of respondents, one respondent called Selam (not real name) who is in class 3 from Bochesa primary school stated that: “Sometimes when I get to school, some class mates tend to laugh at me and even insult me, this makes me feel angry and sit at the backbench in the class room...even sometimes, teachers allow this situation by pointing fingers at me...it is somewhat hard and I feel regrets”

On the part of the teachers who were asked concerning this situation of working school children to lose confidence or low self-esteem, 83.3% of the respondents agreed with the fact while only one teacher (16.7%) differed from his fellows. This reflects the argument that child labor has the psychology influence for most working school children.

Table 4.3: Teachers' Opinions on Loss of Confidence/Self-Esteem by Working School Children

Status	Frequency	Percent%
Agreed	5	83.3
Disagreed	1	16.7
Total	6	100

Source:ResearchData,2022

One of the teachers at Bochesa Elementary School commented:

"Most students will be shy and shy when they come back, which I understand because my friends have done a lot and the teacher is referring to the day before. I'm teaching lessons that I can't do, so I'm becoming more disgusted with school"

The only teacher who had a different perception said: I have this proof because it is difficult for this student to be such shy or have low self-esteem.

The above results and literature provide clear evidence that loss of self-confidence and self-esteem in working school children is the main or causative factor for depression, disappointment, discouragement, guilt, and uselessness in school children engaged in their work is provided. Don't expect your child to be happy or improve their school grades if they are laughed at, ridiculed, or cursed because of poor school grades. You are mentally affected.

4.6 The impact of Different Types of Activities Performed by School Age Children on Their Access to And Participation in Primary Education

4.5.2 Health problem

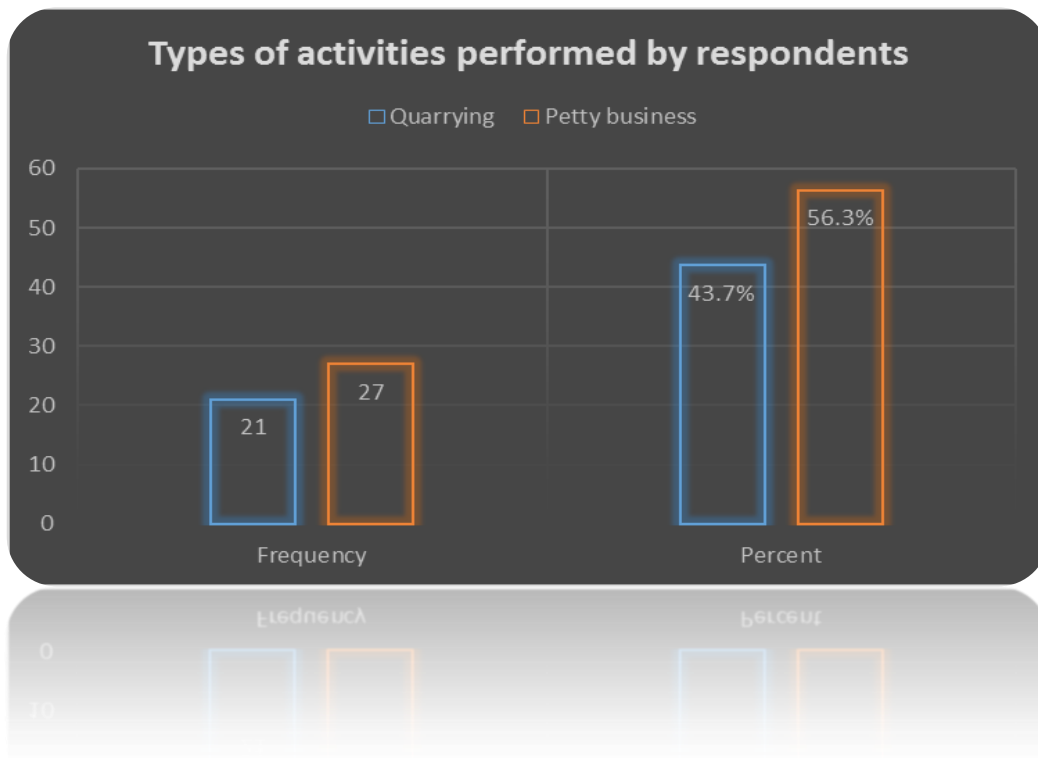
Child labor adversely affects the health and development of children. (Committee on Health and Safety Impacts of Child Labor, 1998) The simple fact that child labor works is not a problem in itself, but it is the work they do to determine if the work is harmful to them. The type of Child labor is more harmful when it interferes with school, rest, and rest. The child is young. The poorer the type of work schedule, the longer or more often you work at night. Work becomes more dangerous and wages are lower (Parker, 1997).

Fassa et al. (2000) Concerns about the health influences of child labor are primarily argued to arise from the belief that work exposes children to health hazards that can expose them to illness and injury. He further states that most children at high health risk must work in dangerous working conditions due to contact with dust, toxins and chemicals.

Guldon(2004) found a link between working hours and poor health in a study conducted in Bangladesh and Cambodia. This suggests that working hours have a significant impact on the potential for adverse health influences.

This study, which sought to determine how different types of activities performed by school-age children affect their health, found risks such as quarrying compared to students who were highly exposed to health problems. Most students (43.7%) who engage in various activities show that they are doing light work, such as small business jobs (56.3%). The implications of this argument are that quarrying is one of the dangerous jobs at risk of health from exposure to dust that can cause infectious diseases such as tuberculosis (TB). According to the survey, 43.7% of respondents are involved in quarrying, and the rest (56.3%) are engaged in small businesses such as selling fruits such as corn, donuts, peanuts, bananas and oranges.

Figure 4.11: Types of Activities Performed by Respondents



Source: ResearchData, 2022

According to the survey, 21 out of 23 respondents in the Bochesa area are involved in quarrying activities. Only two respondents worked for a small business. The remaining respondents (25 respondents) interviewed from the Bochesa were involved in SMEs. The total number of students found to be involved in SME transactions was 27 (25 respondents from Bochesa and 2 respondents from the city of Ziway).

[The ongoing process of crushing stones poses a danger to their health] One of the students, Robert (not his real name), at Bochesa Elementary School in Ziway district, said:

"... When I wake up, I sometimes feel pain in my chest. Occasionally I hit my finger with a hammer ... I have a lot of scratches on my hand that I used to break the stone."

Teachers surveyed, on the other hand, gave different views on how different types of school-age activities affect health, but all (six teachers) exposed children working in dangerous situations. I agree with the fact that it is more likely to be a health problem than other activities such as small businesses.

One of the academics at Bochesa number one faculty stated the subsequent:-

"In my opinion, I do now no longer assume if the paintings like promoting newspapers each morning can go to pot an infant fitness, however I accept as true with the reality that folks

that paintings in mining, factories or maybe hammering the stones are notably uncovered to fitness trouble...”

Another instructor at Bochesa number one faculty had to mention the subsequent remarks:-

...It is true; you cannot evaluate the kids who paintings in mining or in industries with folks that promote maize. Their fitness fame cannot be the same...folks that paintings in mining or different sports that are alike have terrible fitness, due to the smokes they smell. Let me provide you with an example. Take the Apollo (kids who paintings in mining in Ziway , maximum of them are beneath 18 years- emphasis is mine) and people kids who sale Ziway across the streets, after which observe their fitness fame.

The findings as said above offer an proof that kids who paintings in risky situations like in quarrying stations have a huge room for his or her fitness to be notably affected due to the fact there our bodies aren't bodily in shape to cope with such unique works and additionally to paintings in such environment. They are notably uncovered to communicable illnesses because of dusts. This is together with Tuberculosis (TB).

As one instructor said that:-

“...In my opinion, I do now no longer assume if the paintings like promoting newspapers each morning can go to pot a infant fitness, however I accept as true with the reality that folks that paintings in mining, factories or maybe hammering the stones are notably uncovered to fitness trouble.”

However the scenario is opposite to folks that do petty enterprise, due to the fact their our bodies aren't uncovered to heavy sports like quarrying or operating in mines or factories. They are commonly uncovered to tiredness and fatigues.

School absenteeism (reasons for school absenteeism)

School attendance is an important factor in school-age children's school success. Studies have shown that increased participation is associated with improved academic performance for students of all backgrounds, especially children with low socioeconomic status. Absenteeism, which leads to absenteeism, is a pervasive problem around the world. World, especially in developing countries Studies conducted in Mekele by Togunde (2006) indicates that working pupils may be absent from school for a week for those in the urban areas, and the rate is higher for those engaged in farming in the rural areas. Many factors can contribute to student absenteeism. *Family health or financial concerns, poor school climate, drug and alcohol use, transportation problems, and differing community attitudes towards*

education are among the conditions that are often associated with a child's frequent absence from school

In connecting with this study, the majority of the respondents who were asked about the reasons for not attending the school regularly, most of them (62.5%) claimed to be tired for either sleeping very late in the night or waking up very early in the morning because of their involvement either in quarrying activities or making preparation of goods for petty business. This implies that child labor contributes a lot in school absenteeism because of the tiredness or illness it causes to the engaged children.

Figure

4.2

2:

Reasons

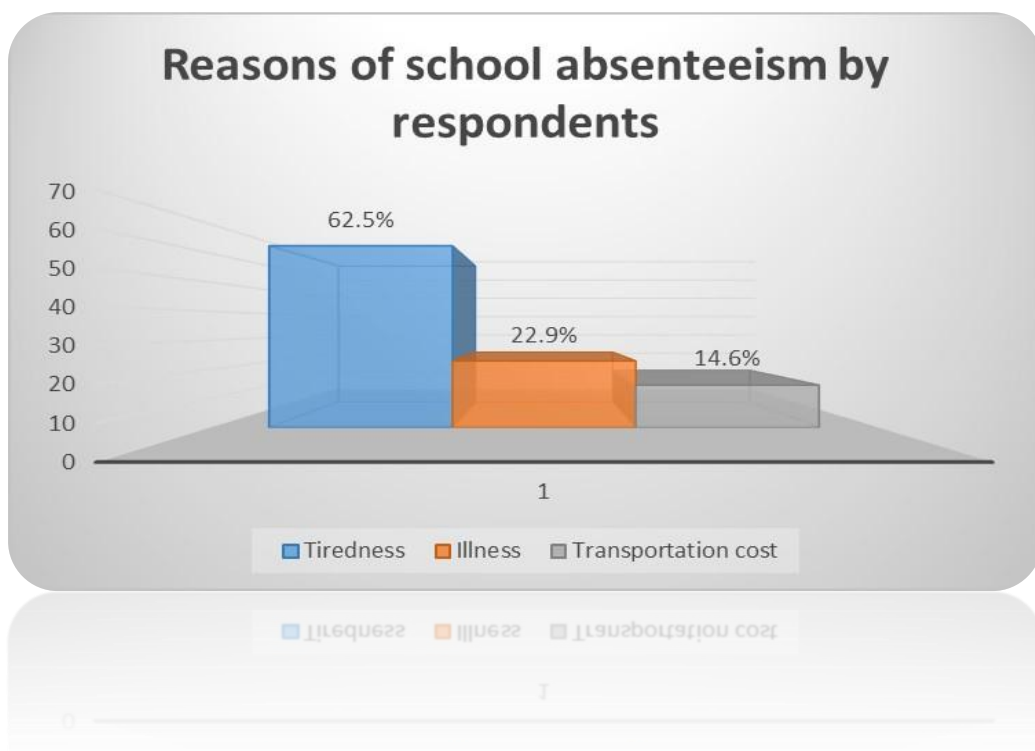
for

school

absenteeism

by

respondents



Source:ResearchData,2022

A respondent named Bontu (not her real name) in grade 4 at Bochesa Elementary School made the following comment:

"Most of the time I stay up late because of my work, but my mom helps me prepare for the next day (doughnut fry) and I'm late. As a result, I'm absent from school for a few days and when I leave I find myself left behind because I missed some classes. I feel sick because I like school. "

In addition to travel expenses (22.6%), illness (22.9%) was also considered another factor in absenteeism. However, for the majority of respondents, illness was also associated with fatigue. Rehima (not her real name) in grade 5 at Bochesa Elementary School, one of the Respondents, said:

"Most of the time I work long hours a day. As a result, they may wake up late and tired, and may not go to school because their whole body hurts and wakes up. So how can you go to school when you are sick? "

Another respondent, Johnson (not his real name), who is a sixth grader at Bochesa Elementary School and works at a quarry in the Ziway district, commented:

I live here in East Shewa (near the lake Ziway), but sometimes I can't go to school because of transportation costs. In the case of (motorcycle), the school (Bochesa Elementary School) is far from here, so you have to pay fifteen birr for one ride, fifteen birr for the return ride ... and it's not every day I You can make a lot of money, and as you know my parents can't afford it either ... on the side of the teacher asked why the majority of working school kids don't go to school , 4 out of 6 (66.7%)) cited similar reasons such as lack of financial capacity (poverty), but 2 teachers (33.3%) also had their own perceptions of fatigue and illness Was there.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter provides summaries, conclusions, recommendations, and policies and legal implications based on the findings. Its main purpose was to assess and analyze the impact of child labor on access and participation in primary education. This section begins with an introduction and is followed by a summary of the dissertation. The next section provides general conclusions, and the last section provides recommendations, policies, and legal implications.

5.1 Summary of results

The purpose of this study was to investigate the impact of child labor on children's access to and participation in primary education. This study aimed to achieve three goals. That is, (i) investigating the impact of inadequate time on access and participation in primary education (ii) finding the impact of inadequate attendance at school on children's access and participation in primary education and (iii) The study found that the following were the influences of inadequate time on children engaged in child labor: Studies have found that delayed arrival at school is a major impact of inadequate time for children engaged in child labor. The majority of respondents working in child labor (56.2%) reported being late for school, compared to those who occasionally reported being late for school or never being late for school. From this point of view, it is clear that inadequate time as an impact of child labor will affect children's achievement of their academic goals. As a result, it was confirmed that the majority of children who work as children (58.3%) perform worse than those who do not work. This is because attendance at poor schools as an influence of child labor affects the academic performance of child laborers as they spend most of their time on various activities that affect attendance at school. Means therefore, it is sufficient to state that there is a central relationship between attendance at school and student performance in school. Studies show that skipping lessons on a regular basis spends a lot of time on child labor rather than studying, which negatively impacts a child's academic performance and thus negatively impacts the child's academic progress. The survey also found that teachers behave differently against students who skip classes. This means that teachers play an important role in ensuring that the fight against child labor is achieved. Studies show that the majority of children involved in child labor do not have good relationships with teachers. The implication of this

justification is that child labor creates hostility between schoolchildren and their teachers, which adversely affects their relationships. Regarding loss of self-confidence and self-esteem, the survey found that the majority of respondents (58.3%) very often lost self-confidence and felt low self-esteem when confronting teachers and peers. This justifies the fact that attendance at poor schools as an influence of child labor has a psychological impact on school children who perform child labor. Impact of different types of activities performed by school-aged children

Research has shown that most students doing dangerous work such as quarrying are at higher risk of health problems than students doing light work such as small businesses rice field. The implications of this argument are that quarrying is one of the dangerous jobs at risk of health from exposure to dust that can cause infectious diseases such as tuberculosis (TB). According to the survey, almost half of the people surveyed work in quarries, and more than half of school children work in small businesses such as selling fruits such as corn, donuts, peanuts, oranges and bananas.

This study showed that fatigue was the main reason for school absence for the majority of children involved in child labor. Poverty is considered by teachers and parents / guardians to be the main reason for absenteeism from school for the majority of children involved in child labor.

5.2 Conclusion of study

In conclusion, this study recognized that child labor influences children's access to and participation in primary education. Factors such as lack of punctuality of school children, irregular attendance, malaise, and health problems affect the progress and performance of school children involved in child labor. The study also found that child labor tends to affect the relationship between school children engaged in child labor and their teachers. There is also room for loss of self-confidence and self-esteem among school children engaged in child labor.

5.3 Research Recommendations

The recommendations presented in this section are based on the evidence described in Chapter 4 of this report. The results show the impact of child labor on children's access to and participation in primary education in the city Ziway of Bochesa in selected districts, but suggest actions to be taken to reduce rather than eliminate problems increase. Therefore, we recommend the following:

Efforts should be made to address the current sadness of education and social welfare in the community. This can help keep children in school instead of working in a quarry or elsewhere.

The media should be encouraged to actively campaign against the phenomenon of child labor in Ethiopia by highlighting the negative impact of such practices on the developmental process of children.

Development plans and strategies to address national poverty reduction should be prioritized in the state budget to address the problem of child labor.

Government and all other responsible agencies need to ensure that policies and legislation address the issue of child labor.

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Appendix I

Children Questionnaire on Child Labor

I am AmanuelTesafaye doing research on Influences of Child Labor on Children's Participation in Schooling in Bochesa Primary School. Dear respondents the information is collecting from you and others participants will help the researchers to know the child labor issue and forward the possible solution. Feel free while u answers each questions.

NB: This information will be used **ONLY for** the intended study and will be kept confidential.

Section 1 Personal Information

1. Name (optional) _____ Age _____
2. School ----- class/grade -----
3. Location -----
4. Gender Male Female
5. (a) Are both your parents alive? Yes No
6. Who do you live with?
.....
.....
7. Other guardians(s),please specify
.....
.....
8. What is the main occupation of the person you live with?
.....
.....

PART TWO: SCHOOLING STATUS

1. Have you ever been admitted to school?

(i) Yes ()

(ii) No ()

2. And if the answer is yes, what grade are you in?

.....

.....

3. Since you started to work, have you ever come to school late?

(i) Never ()

(ii) Sometimes I arrive late ()

(iii) Almost/Often arrive late ()

(iv) Alternative question 4&5 ()

4. Are there times you wake up late because of work?

(i) Yes ()

(ii) No ()

5. If Yes, why?

.....

.....

6. How do you rate/compare your performance with non-working children?

(i) The same ()

(ii) Not the same ()

(iii) Nothing to compare ()

7. Since you started to work, have you ever skipped the class?

(i) Never ()

(ii) Often ()

(iii) Very Often ()

8 How does the job affect your school attendance?

.....
.....

9 What do you do the days when you do not go to school?

.....
.....

10 What is your relationship with your teachers after being involved in child labor?

(i) The same as before you start to work ()

(ii) Not the same ()

(iii) Improved ()

11 And if not the same, why?

.....
.....

12 How do you feel (loss of confidence/ self-esteem/shy/being laughed) when you go to school after missing some days because of child labor?. Do you feel guilty/loss confidence/self-esteem or being laughed and shy?

(i) Never feel low self-esteem ()

(ii) Sometimes ()

(iii) Often ()

13 If the answer is (b) and(c), why do you feel so?

.....

.....

14 What do you think are the problems associated with types of work performed by schoolchildren?

.....

.....

15 What are the reasons for you not attending the school(school absenteeism)?

.....

.....

16 How does the job affect your performance?

.....

.....

17 If you work to help parents, what kinds of activities are you engaged in?

.....

.....

Thank you for your nice cooperation

Appendix2:InterviewGuideforPrimary SchoolTeachers

1. What do you think is the impact of insufficient time in relation to school lateness to the students who are involved in child labor?
2. How do you rate/compare the performance of the working children with non-working children?
3. What measures do you take for the working students who have the regular tendency of skipping the class?
4. What is the relationship between the children who are involved in child labor and their teachers?
5. What do you say about the status of feeling loss of confidence or self-esteem/shy for the children who skip the class and being engaged in child labor activities?
6. What do you think is the impact of different types of activities performed by working school children in relation to their health status?
7. What do you think are the reasons for school absenteeism for children who engage in child labor?

Thank you for your Nice Cooperation

Appendix III:

Appendix 3: Interview Guide for Parents /Guardians

1. What do you think is the impact of insufficient time in relation to school lateness for pupils who are involved in child labor?
2. How do you rate/compare the performance of the working children with non-working children?
3. What is your opinion concerning the tendency of skipping the school for working school children?
4. What do you think are the reasons for school absenteeism for school children who engage in child labor?

Appendix I

Children Questionnaire on Child Labor

I am Amanuel Tesafaye doing research on Influences of Child Labor on Children's Participation in Schooling in Bochesa Primary School. Dear respondents the information is collecting from you and others participants will help the researchers to know the child labor issue and forward the possible solution. Feel free while u answers each questions.

NB: This information will be used **ONLY** for the intended study and will be kept confidential.

Section 1 Odeffannoo Dhunfaa

1. Saala:
Dhiira ----
dhalaa -----
2. Umrii:
3. Kutaa
4. Maatiin kee lamanuu jiruu lubbuun:
 - a) Eeyyee
 - b) lakkii
5. Eennu waliin jiraatta? -----

6. Yoo namoonni ati waliin jiraattu ka biraa irrate barreessi adaraa?.....
.....
7. Ga'een hojii nama ati waliin jiraattu maalinni laata? -----

II. AJAJA MARSAA LAMMAFFAA
SADARKAA BARNOOTAA

1. Takkaa mana barnootaa galtee beektaa?
a) Eeyyeen
b) Lakki
2. Yoo deebiin kee eeyyee ta.e amamma kutaa meeqa jirta laata? -----

3. Erga hojii eegalttee booddee takkaa mana baeumsaa dhuftee beektaa?
a) Takkayyuu -----
b) Alttokko tokko tureen seena
c) Harka caalaa tureen seena
d) 4 fi 5 akka filannooti fayyadama
4. Yeroon hojii galtee hin beektuu?
a) Eeyyee
b) lakkii
5. Yee deebiin kee eeyyee ta.e maaliifi? -----

6. Dandeettii kee daa.immaan ammaa waliin akkamitti ilaalta?
a) Tokuma
b) Tokko miti
c) Wali dorgomsii famuuyyuu
7. Akkuma hojii eegalteen guyyaa tokko osoo kutaa hin seenin turtee beektaa?
a) Takkayyuu
Yeroo hunda
Baayyee hedduu seenee beeku
8. Hojiin tattaaffii kee barnootaa akkamiin miidhe? -----

9. Yeroo gara mana barnootaa hin deemiin maal hojechoo oolta? -----

10. Akkuma hojii egaalteen akka daaimmaniitt hariiroon kee fi barasiisaa kee maal fakkaata?

- a) Akkuma duraa osoo hojii hin eegalini wal fakkaata
- b) Wal hin fakkaatu
- c) Wayyaadha

11. Yoo wal hin fakkaatiin maaliifi? -----

12. Sababa hojiin daaimummaan sitti baayyateen maaltu sitti dhagama? Hamilee dhabuu, gaarummaa dhabuu

- a) Takkallee homtuu natty dhagahmne
- b) Altoko tokko
- c) Yeroo hunda

13. Yoo deebin kee c fi b ta.e maaliif sitti dhagahame? -----

14. Rakkoowwan daa'immanii hojii hojjetaniin walqabatee malt wal qabsiisa? --

15. Yeroo hedduu maaf mana barumsaa hafta?.....
.....

16. Hoiin dandeetti kee akkamiin miidhe ? -----

17. Hojii hojjetee maatii kee gargaarta yoota.e gosa hojii kam irratti hirmaatteeti? -----

1. Saba hojii daa.immaniin walqabatee rakkoon jiru maal sitti fakkaata laata?
2. Daa.imman hojii hojjetanii fi hin hojjetiin baratan garaagarummaan isaanii maal sitti fakkaata?
3. Daa.immaan hoii hojjetanii baarnoota hin baratiin kutaa irraa hafan irratti tarkaanfii maal fudhatte?
4. Hariiroon barsiisaa fi baeattoota hojiin of jiraassisan gidduu jiru maali?
5. Daa'immaan ifftii Amantumaa hin qabnee fi hojii humnaa tii senaniif mal jetaa?
6. Daa'imaan hojii hubnaa ti galniif dibaani ini fayyayaa issani iratii fiduu mal jete Yadaa?
7. Daa'imaan mana barnotaa iraa hafaniif sababiin issa mal jete yadaa?

APPENDIX III 3 FFAA Gafiilee Matif Qophayee

- 1 Da'immaan Mana Barnotatiif yeroo gahaa hin qabneef dibaani issan mal jete yadaa?
2. Qabtii baratootaa hojii hojechaa barataniif hoji male kan baratan jiduu jiru akkamati ilaltaa?
3. Ijoolee yeroo bayyee sababa hojitiin barumsaa irra hafaan ilalchssee yani ati Qabduu mal dha?
4. Daa'imaan mana barnotaa iraa hafaniif sababiin issa mal jete yadaa?