

IMPACT OF CHILD LABOUR ON UNIVERSALIZATION OF PRIMARY EDUCATION AT DISTRICT BANNU

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ABSTRACT

Child Labour has emerged as a serious, widespread and rapid growing problem in many parts of the world. Child Labour is a socio-economic issue, which not only wrecks the social growth, but also damages the moral fabrics of our society. The in hand paper not only highlights this very issue, but also have a close look at its major inverse effect on Universalization of Primary Education (one of the MDGs). The main reason for Child Labour in many countries, particularly in third world nations is lack of education which is mainly caused by poverty, location, child status, family status and teacher's behavior etc. This paper attempts to assess the causes and effects of Child Labour and its impact on Universalization of Primary Education at District Bannu. This study was guided by these objectives: To investigate the perception of teachers regarding the impact of poverty on Universalization of Primary Education at District Bannu, To examine the perception of teachers regarding the impact of teachers behaviour on Universalization of Primary Education at District Bannu in Khyber Pakhtunkhwa. To obtain the most appropriate and accurate results from the collected data, the coded questionnaire was analyzed through SPSS (V-23) in terms of Percentage, Frequencies, Mean, Standard Deviation, ANOVA, Correlation, Regression, , Chi Square and t-test were used for the analysis by the researcher.

Keywords: *Child Labor, Universalization, Primary Education*

INTRODUCTION

As long as the universe is being created, Child Labour has been present in some sort on the surface of earth. Indeed some has said that "it is such a callous veracity that "approximately all parts of the world have been facing this dilemma continuously, especially the advancing nations". It has been observed that in the most recent years, a number of noteworthy revolutions happened regarding social alertness and awareness owing Child Labour and the financial expansion. It is not exactly known how much Child Labourers will be on the surface of this very soil as we have no precious and latest data source about this matter. But probably Africa and Asia jointly may have jumped over sixty percent of the world total population in Child Labours (ILO, 2010).

International labour organization about Child Labour (ILO, 2010) declared that “more than 215 million children are still considered as Child Labour, whereas 115 million are implicated in the worst form of labour such as “serving others, keeping them busy in forbidden activities etc” (ILO, 2010). There is no ambiguity in saying that “Child Labour is a result of plentiful reasons” (Amin, Quayes & Rives, 2004). Although many of the advancing nations have universal tribulations and are repeatedly making efforts to improve their own rules to arrive at more effectual findings to get rid of this burning Child Labour problem, Herath & Sharma (2007). In this regards just not all intellectuals, but all the high ups have declared that “poverty is the greatest reasons of Child Labour including every one of the (NGO) as well” Robbins, (2008).

LITERATURE REVIEW

It is a universally and unanimously agreed upon fact that making of Primary Education Universal and eradication of Child Labour are two mutually interconnected disputes and no one of us can deny of the fact that none of them can be achieved without the other one. Education has shown its key role during the mid-19th & 20th century’s movements initiated in the developing states of the world. During these movements which were fought against child minimum age limitations & the need of basic of education which after words declared compulsory were mainly under discussions during these movements (Weiner, 1991). According to Myron Weiner, (1991) Primary Education has played a leading decisive role in eliminating the curse of Child Labour in the past times & in the present scenario as well. Weiner work & efforts have appreciably highlighted the issue among intellectuals on have turned their minds against. The efforts have been proved to be more effective in recent times by assessing the linkage between Education and Child Labour from human rights view point as well.

To get into an equal accesses to compulsory education have now been acknowledged in nearly all national and international conference, acts, agendas and treaties. Furthermore EFA has got the vital enlarging & highlighting role in promoting this goal of Primary Education (Weiner, 1991). During the early 1990s this twin targets of eliminating Child Labour and achieving Universalization of Primary Education brought together the isolated worlds. These all just became possible that the twenty percent children whom were very difficult to approach for EFA were for the most part were Child Labours were also approached somehow. As it is obvious that those children who are at work somehow in hidden activities makes the biggest amount of children which are deprived & far away from getting education”. On the other hand Primary Education plays manifold task in fighting against the issue of Child Labour. For example firstly Universal Primary Education for at least minimum period for labour is decisive in taking precautionary measure against Child Labour.

Secondly quality education plays a significant defending role & a component of a larger shielding atmosphere for this of kids. And lastly learning presents developmental probability by broadening choices for kids and keeping them away from Child Labour also placing the children on the precise path for the next coming days (Weiner, 1991). What usually Child Labour mean? All works or activities which our children do or perform somehow are not said to be considered as Child Labour which necessarily are to abolished and eliminated, because some sort of activities like helping their parents in their households or helping their older family members or keeping themselves busy in their school off days to earn pocket money for themselves are not considered to be forbidden activities.

Various Causes of Child Labour

They are: Scarcity, uneducated parents, intentions to become skilled in basic skills early and prematurely, nonexistence of universal and obligatory Primary Education, lack of community interest, unawareness of the community regarding the bad effects of Child Labour, desperate application of the authorized requirements relating to Child Labour, un-availability & un-accessibility of educational institutions, inappropriate & un-interested school courses, cheap labour force, unsuccessful government efforts, hard to access to eminence learning, feeble society group, Gender inequality, mutual conflict, natural disasters & extreme weather, scarcity of alertness with reference to civil rights, international contest, insecure work, non-availability of permanent controlling body, scarcity & up rising joblessness & unemployment rates, restricted free of cost schooling, violation of laws, scarce regulations & implementation, exception of rules for special peoples, employers' civil rights are shy, unawareness of Child wellbeing, international market demands, international contest, complimentary business system, liability & non adjustment and lack of commitment are some of the reasons and causes due to which Child Labour phenomenon is ever rising with each new day (ASCE) (1998).

Table-1: Child labour according to international Conventions

	UN Convention of the rights of the child	ILO Convention No.138 on minimum age of employment			ILO Convention No.182 on the worst form of Child labour
	General definition	General minimum age	Light work	Hazardous work	General definition
Normal circumstances	18 years	15 years	13 years	18 years	18 years
Exceptions		14 years	12 years	16years	

Sources: OECD; combating child labour, a review of policies, 2003: 17. [13]

Table-2: Push /supply and pull /demand factors of child labour:

Push Factors		Pull Factors
Poverty		Cheap
Location		Nimble fingers
Child status		Absences of law
Family status		Inadequate monitoring
Teacher's behavior		Obedience

Source: Herath & Sharma (2007:57)

What is meant by Universalization of Primary Education?

Universalization of Primary Education means “making elementary/primary school education available & accessible to all children all around the world without any gender, race & regional jurisdiction or colonial separation or making sure that all children everywhere can go to school for at least 4 or 5 years to learn to read, write & to do some simple arithmetic” etc. (Chabbott an Colette, 2003).

General obstacles in the way of Universalization of Primary Education

Some of them are: gender discrimination, Girls students are unsecured, Poverty, increasing work load of household's activities, illiterate parents, unawareness of community, women's status in society, misconceptions of the community, early marriage system, co-education, shortage of schools, not feasible location of educational institutions, lack of teaching stuff, un-matched teaching material, out dated curriculum, lack of check and balance, female hesitation from education, religious minded society, overall economic condition, physical disabilities, geographical situation, lack of coordination and administration, lack of educational environment, by chance not by choice entry of teachers into the teaching department, non-professionalism and un-interestedness of teaching stuff, family disputes, lack of basic facilities, lack of foreign donors agencies interest, successive change of Governments, lack of resources, fake & un-reliable data reporting, inconsistency in government policies, un-matched curriculum, natural disasters etc are some of the common obstacles in the way of UPE Pervez & Hussain, (2006).

Linkage between Child Labour Universalization

To get Primary Education is an individual birth right; this can be seen & observed in nearly all UN human right conventions & is being highlighted in nearly all treaties as well. UPE as a self-explanatory phenomenon reveals “that each & every child of school age should get at least primary schooling or a child below 14 or 16 must be given full opportunity to complete his/her primary schooling i.e. he/she should complete his/her 5 classes without any break or obstacle consecutively. Although there are a numbers of international convention, notification or treaties, documentary proofs available, but it can be observed still that this target could not achieved yet in spite of regular efforts. In this regards in a country like Pakistan, the year 2015 was fixed that primary education should be universalized up to 5th, but could achieved the target due one or the other reasons as

visible from its present 57.5 % literacy rate. There are a number of issues & problems in not getting Universalization of Primary Education. But in all of the above mentioned obstacles the most threatening and alarming hindrance, obstacle, barrier, blockage and challenge is Child Labour which is a direct blockage and obstruction in the way of UPE. (Shah et, al 2015).

There are no agreed upon, universalized & justified determinants and parameters of UPE which provide the basis or foundations for it. But according Katarina Tomosaki, (2001) availability, affordability, accessibility & acceptability are the 4 parameters which can Universalize Primary Education, but to A Niwaz (2011) survey UPE comprise of 5 basic pillars i.e. Universalization of Provision, Enrollment and Participation, Retention and Achievement are the basic parameters of UPE (Shah et, al 2015). For example education specially Primary Education can be universalized if a large number of schools are opened, all basic facilities are provided, enough number of teachers are appointed, each and every child of school going age should be enrolled so that no one of child (5-14) year left behind, community and parents should be motivated & mobilized to actively participate in schools activities, admitted children are maintained & stayed at school for at least 5 consecutive 5 years to complete their primary schooling. Similarly some children repeatedly fail & stay in the same grade year after year. Such repetition reduces the benefits of schooling and the lengthening of the school cycle increases the costs of education, such practices should be avoided and reviewed. Through the above mentioned parameters education probably should be universalized at primary level A Niwaz (2011).

But in the presence of all the mentioned parameters, Child Labour phenomenon and other related activities has stopped all the efforts and hard work made by all the agencies and Governments to Universalize Primary Education, because Child Labour did not allow them to do so. Likewise Child Labour has 5 basic parameters which is not international and standardized though, because each and every country has made its own standards, for example in some developed countries an 18 or 17 years young boy is considered as Child but in under developed countries this age limit has come down up to 14 years owing to the country's financial conditions. Similar survey was conducted and as result Child Labour parameters were drawn. They are location, poverty, family status or back ground, child status & teacher behaviour A Niwaz (2011).

Objectives of the study

This study was guided by the following objectives:

- To investigate the perception of teachers regarding the impact of poverty on Universalization of Primary Education at District Bannu
- To examine the perception of teachers regarding the impact of teachers behaviour on Universalization of Primary Education at District Bannu

Hypotheses of the study

The study was guided by the following null hypotheses:

- **H₀₁**. There is no significant impact of Poverty on Universalization of Primary Education as perceived by teachers at District Bannu
- **H₀₂**. There is no significant impact of teacher's behavoiur on Universalization of Primary Education as perceived by teachers at District Bannu.

MATERIALS AND METHODS

This study was descriptive by nature i.e. quantitative approach was used by the researcher. A self-developed questionnaire using 3-point Likert scale of agree=3, somewhat agree=2 and disagree=1 choices was used to collect the data from the teachers (male/female) and parents/guardian. Furthermore the questionnaires were further distributed among those teachers teaching at primary level having observed the phenomenon of dropping out of students from their schools resulting in Child Labour of the children and parents/guardians of those children who either admitted from the very beginning or then started to Child Labour/work. For the analysis of the collected data through questionnaires SPSS version-23 with chi square, mean, standard deviation, ANOVA, Regression, Correlation and t-test were used by the researcher to get the most appropriate results from the collected data.

Population of the study

Population of this in hand study was comprised of all the male teachers (1688) and female teachers (1251) i.e. total 2939 teachers teaching at primary level and all the parents/guardians of the total i.e. 992 Child Labourers at district Bannu KPK, Pakistan.

Sample of the study

The sample of the research study of the teachers was 147 @ 5% and that of parents/guardians of Child Labourers was 100 @ 10% using Professor Dr. John Curry sampling formula.

Table3: Sampling Frame (Prof: Dr. John Curry)

Category	Gender		Total	Percentage @	Sample size
	Male	Female			
Parents/Guardians	496	496	992	10%	100
Teachers	1688	1251	2939	5%	150
Total	2184	1747	3931	-	250

Source: Formula adopted from John Curry North Texas University adopted, (2007).

Table 4: Perception of teachers about Poverty & Universalization of Primary Education

S.N	Statements	N	Mean	S.D
1	Increasing mode of educational expenses	150	2.660	.502
2	Increasing work load of labour/households on children	150	2.806	.808
3	Increasing demands of financial support to the families by the children	150	2.746	.466
4	Non affordability of school fee and other charges by parents	150	2.833	.862
5	Intention of children to help the jobless or poor parents	150	2.786	.427
6	Intention of children to maximize income to meet the domestic needs	150	2.733	.513
7	Uneducated family members of the children	150	2.726	.490
Over all Poverty		150	2.751	.577

The above table 4 illustrates the ranking of all 7 statements with their respective means & S. Deviations of each statement on the Perception of teachers about poverty & universalization of primary education. The perception of teachers about non affordability of school fee and other charges by parents is too high i.e. 2.83, while that of the remaining 5 statements Mean Scores are 2.80, 2.74, 2.78, 2.73 and 2.72 respectively. The statement with lowest Mean Score of 2.66 is that of increasing mode of educational expenses. Overall mean score of all statements make up the Perception of teachers about Poverty & Universalization of Primary Education is moderate with a Mean Score 3.14.

Table 5: Perception of teachers about teacher's behavior & Universalization

S.N	Statements	N	Mean	S.D
1	Harsh behaviour of class teachers for his pupils	150	2.793	.406
2	Lack of teacher's interest in class activities	150	2.766	.454
3	Non professionalism on behalf of teacher needed for children over all development	150	2.820	.402
4	Teacher's regular absenteeism from the school	150	2.726	.461
5	Unawareness of teacher's new technological attitude	150	2.753	.462
6	Teacher's careless attitude towards dropped out children from the school	150	2.820	.418
7	Teacher's punishment strategy for his pupils	150	2.773	.420
8	Morally corrupt attitude of teachers for his own students	150	2.813	.407
9	Teacher's cruel behaviour towards the young children	150	2.873	.353
10	Teacher's out dated teaching methodologies in his/her teaching learning process	150	2.780	.446
11	Teacher's Consecutive transfer from one school to another	150	2.766	.424
12	Lack of check and balance on teacher's attitudes in schools by the higher authorities	150	2.760	.551
Overall Teachers' behaviour		150	2.792	0.430

The above table 5 illustrates the ranking of all 12 statements with their respective Means & S. Deviations of each statement on the perception of teachers about teacher's behaviour & Universalization of Primary Education. The perception of teachers about Teacher's cruel behaviour towards the young children is too high i.e. 2.87, while that of the remaining 10 statements Mean Scores are 2.79, 2.76, 2.82, 2.75, 2.82, 2.77, 2.81, 2.78, 2.76, and 2.76 respectively. The statement with lowest Mean Score of 2.72 is that of Teacher's regular absenteeism from the school. Overall mean score of all statements make up the Perception of teachers about teacher's behaviour & Universalization of Primary Education is moderate with a mean score 2.792.

In the following tables the researcher tried to answer to the "Null Hypothesis" which were "There is no significant impact of teacher's behaviour on Universalization of Primary Education as perceived by teachers at District Bannu". And "There is no significant impact of teacher's behaviour on Universalization of Primary Education as perceived by teachers at District Bannu". The coefficient of determinant i.e. R^2 was calculated from each *Pearson* (R) value. This coefficient is a sign of what % of variance in the two variables is common variance. The results drawn from the statistical analysis can be seen in the following tables.

Table 6: Regression Analysis of the impact of Poverty on Universalization

			Unstructured coefficients		Standardized coefficients		
Model	R	R ²	B	Std. Error	Beta	T	Sig
Constant	.35	.12	3.1	2.0		20.75	.00
Poverty			.12	.06	.20	2.00	0.03

The table 6 above indicates the values of ($R^2=0.12$ where $p < 0.05$) means that 12% of the variance in Universalization of Primary Education is predicted by poverty which clearly shows that *Poverty* is a big obstacle in the way of Universalization of Primary Education at District Bannu.

Table 7: Regression Analysis of the impact of Teacher's behavior on Universalization

			Unstructured coefficients		Standardized coefficients		
Model	R	R ²	B	Std. Error	Beta	T	Sig
Constant	.35	.13	2.37	.10		23.27	.00
Poverty			.32	.08	.36	3.83	0.00

The table above clearly shows the values of ($R^2=0.13$ where $p < 0.05$) means that 13% of the variance in Universalization of Primary Education is predict by *Teacher's Behaviour*,

which clearly points out that Teacher's Behaviour has a major role in the of Universalization of Primary Education at District Bannu.

DISCUSSIONS

From the above tables it is obvious that Poverty and Teacher's Behaviour both have a vital role in the Universalization of Primary Education as it can be seen that 12% of the variance in the Universalization of Primary Education is predicted by poverty. Similarly 13% of the variance in Universalization of Primary Education is caused by Teacher's Behaviour which clearly points towards the fact that Teacher's Behaviour has also a major role in Universalization of Primary Education at district Bannu. Hence it is concluded that Poverty and Teacher's Behaviour both have their big role in UPE or one can say more preciously in other words that they have jointly 25% out of 100% share in the Universalization of Primary Education along with other factors. From the findings it can be concluded that both Poverty and Teacher's Behaviour have decisive role in the Universalization of Primary Education along with other variables like (location, family status and child status). Both of the analyzed variables have $\frac{1}{4}$ parts out of all others variables as already mentioned. This study highlights the major factors or variables which directly become obstacles in the way of Universalization of Primary Education. This study was guided by two objectives: To investigate the perception of teachers regarding the impact of Poverty on Universalization of Primary Education and To examine the perception of teachers regarding the impact of Teachers Behaviour on Universalization of Primary Education at District Bannu followed by the two Null Hypotheses:

H₀₁. There is no significant impact of Poverty on Universalization of Primary Education as perceived by teachers at District Bannu.

H₀₂. There is no significant impact of Teacher's Behaviour on Universalization of Primary Education as perceived by teachers at District Bannu, which were both rejected as "p" values in both cases were less than 0.05 which further indicates towards the fact that both Poverty and Teacher's Behaviour have significant impact on Universalization of Primary Education at district Bannu.

CONCLUSION

As result of the findings of the study it is recommended that Poverty which is a big hindrance in the way of Universalization of Primary Education should be alleviate through free of cost delivery of *Compulsory Primary Education*. Monthly stipends or especial financial adds should be granted on regular basis, free books, note books, free school uniform and poor parents who do not afford to enroll their children in either in public or private schools should be given some sorts of jobs so, that they may send their

children without any fear of financial problems etc. Similarly Teacher's Behaviour especially harsh and callous behaviour should be keenly observed and monitored by the higher authorities. Because it is the teacher whose soft, sympathetic, caring and malleable behaviour produced the calm and peaceful environment to children at school and the *CHILDREN* not only like to stay at their schools, but also take serious interest in their school and study as well. In this regards it is recommended, that special refresher courses, seminars, debates and programmes should be arranged by the parent department (education) for the teachers, where special lectures should be delivered and conveyed by experts and eminent educationist on this very serious problem which is caused and generated by teachers, so that they not only acknowledge the fact and importance of the teacher's behaviour by their self but also bring positive change in their behaviors as well. If these necessary steps are to be taken, then it is hoped & expected that education may be universalized especially at Primary level at District Bannu.

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