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## Effect of Child Labour on the Academic Performance on School Children in the Kete-Krachi District, Ghana

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### Abstract:

*In Ghana, about 20% of school children are involved in some form of child labour. In the Oti Region of Ghana, the Kete-Krachi district has the highest prevalence rate of about 39 percent compared to 33.2 percent for the whole region (Volta Region, 2007). This paper investigates the impact of child labour among School children in the Kete-Krachi district of the Oti Region. The study explored the major impact of Child labour among school Children. The study interviewed 145 respondents through questionnaire and interviews. The research design for the study was both quantitative and qualitative. The respondents comprised 60 JHS social studies teachers, 60 Victims of child labour, 15 parents or guardians of the victims of child labour and 10 stakeholders of education. Data analysis showed that 67 percent of the victims were from large families of five or more. It was concluded from the findings that, child labour impacts negatively on children's academic work. It results in lateness to school, absenteeism, non-performance of home works, inactive in classroom activities, poor performance in examination and high school dropout rates in Kete-Krachi area.*

**Keywords:** Child labour, academic performance, school children, effect

### 1. Introduction

Child labour has been common practice in the world for a long time. The ILO in 1995 estimated that about 250,000,000 children ages of 5 and 14 in developing countries alone were victims child labour (UNICEF, 2002; Donnellan, 2002). It is a focus of attention in the whole world. The Ghana Child labour Survey (2003) estimates that 20 % of school children is involved in work classified as child labour. Of these, over 242,074 are engaged in worst forms of child labour (WFCL) including hazardous work. The fisheries sector is known as one of the areas where a lot of children work. Thus sea and inland fishing. First, there is inadequate information on the impact of the menace in the area. Second, the explanation given for child labour varies from society to society and culture to culture. These give much problem to the implementation of UN conventions on the problem. Some individuals and organizations define the term as work children do in order to earn incomes or to the benefit of somebody else. (Children Rights Convention, 1989; UNICEF, 2001; Kelsey & Peterson, 2003), The ILO (2004).

Writers Canagarah & Colombes (1993), Jensen and Neilson (1997) and Jean-Marie and Robinson (2000) said child labour is the work children who are not in school do. There should be free and compulsory at least at the elementary level. Article 30 of the same declaration required all member nations to ensure that no person was engaged in any activity destructive to his or her rights. In 1959, the UN General Assembly adopted the rights of the child. This reaffirmed declaration free and compulsory elementary education as well as the protection of children from exploitation. On 16th December, 1966, the UN General Assembly adopted the Economics Rights of the child which prohibit child labour. Article 10(3) of this Covenant stated that 'children should be protected exploitation. It further indicated that employment of children in work which was harmful to their education, health and development should be punished by law and that the state should provide appropriate age for the employment of young people.' It once again reaffirmed the declaration of free and compulsory primary education. The UN declared 1979 as the International Year of the Child to reaffirm the protection of the child especially against exploitative child labour. The UN General Assembly was ratified the Convention of the protection of the Child on 2'd September 1990. Within the preambles of the convention, special references were made to the 1948 Declaration of Human Rights, which sought to protect the child. Article 32 of this convention specifically talked on child labour. Clause one of these Articles stated that the child should be protected from working. The large family size in most African communities contributes to the poverty situation aggravating the high prevalence rate (UNICEF, 1992). In Ghana, for instance, about 25 percent of the population is extremely poor, with per capita less than US\$ 280 (UNICEF, 2004). Children are therefore compelled to work at a tender age to supplement family income. There are about 80 million child workers across Africa; a number that could reach 100million by 2015 as a result of poverty (UNICEF .2009). This encourages employment of children to work. There is also lack of political will on the part of most African government to implement policies on child labour. Most of them concentrate only on how they can continue to remain in the power forever and this leads to the neglect of problems like child abuse which do not threaten their political future (IPEC, 2003). A base line study commissioned by the Ghana Government in 2007 revealed that 6.3 million children were victims of child labour, (Daily Graphic, 4, 2007) as against 1.2 million in 2003 which was observed by Global Watch International Secretariat, (2004). Most working children in Ghana (about 82.5%) in 1992 were found in the rural areas, mostly involved

in agricultural activities. The worse form of child labour in Ghana includes mining and stone quarrying, fishing, galamsey operations, and porter age of heavy load, commercial farming and commercial sex work (Children's Act 560-1998; Daily Graphic, Friday, May 4, 2007). It is common in Ghana to see children below age 15 engaged in such activities. The issue is that those children working are in school (Kim & Kantor, 2005; Stranrock, 2005). These children are forced to drop out of school. Child labour therefore has been a major constraint in the development of human capital in Ghana. Governments since independence have tried measures aimed at eliminating it and promoting the development of human capital. Post-independence efforts to eliminate child labour started with the education Act 87 (1961) which made education free and compulsory for all children of school going age (UNICEF, 2004). In 1967, the Ghana's labour decree (1967) prohibited employment of children under the age of 15. Other post-independence measures included the free and compulsory basic education in the 1987 education reforms, approval of UN children's rights, Article 28 (2) 1992 constitution, the Free Compulsory Universal Basic Education (FCUBE) in 1996 and the Children Act (1998). In addition, in 2001 the Government instituted the capitation grant to reduce burden of parents and enhance children's education. The grant provides three Ghana cedis to cover the essential school fees of school at the basic level such as text book, fees, cultural fees and sport fees. Another programme to reduce the burden of parents is the School Feeding Programme (SFP) which is currently in the pilot stage. Despite the above efforts by the Government of Ghana, child labour is still a common phenomenon in the Volta Region (33.2%), with the Kete-Krachi district being the highest (39.1%). (<http://www.Modem:hana.com/GhanaHome/re:ions.volta.ase?>). As a rural District most of the children are engaged in agricultural activities such as processing of cassava into gari and maintenance of farms. This is affecting the development of the human capital of the district.

The district has the highest rate of illiteracy (70.2%) compared to 41.7 for the Volta region and 42.1% for the nation (Kete-Krachi District Assembly, 2006). This is dragging the development of the district back. Child labour among school children might be a contributory factor for the low enrollment and poor academic performance in most of the schools in the district. The purpose of the study is to investigate into the impact of child labour among Junior High School students in the Kete-Krachi District.

### *1.1. Scope of the Study*

The research area was the Kete-Krachi District of the Oti Region. The Krachi District was selected based on one issue. That is, even though child labour appears to be high, no research seems to have been carried out in the area to provide baseline evidence on its impacts. The study covered students (JHS) in the area because they are often used as victims of child labour. They constitute the age group (12-15 years) within which child labour is rampant. Their teachers and parents were also involved in the study. Even though, child labour might also be common among the primary school children, such children might not be able to provide relevant information. Hence the JHS children who were more matured were used. The key emphasis of the research was the major impact of child labour among school children in the Kete-Krachi area.

## **2. Literature Review**

This chapter reviews related literature on the effects of child labour on children's education. The literature includes the most current knowledge about the problem. It also provided guidelines for fieldwork and interjections of the research findings and theoretical framework.

### *2.1. Impacts of Child Labour on Children's Academic Performance*

One of the greatest changes in children's life in recent times has been the increase in the number of children who leave school to work to supplement parent's income. Kelsey and Peterson (2003) noted that child labour continues to be a problem because of its impacts. A former UN Secretary General, Kofi Annan in March 1999 stated that 'child labour has serious consequences that stay with the individual and with society for far longer than the years of child hood' (Donnellan, 2002:1). Child labour has non-linear educational impacts ranging from dropouts to high illiteracy rates. This supported the Kete-Krachi District Girl-Child programme Coordinator's assertion that the major factors that affect girls' enrolment and their continuity in education include child labour, large family size and ignorance. (GNA, March 13 2007). G88 (2003) observed that, child labour is a future life destroyer to children of school going age. ILO (2004) again observed that, when children work, school dropout and illiteracy rate increase. Child labour increases the likelihood of dropout and a lower likelihood of entering secondary education. Child labour also has some emotional impacts which tend to affect children's future. Child workers are constantly on call and deprived of rest and sleep. They are exposed to crude treatment and forced to work excursively. (ILO, 2004) They are often branded as stupid, lazy, careless and rude and lairs. ILO-IPEC (2006: 27) further stated that child labour can leave deep and lasting psychological scars on children. IPEC (2003:2) concluded that child labour among children of school going age deprive them of schooling. It further stated that child labour deprives children of useful skills needed for the world of work. Child labour dehumanizes the victims. They tend to develop inferiority complex and this affects them for the entire of their life. Efforts must therefore be made to address the problem of child labour. The general notion held by many is that child labour, is detrimental to learners academic capability, however, some opinions differ regarding 'when and how' a particular work is to be truly regarded as harmful to the future of a child or even interferes with his wellbeing. There is an argument of relativism in this discourse. A possible interpretation in this regard is to look at it in terms of opportunity cost' (gains and foregone alternatives). From this purview, a particular work would be harmful if it entails an opportunity cost in terms of other activities that are beneficial for the child and his development with reference to safety, nutrition, study, morality, leisure, rest (Okafor, 2010). This

school of thought believes and sees child labour as an inevitable process of growth, development and integration of the child as stated in the social theory above. Nevertheless, the adverse consequences of child labour differ by whether they are oriented toward market or home production, as well as whether they are inside or outside the home. Therefore, the question should be child time allocation to work activities by where they occur (inside or outside household) by whether or not they are related to a family enterprise. For Rosati and Rossi (2003), attending school and working are decision that are usually considered simultaneously as a family conversely, these authors also posit that the number of hours the child devote to work is one of the fundamental variables for evaluating the child wellbeing. Added researches in developing countries have found that the majority of child and youth laborer's regularly attend school. However, in certain cases, a negative relationship between the number of hours worked and the hours of school attendance has been found (Boozer and Suri, 2001). Buonomo (2011) found that children who work below the medium predicted by the proposed statistical model (up to two hours daily) demonstrated better school results (measured years in school, age grade ratio, completion of elementary education, completion of at least one year secondary education) than those children who only attend school. This finding indicates that while there is clear evidence of the negative impact of labour on the minor education, a minimal devotion to labour does not seem to have a significant effect on the education of children and youth. However, attendance is an indication that does not sufficiently explain the impact of child labour, as it does not take into account the quality of the child's experience in school. Main while, majority cases, child labour makes adequate child and youth inclusion in the educational system difficult. (Grootaert and Kanbur, 2005). Dyer (2007) observes that, given that the time for work takes away from the time allocated to studies and that the attention to academic activities is reduced, due to the fatigue produced by the labour. One of the major adverse trends in child labour is the proliferation of young conductors in the transport industry. Horsch, (2002) state that most victims work in public place such as street, markets which does not give them time to go to school and perform excellently this is mostly affected by students in secondary school. All in all, child labour seems to have a clear negative effect on academic performance.

Sabate and Rayah(2011), in his assertion, comment as thus: child labour impacts negatively on the achievement or performance of basic education because it leads to high drop rates as it easy for children to be easily deceived by meager income that trickle in, into believing that leaving school to give more time and attention to their work is a better option as they will get rich faster than their peers who have to spend many years in school. This can also lead to low academic achievement/poor performance on account of which the child would be expected to repeat a grade, this can cause fear, low self-esteem/shame both on the parts of the child and parents and make them to develop certain apathy for schooling and in such cases, and drop out could be a possible consequence. In some situations, such children are considered poor and unfit for academic pursuits and the tendency is usually to pull them out of school for a certain trade or apprenticeship thereby perpetrating further abuses since many poor parents may not be willing to give them a second chance. There is trade-off by most parents between the time children spend in labour and that spent attending school and doing some school related assignment (homework). Majority of child labourers either do not attend school or skip school to various degree (Ekwe 2002). Obviously, the greater the time children allocated to work and economic activities, the increasingly difficult it becomes to attend school since one cannot eat his/her cake and still have it.

According to ILO 2006, report, 74.4 million children aged 5-14 year who skipped school and engage in employment were victims of physical and mental hazard, most common are road and industrial accidents, abduction and ritual murder etc. many of them have been hit by cars, tricycle (Kekenapep), motor cycle (Okada), bicycle etc leading to deaths, disabilities and various magnitude of injuries. The National Modular Child Labour Survey (NMCLS 2001) confirmed that 'across zones, South East recorded the highest percentage – 16.4 percent-of children who suffered injury often, followed by children in the North West who recorded 7.8 percent. Whilst South-South, South-West and North-central recorded 2.8 percent, 2.9 percent and 1.1 percent respectively, North-East had the least percentage of .0.9 percent of children who suffered injury often (NMCLS, 2001 P.97). There is also a psychological dimension to the health related issues of child labour. These include; low self-esteem, stigmatization, personality crises since they often see and hear things beyond their maturity. Thus posit a huge challenge that negatively affect their cognition and retention abilities. Generally, working children are known perceived themselves as less privilege and less fortunate than their non-working counterparts. An ILO survey across 26 countries found that at least one in every four economically active children suffered sickness and injury as a result of their work, while about 2.7 million healthy year of life are lost due to child labour, each year with the highest rate in the sectors where children are employed, (ILO, 2006). Such hazardous incident could eventually jeopardizes the capability of being sound academically. Despite the various views on the effect of child labour and the contradictory opinions by some authorities, in all, time spent in school is a poor measure of learning in school. Above, it was separately indicated that child labour and time in school may be inversely related, even if child labour does not harm learning. It is possible that child labour harms learning even if it does not alter time in school. For example, it is possible that child labour does not alter school enrolment, or even that it does not alter school attendance because child leisure is lowered to make time for child work. However, child labour could still adversely affect school outcome by limiting time spent on homework, or it could leave the child too tired to make efficient use of the time in school. Numerous studies of learning tell us that it is cognitive achievement or highest grade attained that matter for learning's not time spent in school.

According to Amon et al., (2012) mainly child labourers in Sub-Saharan Africa and in Southeast Asia are involved in the worst forms of child labour which persists such as child trafficking, bonded child labour, child domestic work and hazardous child labour. More than 90 percent of working children in hazardous jobs which are exposed to chemicals, and dangerous tools .Much of hazardous works are happening in poor countries, where children lack access to healthcare infrastructure or basic information on health risks and protective measurements (ILO, 2012; Aqal, 2012; Miller, 2010).

According to Soares (2002), the determinants of students' academic progress can be classified into three groups of variables: those related to students' individual and family Characteristics, those related to the socioeconomic context of the school, and those related to the processes and pedagogical practices of schools. The relationships between child labour and schooling involve interlinking factors therefore the direction of causation can go either way. Child labour affects schooling, but poor performance in school might also impact child labour. Poor school quality and the indifference of families and students to school might cause students to enter earlier into the labour market. Factors that affect both child labour and school achievement occur at the levels of individuals, families, schools, and communities and include school availability, school infrastructure, parents' education, family income, individuals' natural abilities for school, community labour market conditions, and low levels of parental participation in their children's education and in their communities (Barros and Mendonca 1996, Psacharopoulos 1997, Cavalieri 2000, Gunnarsson et al, 2004). Work and education play a key role of socialization; this is a process by which new members are integrated into the society so that they can assume their rightful place in terms of role performance in that society. It's a process by which young people are prepared for adult roles in the society (Murenga, 1988). Today the institution of education is the key agent of socializations opposed to the family in the past. Formal education is seen as a cultural prerequisite to many avenues especially social mobility, economic empowerment and communication network (Gakuru, 1992). Despite this undisputed role played by education, it can be curtailed by many factors. According to Murenga (1996), different communities receive and accept formal education depending on the available options. Most of these families who are poor may opt to send their children to work instead (Gakuru, 1992). Linkages between child labour and education have been documented by (Nkinyangi, 1980) studying on factors that influence school dropout attributes high rates of school drop out to child labour. In her study Zani (1993) observed that 13 most of the children who hawked in the streets of Mombasa were mainly primary school dropouts with little aspirations in life. Muturi (1989) argued that child labour hindered children from attaining complete and satisfactory education standards. Literature shows that many school going children are required to help with household chores out of school and if such domestic work is not regulated it may affect their schooling as it leaves inadequate time for study (Muturi, 1994 and Zani, 1993). Educational attainment is greatly affected by participation of children in child labour. This is because very few children can attend school and work at the same time as these activities usually run concurrently. Those who attend school and also work find it difficult to give their school work attention it deserves; therefore ends up doing badly at school. For most children the choice to be made is that of either to attend school or working. However Mendelievich (1979:51) underscores this point by saying that those who work during their childhood years have no chance of going to school and obtaining qualifications which might help them escape from their state of poverty. Boyden and Bequele (1988:5) states that parents confidence that working children are gaining valuable skills and experience also contributes to child labour, however these child labourers concentrates on unskilled and simple routines which may not culminate to more rewarding occupation.

## 2.2. Theoretical Framework

There is a growing body of knowledge concerning the causes and consequences of child labour. A classical work by Brown, Deardorff & Stern (2001), provides theories on child labour which may serve as a model for this study. Brown, et al] stated that poverty is a by-product of child labourers. If this was true then efforts to reduce child labour in developing countries would not gain grounds because the process of economic development has been very slow in the last decade. Therefore, more efforts should be made on other major causes distinct from poverty. That is, policies of government in the developing countries should be focusing more on creating job opportunities for the people to eliminate child labour. When the people are employed, they would be able to earn regular income which would enable parents send and keep their children in school. This would go a long way to help check child labour and its related problems that affect child education in the country. Brown et al. (2001) took a departure from the poverty syndrome. Parents first choose the number of children to have. Children from large families in both developed and developing countries don't benefit much from school and tend to forfeit formal education. (Deardorff & Stern, 2001) Large family size therefore account for child labour in most societies. This is relevant to this study because in Ghana, and for that matter KeteKrachi area, apart from poverty, child labour can be caused by large families. Polygamous marriage which is commonly practiced in the area may result in large family size which in turn could result in child labour. Child labour was only chosen if the return was not high enough to compensate families for the loss of income of children. The low return to education for the poor children would occur if schools were far away, inadequately staffed, and lacked educational supplies or materials. The return to education could also simply be unappreciated if parents themselves were not educated. Parents could also make a decision to borrow against the household future wealth to increase current consumption while lowering future consumption. This would occur when the household survival was threatened. Thus, the only option parents have for increasing current household consumption at the expense of the future was to put him or her to work. Therefore, when children work today, they are denied better living standard in the future since the future income had already been used by the family.

Rajang (2001) also provided theory on market forces as a cause of child labour. Rajang looked at the dynamic implications of market failures as the cause of child at work. Market failure according to Rajang is where there is a failure in the sources of income of parents. According to Rajang, very few poor parents would choose education for their children. The central policy lesson of the Rajang's model is that government should help stop the menace now and the future generation will be free. For once, an educated child's income is raised above a threshold level; the newly created parent would be able to choose education rather than child labour for the next generation. This is relevant to the study because in KeteKrachi area unemployment is high which may be the results of poverty in the area and child labour. In addition, the market for agricultural activities is uncertain. Market failures may result in the use of children to raise income.

Although the reduction in poverty can reduce child labour, the reduction in family size, unemployment may help to eliminate child labour. Globalization has intensified diseases such as HIV/ AIDS which claims human lives especially adults who double as parents leaving their children as orphans. This prevents these unfortunate children from proper parental care leading to the various ways by which these children resort to, to be able to make a living. Some of this anti-social behavior includes prostitution and child labour. Governance in the country may also compel parents to resort to child labour. If the policies of the government of the day do favour the creation of jobs to enable the people to be employed, it will lead to high rates of unemployment with its antisocial activities such as child labour and the related problems. The people will be jobless and cannot meet their needs because they are not working. Therefore, this called for pragmatic economic policies that will focus on job creation so that, the people will be employed and earned income to be able to educate and feed their children.

Models of production can also be a motivating factor that can lead to child labour. Parents rely so much on factors of production to be able to produce to meet their demands. Lack or inadequacy of any of these factors can lead to poverty that can result to child labour. Taken Kete-Krachi area into consideration, labour and capital are lacking. Farmers and fishermen at this district find it very difficult to source the needed capital to enable them expand and produce on large scale to be able to feed their families and get some to sell to acquire their basic needs. They also do not have asses to labour to enable them produce on large scale. Because of these factors, they turn to produce only what their strength could do to feed their families. They therefore resort to child labour to be able meet their needs. Most of the writers see child labour as a byproduct of poverty but, poverty is not an independent variable. Child labour may also be caused by socio-cultural and political forces such as unemployment, extended family systems and believes. This work would in addition to poverty, looked at other forces such as socio-cultural and political forces. The practice of polygamous marriage with its high number of children to a family coupled with the acceptance and the practice of the extended family system in the study area allows children to be giving out to other family members for up bring.

These children on most occasions are made to work for the up-keep of the home. The activities of these children on most occasions are not taken to be child labour because; they are working to supplement the little income of the home. The researcher decided to research into the impact of child labour so as to eradicate and eliminate child labour from the study' area to pave way for better academic performance. The researcher believe that, if child labour is eradicated from the area, it would pave way for better child education leading to the development of the Kete-Krachi area.

### 3. Methods

The research design for the study was both a descriptive with quantitative and qualitative elements. This is referred to as methodological dualism or triangulation (Kwabia, 2006). The quantitative design helped to produce information that was generalizable (Kwabia, 2006), while the qualitative design helped to produce in-depth information about the subject (Hoepl, 1997). Both quantitative and qualitative designs also produced descriptive and analytical data. The quantitative and qualitative findings complemented one another to add breadth and scope to the results (Schulenberg, 2007). The strengths of each model are also enriched by the weakness of the other. Descriptive quantitative design was used in the involves collection of data. It determines and report's findings the way they are. The total sample size for the study was the 145 respondents. These break down to 60 victims of child labour, 60 teachers, 15 parents of the victims and 10 stakeholders.

Target Population	Total	Sample Sizes	Sample Method
Victims	5581	60	Tracer
Teachers	257	60	Simple Random
Stakeholders of education	80	25	Convenience
Total	5661	145	

Table 1: Target Population, Sample and Sampling Procedures

The sixty (60) JHS teachers were selected to meet the requirements of a sample survey. Sample survey requires large sample sizes equal to or greater than 40 respondents (Kwabia, 2006), A large sample size was also necessary to take off biases which could arise for sampling fluctuations. A large sample size again could yield data for prediction or generalization. A large number of teachers were also required because of the role teachers' play in the lives of school children (IPEC, 2003). The involvement of large number of teachers was also necessary because their contribution was very vital to the solution of the child labour problem.

#### 3.1. Sampling Technique

The simple random sampling method was used to select the 60 social studies teachers. A list of social studies teachers was obtained from the district education service through the circuit supervisors and the selection was done using random sampling. The simple random sampling helped to obtain sample units across the entire teacher's population. Therefore the simple random sampling method gave all the teachers' equal chance to be selected. With the table of random numbers, the list of all the teachers in the district was obtained. Three digits were used since they were more than 100 but less than 1000. Number which fell below 258 was put into parentheses since the total numbers of teachers in the district 257. Teachers with those numbers selected were included in the sampling unit.

The proposed number of victim of child labour were 60 subjects (see table 3.1) the selection of this number was difficult because of lack of reliable data or a sample frame of victims of child labour in the area. However, because of the

widespread nature of the problem in the area, the researcher was able to reach 60 of such victims. The victims were also considered because they constituted the target group. Their responses were very vital in revealing the Very causes and impacts of the problem. The researcher used the 'tracer' method to identify the JHS social studies students who were victims. Tansey (2006) stated that, the tracer method was suitable for gathering qualitative information when there was no sample frame. With this method, the researcher went from school to school to interview headmasters, guidance and counseling coordinators, teachers and students who had identified the victims of child labour. Names which were revealed were traced and questionnaires were distributed to them. Fifteen schools were visited based on the advice of the Assistance Director in charge of supervision in the area. At least one school in the eight circuits in the area was visited and four of the victims were interviewed in each school visited. The schools visited were Osramani JHS, Monkra JHS, Kwakuade JHS, Janjan JHS, Janikrom JHS, Abujuro JHS, Jaisayor JHS, Borae JHS, Bajemese JHS, Banda JHS, Chinderi JHS, Yaborae JHS, Okuma JHS, Wiayi JHS and Okanta JHS. Ten stakeholders were also included in the sample unit. The convenience sampling method was adopted in their selection. That is, the sample units were selected for interviews based on their availability and willingness to take part in the interview (Tansey, 2006) the stakeholders of education selected for the study were mainly circuit supervisors and JHS Headmasters. Table 3.1 shows the target population, sample size chosen from each group and sampling method used to identify the target groups. 15 parents were included in the sample. The involvement of the parents was intended to gather information on family background, causes of child labour and the activity in which the victims are engaged. Interviews could only require a smaller number in order to produce detailed information. This explains why only 15 parents were interviewed.

### 3.2. Research Instruments

The questionnaire was the main data collection instrument under survey. Two sets of questionnaires were used. One set was for the teachers and the other for the students. This is because these respondents can read and understand the questionnaire to be able to answer them. Apart from their suitability for wider coverage, the questionnaire produced reliable information, helped to interview more respondents, and reduced bias and influence of the researcher. Questions of close-ended where respondents were only given the chance to select either yes or no or open-ended types that is where respondents were given the chance to express their opinion on the issues at stake were used. However, most of the questions were close-ended that is where respondents are given only yes or no options. This was meant to obtain comparable responses and avoid scattering of ideas which could make analysis difficult. The face to face interviews were guided by an interviewer's guide. One set was for the parents and another one for the stakeholders. The interviewer's guide for the parents and stakeholders of education are shown in appendices 'C' and 'D' respectively.

### 3.3. Procedure for Data Collection

Data collection was done by both survey and face-to-face interviews (personal interview methods). This is a 'mixed method' with advantages that the study benefited from (Kirkwood, 2004). The survey research was used to collect data from the teachers. It helped to reach a wider coverage, and minimized variability in the sampling process. The face-to-face interview method (personal interview) helped to gather very detailed and accurate information from smaller but well informed respondents (Amoani, 2005). This supports Schulenburg's (2007) observation that, the use of mixed method allows for the presentation of a larger spectrum of divergent views. With the survey, the researcher distributed the questionnaires personally to the teachers and the students in the various schools. He waited and collected the completed questionnaires in order to ensure high return rate. The personal interview method relied on Face-to-face interviews between the researcher and respondents. Five JHS Headmasters were interviewed in the various schools visited in the area while five circuit supervisors were also interviewed at the district education office. Interviews were appropriate for these various groups because their heavy schedules and illiteracy on the parts of the parents prevented them to answer questionnaire. The interview therefore became a handy tool for gathering data from them. Their small number (total of 25) facilitated the use of face-to-face interviews. The researcher recorded the interview responses of the parents, and stakeholders of education into a diary. The diary Information made it easy to summaries the responses as well as the time and place of the interviews. The interviews were held under relaxed environment devoid of suspicion. This helped to achieve smooth interview sessions. One month was used for the interviews.

Respondent Unit	Sample of Each Unit	Method of Data Collection	Instruments Used
Teachers	60	Survey	Questionnaire
Victims	60	Survey	Questionnaire
Parents	15	Personal Interview	Interviewers Guide
Stakeholder of Education	10	Personal Interview	Interviewers Guide
TOTAL	145		

Table 2: Data Collection Methods and Instruments

### 3.4. Validity and Reliability of Instruments

The questionnaire and the interviewer's guide were vetted by lecturers, child labour coordinators and social welfare officers before going to the field. They read through the questions to determine whether their contents were adequate. They also helped to identify any ambiguities. The instruments were later pilot tested at Apedwa using two JHS headmasters, two parents, ten JHS social studies teachers and twenty JHS children. Two schools which were involved in the pilot study were Apedwa R/C JHS and ApedwaPresby JHS Apedwa was used because it has similar physical, social and

economic characteristics as the Kete-Krachi area according to the 2000 Population and Housing Census. For example, most of the people in both areas are foodstuff farmers. Suggestions and corrections from the pilot test were used to review the instruments. Responses from the questionnaires and interviews also were cross-checked and compared in order to achieve trust-worthy and valid instruments.

### 3.5. Data Analysis

The questionnaires were first edited to identify and eliminate errors made by the respondents. This is what Cohen and Manion (1985) recommended before data analysis. The open ended questions were then put into non-overlapping categories, coded and analyzed. The interview responses were processed like the open-ended questions on the questionnaires. They were then classified into discrete categories, and analyzed using frequency tables, graphs and chart. Descriptive statistics were mainly used because of the nature of the instruments and the responses. The research sought to investigate into the perceptions of impact of child labour on the academic performance of school children in the Kete-Krachi area. All of the 60 of the questionnaires distributed to the teachers were successfully completed and collected. Data were also collected from all the other respondents. Therefore, the analysis was based on 60 teachers, 60 students who are all victims of child labour, 15 parents and 10 stakeholders of JHS education. Data comprising many items with vast ranges (for example, 95% as the highest and 1% as the lowest) were suitably analyzed using tables while graphs were used to analyze mostly 'yes' or 'no' questions and data with vast ranges. Data with few items of three or more or four were mostly analyzed using pie charts.

### 3.6. Ethical Considerations

As this study utilized human participants, and in the interest of maintaining the integrity of the research, the researcher had made every effort to ensure that certain ethical issues were strictly addressed in respect of the privacy as well as the security of the participants. These issues were identified in advance so as to prevent problems that could arise during the research process. Among the significant issues that were considered included consent, confidentiality and data protection. Thus prior to commencing with the research, permission was obtained from each participant, who participated in the study. The names of the participants were secured. The objective, purpose and the significant of the study were all relayed to the participants before initiating the research process. All data collected from the participants were kept in a secure location.

## 4. Data Analysis and Interpretation of Findings

### 4.1. Introduction

This chapter deals with the analysis and interpretation of data collected from the field. The analysis was done under the personal data and impacts of child labour. Questionnaires and interviewer's guide were used to gather data from the respondents. The respondents were students, teachers, parents, stakeholders of JHS education (headmasters and circuit supervisors). Comparison and cross-checking of responses from the victims, the teachers, parents and stakeholders of JHS education were done to see similarities and differences in their responses.

### 4.2. Personal Data of the Victims

Table 3 shows the age of victims respondents. Eighty percent of the victims were within 12-15 age-group. The corresponding male and female ratios were 80.6 percent and 79.2 percent respectively.

Age	Male		female		Both	
	ABS	%	ABS	%	ABS	%
Less than 12	1	2.8	1	4.2	2	3.3
12-15	29	80.5	19	79.1	48	80
16 and above	6	16.7	4	16.7	10	1.7
<b>Total</b>	<b>36</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>60</b>	<b>100</b>

Table 3: Age of Respondents (Victims)

Only 3.3 percent of them were less than 12 years and 16.7 percent were 16 years and above. The age distribution of the students' reflects atypical JHS age group which is usually 12-15 years old. All students interviewed were victims of child labour

### 4.3. Background of the Teachers

The personal data of the teachers indicated that 68 percent of them were males while 32 percent were females, which shows that majority of them were males. Seventy six percent of teachers were 40 years old or younger with only 24 percent being above 40 years. Most of the teachers in the area (80%) were on ranks below Principal Superintendent with only 12 percent who were on the rank of Principal Superintendent and above.

#### 4.4. Background of Stake Holders

Seventy percent of the stakeholders were headmasters while 30 percent were circuit directors. Eighty percent of the stakeholders had been on their position for ten years or below with 20 percent who had been on their position for more than ten years.

#### 4.5. Background of Parents/ Guardian of Child Laborers

Responses from the parents indicated that 87 percent of them were illiterates while only 13 percent were literate. Illiteracy on the part of parents might influence them to engage their children in child labour as observed by GSS (2003). Brown, Deardorff and Stern (2001) also observed that, illiterate parents do not appreciate the value of education and as such engage their children in child labour. On marital status, about 67 percent of the parents were married together while 20 percent divorced. Thirteen percent of them were however separated. This implies that 33 percent of the children were under single parenting. On the number of children, 73 percent of the parents or guardians of the children had 5 or more children while 27 percent of them had less than 5 children. Most of the parents or guardians (87%) were farmers while only 13 percent of them were engaged in other occupations such as trading and artisan works. In sum, the background of the children and their parents shows that most of the children were from polygamous families of 5 or more members. Most of the parents/ guardians of the children were illiterate farmers. It was therefore not surprising that children of these parents were mostly engaged in one form of child labour or the other. This is because as observed by Brown, Deardorff and Stern (2001) in their studies elsewhere, children of illiterate parentage and those from polygamous families usually engage in child labour as a result of economic hardship faced by their parents. Illiteracy and polygamous relationships are therefore predisposing factors of child labour (UNICEF, 2000).

#### 4.6. Background of Victims/ Respondents

Eighty percent of children involved in child labour in the research area fell within 12-15 years with 60 percent of them being males while females accounted for 40 percent. The reason for the male and female difference might be that, much of the work of girls is not often considered as child labour. Domestic services, for example, is a major sector girl-child employment which is not often considered as child labour activities. ILO-IPEC (2001) continued this when it said that child domestic work was largely 'invisible' and mostly ignored.

Fifty five percent of the victims of child labour in the area were in JHS 2 class that was preparing for the Basic Education Certificate Examination (BECE). Most of them (85%) started work when they were less than 13 years which is against the 1998 Children's Act of Ghana. Responses from the children indicated that 68 of their parents lived together while 20 percent of their parents had divorced. Sixty eight percent of the fathers of the children had two or more wives and about a third or 32 percent of the fathers had only one wife. This shows that most of the children were from polygamous homes. This agrees with Brown, Deardorff and Stern's (2001) observation that polygamous marriage encourages child labour. Responses from the children also indicated that 92 percent of fathers and 80 percent of mothers were engaged in farming activities

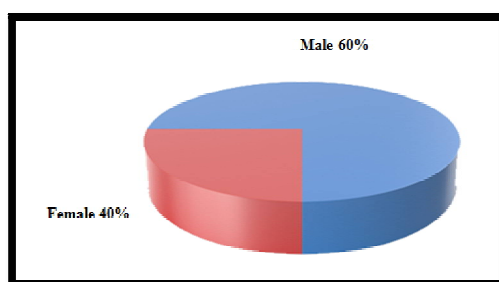


Figure 1: Gender of the Victims

Sixty percent (60%) of them were males while 40 percent were females. This shows that more males than females were victims of child labour in the schools under study. The above result might be influenced by the perception of labour in the area. Some females' work such as domestic activities might not be considered as economic activities and girls engaged in such activities might be ignored as being child labour (IPEC, 2003). Also it may be as results of the transportation of the victims that left out the girls.

JHS Class /Form ABS	Boys		Girls		Both	
	ABS	%	ABS	%		
1.	16	44.4	11	45.8	27	45.0
2.	20	56.6	13	54.2	33	55.0
<b>Total</b>	<b>36</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>600</b>	<b>100</b>

Table 4: Shows the Class/ Forms Of The Victims

#### 4.7. Teachers' Personal Data

Figure 2 shows the gender of teachers. In all 68.4 percent males while 31.6 percent were females. The majority of the teachers were males because they form the bulk of teacher's population in public schools in the Krachi area. The age distribution of the teachers is shown in table 4.3. About 56 percent fell within 21-30 age groups with none of them below 20 years.

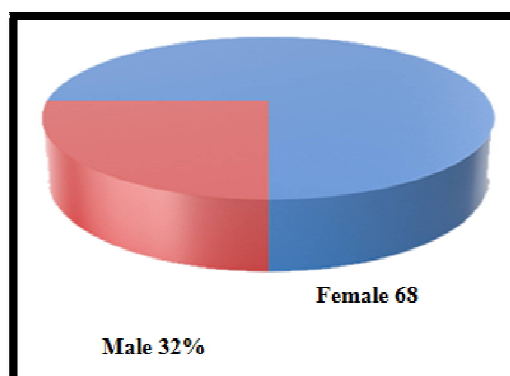


Figure 2: Gender of Teachers

The majority of the teachers were males because they form the bulk of teachers' population in public schools in the Kete-Krachi area.

The age distribution of the teachers is shown in Table 4.3. About 56 percent fell within 21-30 age groups with none of them below 20 years.

Age	ABS	%
Less than 20	0	0
21-30	32	56.2
31-40	16	29.8
41-50	9	10.5
51-60	3	3.5

Table 5: Age of Teachers

Three and half percent of the teachers were within the 51-60 age groups. This shows that, the majority of the teachers were relatively young. The rank or position of the social studies teachers is displayed in table 4.4. Only one percent of the teachers were within the lower ranks, that is, the rank of superintendent 1 or below.

Rank/ Position	ABS	%
Pupil teacher	8	14
Superintendent II	13	22.8
Superintendent I	8	14
Senior Superintendent II	11	21
Senior Superintendent I	9	15.8
Principal Superintendent	5	8.8
Assistant Director II	2	1.8
Assistant Director I	2	1.8

Table 6: Rank or Position of the Teachers

About 3.8 percent were with the higher ranks of Assistant Director 11 Assistant Director 1 while 45.6 percent were in between the lowest ranks (Superintendent 1 and below) and the highest ranks (Assistant Directors grade).

#### 4.8. Characteristics of Stakeholders of JHS Education

All the stakeholders interviewed were males with 70 percent of them being headmasters and 30 percent of them being circuit supervisors.

Figure 3 shows the number of years those stakeholders of JHS education have been on their position

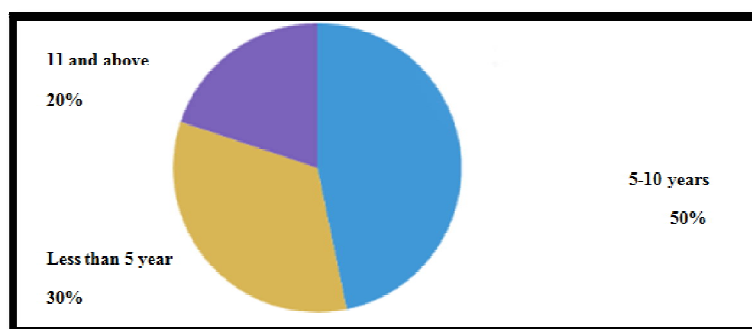


Figure 3: Number of Years Stakeholders Had Been on Their Position

Half of them (50%) have been on their position for 5 10 years and few of them (20%) have been on their position for more than 11 years.

## 5. Impact of Child Labour

The responses from the children on how they feel about working are summarized in Table 4. 16

How children feel	Males		Females		Both	
	ABS	%	ABS	%	ABS	%
1. Happy	925	5	20.8	14	23.3	
2. Unhappy	19	52.8	11	45.8	39	50
3. Burdensome/Stressful	8	22.2	8	33.3	16	26.7
Total	36	100	24	99.9	60	100

Table 7: How Children Feel for Working

Fifty percent of the victims felt unhappy while 26.7 percent saw working as burdensome/stressful. About 23 percent felt happy for working. When the parents were asked on the same question about how they felt for their children working, all of them said they felt unhappy about it.

One of the parents Jok said; I don't feel happy because the education of my children is very important to me; but I have no option because I have to take care of nine children alone. Their father just left them and my petty trading cannot afford to take care of them. If I get somebody to take the children away educate them I will be very happy Said by Yabi a parent and petty trader. (Field interview, April, 2019)

This means that child labour is not pleasant to both the children and their parents The data collected indicated that both the children and the parents do not feel happy for the children being engaged in child labour. It seems to imply that the children work because of parental poverty. They work to raise money to promote their education.

The responses from the children on how the work they were doing affected their academic work in social studies are shown below: Wayo a form two student of LA JHS remarked; because of this work I always feel tied and weak and unable to learn in the school as well as do my home work. I always feel sleeping in the classroom and teachers kept punishing me for sleeping in the class. I don't want to work again. (Field interview, April, 2019)

Man a form one student of SDA JHS also said;

I have to absent myself from school some days to be able to work to get money to buy my exercise books and the rest. (Field interview, April, 2019)

Opha a form one student and a victim of LA JHS remarked; sometimes I stay away for one or two weeks from school to be able to finish with the work given by the owner of the farm so that I can be paid to buy my educational needs. (Field interview, April, 2019)

This shows that the victims are not happy doing this work. What they said above shows that child labour is not pleasant to them and measures should be put in place to eradicate it.

Impact of child labour						Total	
Yes		No					
ABS	%	ABS	%	ABS	%		
It makes me go to school late				51	85	9	15
It makes me absent myself from school				47	78.3	13	21.7
It prevents me from doing my homework				52	86.7	8	13.3
It makes me not to perform well in exams				57	85.0	9	15
						60	100

Table 8: Responses of Victims about How Child Labour Affects Their Academic Work in School

The table shows that the work the children do affects their schooling or academic work in social studies in many ways. Eighty five percent of the children admitted that the work made them to go to school late while 78.3 percent agreed that the work made them to absent themselves from school. In addition, 86.7 percent of them admitted that the work prevented them from doing their home work while 85 percent admitted that the work did not help them to do well in examination. Only few of them said the 'no' to the various items. The responses from the social studies teachers on the impacts of child labour on academic activities or schooling of children are shown in Table 9. Their responses are scaled as follows: 1 (strongly agree), 2 (agree), 3 (uncertain), 4 (disagree) and (strongly disagree).

Causes1(SA) 2(A)3(U)4(D)5(SD)Total													
Impact	ABS	%	ABS	%	ABS	%	ABS	%	ABS	%	ABS	%	
Absenteeism	49	86	5	8.8	0	0	2	3.5	1	1.8	60	100	
Lateness to school	41	71.9	15	26.3	0	0	1	1.8	0	0	60	100	
Inactive in class room activities	39	59.6	22	38.6	1	1.8	0	0	0	0	60	100	
Non performance of home work	32	56.1	19	33.3	3	5.3	2	3.5	1	1.8	60	100	
Non performance in examinations	39	68.4	14	24.6	4	7.0	0	0	0	0	60	100	
High dropout	35	61.4	19	33.3	1	1.8	2	3.5	0	0	60	100	

Table 9: Responses of the Teachers on How Child Labour Impacts on Children's Academic Work

Most of the teachers strongly agreed to the various items as impact of child labour. Eighty Six percent strongly agreed that child labour resulted in absenteeism while 71.9 percent also strongly agreed that child labour resulted in lateness to school. Again, 59.6 percent, 56.1 percent, and 61.4 percent strongly agreed that child labour resulted in inactive participation in the classroom activities, non performance of home work, poor performance in examinations and high school dropout rate.

Moon of Presby JHS said absenteeism is very high in this school. Some Of the children have to go and work to get money to pay for their printing fees and other educational needs. If you asked them why they were not in school the previous day, they would tell you they had to absent themselves to work to get money for their needs. (Field interview, April, 2019)

Rag a teacher of Methodist JHS also remarked; here some of the children were doing well in school but have to abandon schooling to go and work for a living. There are more of them in the town as I'm speaking to you are very good academically but have dropped out of school to work to supplement family income (Field interview, April, 2019)

Mow a male teacher of SDA J HS indicated; for lateness to school, little said about it the better. Some of these children come to school as late as 9.30 am. When you question them, they would tell you, they had to go to work on the farm or lashing before coming to school. (Field interview, April, 2019)

Lateness to school absenteeism and dropouts are some of the most serious factors that affect chi 1d education and academic performances in Ghanaian schools. A statement made by these teachers confirms these factors affecting these future leaders in the Kete-Krachi area.

When the stakeholder of education were asked how child labour impacts on the school children, like the social studies teachers, all of them agreed that child labour negatively impacts on attendance, punctuality, participation in classroom activities and academic performance.

Meet a teacher said; if you look at our class registers, you will see that, most of the children were in school in the past, but have now left the school. Our results over the years have not been encouraging due to absenteeism, lateness to school, children sleeping in class. (Field interview, April, 2019)

Mr. Ofu a Director remarked; I have to now and then hold meetings with parents to talk to them on the impact of this problem. Academic performances over the years have not been encouraging due to absenteeism, lateness to school and drop out in schools. (Field interview, April, 2019).

The above statements of the stakeholders of JHS education in the area confirm what the social studies teachers said about absenteeism, lateness to school and drop outs of the students as a result of child labour in the area.

Yes Impact	No	Total	ABS	%	ABS	%	ABS	%
1. Absenteeism			13	13.3	2	86.6	15	100
2. Sickness			12	20.0	3	80.0	15	100
3. Dropout			10	66.7	5	33.3	15	100

Table 10: Parent's Responses on Impacts of Child labour on Children's Academic work

In all, 86.7% and 80% of the parents agreed that child labour resulted in absenteeism and lateness to school respectively. This implies that most of the parents are aware of the effects of child labour on their children's education. The responses of the students, their parents, social studies teachers and the stakeholders of education on the impact of child labour shows that Child labour results in absenteeism, lateness, dropout, non-performance of home work and poor performance in academic work. The parents however, admitted with the children, social studies teachers and the stakeholders of education that child labour results dropout, lateness and absenteeism. Donnellan (2002), ILO (2004) and IPEC (2003) noted that child labour results in weak academic performance and high school dropout rates.

Ala a parent said; after going to work in the morning, they come back and go to school to learn and only go back to work after school. This can affect their Performance in school since they would be tired. (Field interview, April, 2019)

Another parent Wem also remarked; most of the children who are working are always in school after the day's work. But I believe it is affecting their work in school because, they would be tired. (Field interview, April, 2019)

The above statements made by the parents of victims' shows that they are aware that lateness to school and absenteeism affects academic work in school. A check from the attendance registers on the number of days the children absented themselves from school the previous term is recorded in Table 4. 20.

Males Females Impact	Total	ABS	%	ABS	%	ABS	%
Less than 5		4	11.1	5	20.8	9	15
5-9		6	16.7	3	12.5	9	15
10-14		12	33.3	9	37.5	21	35
15-19		10	27.8	5	20.8	15	25
20 and above		4	11.1	2	8.3	6	10
Total		36	100.0	24	99.9	60	100

Table 11: Number of Days the Children Absented Themselves from School the Previous Term

Out of the 58 school days in the previous term, thirty five percent of the students absent themselves for 10-14 days. In all, 70 percent absented themselves for 10 or more days. More males (72.2%) than females (66.6%) absented themselves for 10 or more days and indeed more males (60%) than females. (40%) were identified to be victims of child labour. Data collected from the 15 schools used for the study indicated that the average absenteeism was 5 days in the previous term. This shows that the rate of absenteeism among victims of child labour was higher than the average absenteeism in the schools understudy. The results from table 4.20 confirms the responses from the children, social studies teachers and stakeholders that child labour results in absenteeism and drop outs. A regular student should not absent him or herself for more than 10 days in a term of 59 days. Table 12 shows the performance of the students in social; studies and the rest of the core subjects in JHS. The marks were obtained from the continuous assessment books. The Table shows that the modal class for each of the core subjects was 31-40%.

Scores	Mathematics		English language		Integrated Science		Social Studies	
	ABS	%	ABS	%	ABS	%	ABS	%
11-20	3	5.0	3	5.0	3	5.0	-	-
21-20	20	33.3	16	26.7	16	26.7	15	25
31-40	24	40.0	21	35.0	25	41.7	20	33.3
41-50	7	11.7	11	18.3	8	13.3	12	20.0
51-60	3	5.0	5	8.3	3	8.0	7	11.7
61-70	2	3.3	4	6.7	3	5.0	4	6.7
71-80	1	1.7	-	-	2	3.3	2	3.3
Total	60	100	60	100	60	100	60	100

Table 12: Absolute and Percentage Performance in Social Studies and the other core subjects

In all, the percentage of the students who score less than 41° 0 in social studies and the rest of the core subjects include 78.3 percent in mathematics, 66.7 percent in English language, 71.4 percent in integrated science and 58.3 percent in social studies. None of the students was able to score 71% and above in English Language. However, 3.3 percent each scored between 71-80 in Integrated Science. and Social Studies while only 1.7 percent of the students scored 71-80 in Mathematics.

Table 4.22 shows the average performance of the students in social studies and the core subjects. The average of the mean (mean of means) for all the core subjects was 37.3%. The mean performance of the students in the core subjects was less than 45%. The mean performance for the subjects include Mathematics (35%) English Language (36.5%) Integrated Science (37%) and Social Studies (40%) compared with the district's average which include 41.3% for Mathematics, 43.5% for English Language, 45% for Integrated Science and 47.1% for Social Studies (GES Kete-Krachi, 2007)

Subject	Mean	Median	Mode	SD
Mathematics	35	33.5	32.4	11.9
English language	36.5	35.7	31.5	14.7
Integrated science	37	34.9	34.0	13.3
Social studies	40.7	38	34.3	13.3
Average	37.3	35.5	33.1	13.3

Table 13: The Average Performance of the Students in the Core Subjects

The mean performance of the students in mathematics was lower than that of social studies and the other core subjects maybe because the concepts of the subject was too abstract and not relate to children's everyday life. On the other hand, the average performance in social studies is low compared with the other core subjects. The mean for each of the core subjects is higher than the median which is higher than the mode for each of the subjects. This is what Alonge (1989) referred to as positive skewness. Positive skewness according to him is where the mean is higher than the median, which is higher than the mode. This situation indicates that the standard of the testees is low (Alonge, 1989). In addition, Table 4.22 shows that the mode and the median range from 31.5-38 with the standard deviations ranging from 11.9 for Mathematics to 14.7 for English Language.

## 6. Summary of Findings, Conclusions and Recommendations

The research sought to investigate the impacts of child labour on the academic performance of school children in the Kete-Krachi area of the Oti Region. To achieve these objectives, data were collected from 145 respondents comprising 60 teachers, 60 victims, 15 parents and 10 stakeholders of education. The survey method and questionnaire instrument were used to collect data from victims and the teachers while personal interviews were used to gather data from the parents and stakeholders. The data were analyzed and interpreted using frequency tables, graphs and charts. The major findings of the study are summarized on the impacts of child labour on the academic performance of school children in the Kete-Krachi area. Conclusions are drawn on the heading.

### 6.1. Impact of Child Labour

Seventy seven percent of the children were either unhappy of the work they were doing or saw work as burdensome / stressful. However, 23 percent were happy for working. Most of them however stated that, child labour affects their academic or school work. Eighty five percent said their work made them to go to school late while 78 percent said their work made them absent themselves from school. In addition 87 percent said their work prevented them from doing their homework while 85 percent said their work did not help them to perform well in examinations. The teachers also observed a similar impact of child labour on children's academic work. Most of them strongly agreed that child labour in school children resulted in absenteeism, lateness, inactive participation in classroom activities, non-performance of homework, poor performance in examinations and high school dropout rate. Like the social studies teachers and the children, the stakeholders of JHS said child labour resulted in absenteeism, lateness, inactive participation in classroom activities and poor performance in examinations. Eighty seven percent and 80 percent of the parents admitted that child labour result in absenteeism and lateness to school respectively. Sixty seven percent of the parents however agreed that child labour resulted in poor performance in examinations. All the parents were not happy for their children working

because they said it affected their lives. When the attendance registers were checked, it was realized that about 70 percent of the children involved in child labour absented themselves for 10 or more days in a previous term of 59 school days. More males (72° 0) than females (67° 0) involved in child labour absented themselves for 10 or more days in a term of 59 school days. The academic performance of the students was measured using the core subjects. The arithmetic mean for the students in the core subjects include mathematics (35° 0), English Language (36.5%), Integrated Science (37%) and Social studies (40.70 0) compared with 41.3% for Mathematics, 43.5% in for English Language, 45.0% for Integrated Science and 41.1% for Social Studies as the district's averages. In all, 78.3% percent of the students scored below the district's average of 41.3% in Mathematics while 58.3% percent also scored below the district's average of 43.5% in English Language. In addition, 73.4 percent and 58.3 percent of the students respectively performed below the district's average in Integrated Science and Social Studies.

According to the data collected, child labour has several impacts on children's academic work in the Kete-Krachi area. The responses indicated that child labour results in frequent absenteeism and poor academic performance, lateness, non-performance of home work, inactive participation in classroom activities, and school dropout. On absenteeism, 70 percent of the children absented themselves for 10 days or more in a term of 59 days compared to 5 days on average from the schools under study. In addition, the mean performance in the core subjects was 37.3 percent compared with 44.2 percent as the district's average in all the core subjects. GSS (2003) observed that child labour results in absenteeism, lateness to school, and high dropout rate. ILO (2004) stated that, child labour makes school children less motivated and inactive to do good school work and school failure tends to be the result. Donnellan (2002) and IPEC (2003) also noted that child labour results in weak academic performance, school dropout and high repetition rates.

## 7. Recommendations

Recommendations have been made based on the issues derived from the major findings and conclusions from the impacts of child labour on the Academic performance of the school children. These recommendations are geared towards addressing the issue of child labour in school children in the Kete-Krachi area. The recommendations might benefit school children in child labour elsewhere in Ghana as well as policy makers.

### 7.1. Impacts of Child Labour

It was concluded from the findings that, child labour impacts negatively on children's academic work. It results in lateness to school, absenteeism, non-performance of home works, inactive in classroom activities, poor performance in examination and high school dropout rates. To address these impacts, it is recommended that schools should establish Child Labour Monitoring and Inspection Committees (CLMIC). These committees should comprise the key actors of education of children in the various communities such as teachers, community leaders, PTAs, and SMCs to monitor and impact the academic activities of children. The committees should help children who show behaviors such as absenteeism, lateness, non-performance of home works, inactive in classroom activities and poor performance in examination to get out of such problems. For example, the CLMC should design programmes that aim at identifying preventing, withdrawing and tracking school children involved in child labour. The district assembly should seek assistance from NGOs and donor agencies to set up community based vocational and technical apprenticeship schemes. These schemes should use local experts to train young people who drop out of school to acquire skills for gainful employment.

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