

## The Influence of Child Labor on Students' Academic Performance at Elementary School Level in District Haripur, Khyber Pakhtunkhwa, Pakistan

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### Abstract

*This study was conducted to find the influence of Child Labor (CL) on students' academic performance at elementary school level in district Haripur, Khyber Pakhtunkhwa (KP) Pakistan. The objective of the study was to compare Non-Child Labor (NCL) and Child Labor (CL) students over academic performance. To achieve the objective, causal-comparative research design was employed. Two hundred (200) students of grade 8th were selected through stratified random sampling techniques in such a way that the number of students in each stratum remained 100 (NCL = 100 and CL = 100 students). Two tools including a proforma for identification of children involved in CL, and Academic Performance Test (APT) consisted of five sections (English, General Science, Math, Social study, and Geography) were used to collect data. The reliability coefficient of the test was 0.785. Students' responses were sorted out on APT consisting of 100 MCQs on four options. The analyzed data revealed that the NCL students were found superior to CL students in all sections of the academic performance and overall academic performance. It was recommended that the government, in close collaborations with NGOs, may reduce this gap through establishing Working Children Schools (WCS), and Evening Schools (ES) at urban and semi urban area in district Haripur. Further, the authorities at local level may establish free tuition centers in evening where students of social work of all educational institutions may teach to the working children to bridge the gap between NCL and CL children.*

**Keywords:** *Influence, Child Labor, Academic Performance, Gap, Evening Schools, Social Work.*

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### Introduction

Child Labor (CL) is the children employment for labor in Pakistan that produces social, moral, mental, physical harm to children. Various organizations are working to eradicate this menace. The Human Rights Commission of Pakistan (HRCP) assessed that about 11 million youngsters were employed and 50% of them were of the age of 10. Likewise, the average age for a child joining the workforce was 7, down from 8 years old. About one quarter kids were included in the nation's workforce. CL continues a cycle of

domestic poverty, mainly in rural zones. It is the main obstruction to gain access to schooling and the huge mainstream of out-of-school broods are working. CL has adverse outcomes for children's mental and physical health and for their individual progress as they hurt from a low skill-set and poor service chances. There are obvious economic consequences as CL continues an unskillful labor force and with a low output. Moreover, labors become susceptible to abusive circumstances and have inadequate life skills. CL is broadly professed to hinder the schooling of kids through variety of means (Heissler & Porter, 2013). CL may also be active, producing tiredness and leaving children deficient with energy, hindering their capacity to focus on the classroom or on home study. Even if they dedicate the same quantity of hours to attend and study as children who do not work, their lack of energy could hinder their capability to increase the same returns from the learning process. According to Khan (2017), CL is equivalent to brutality, which is the main critical core problem of Pakistan that is growing gradually. Ultimately, unschooled parentages are the main stakeholders in this because they force their kids to work as labor in childhood to make money and to live in this world. CL continues to be one of the main snags upsetting Pakistan and its broods. Pakistan constituted laws to restrict CL and indentured slavery, but the regulations are commonly overlooked. Some 11 million kids, aged 4-14, retain the nation factories operative, frequently working in ruthless and dirty situations. The U.S. department of labors in 2014, listed goods formed by child work or forced work informed nine (9) things of which six (6) are created by kid workers in Pakistan. These comprise the creation of bricks, glass bangles, carpets, leather, and surgical instruments, along with coal mining. According to Shabbir, Siddiqi, Kassim, Mustafa, & Salman (2020), CL is a tenacious and distressing issue in developing vis a vis established peoples. It is formal and informal service of the children which directly or indirectly causes threat to their social, moral, psychological, physical, and academic lives (Shabbir et al., 2020). Further, the issue of CL, moves the human capital formation of each nation and the early entrance of children into the labor marketplace disconnects them of typical childhood and educational opportunities, hence restricting upcoming chances of better crossing (Ritu Sharma, Ashita Chadha, & Reepu, 2020). The literature recommends that major cause of CL is household income poverty (Togunde & Carter, 2006; Blume & Breyer, 2011; Smith, 2014). Due to poverty, children in poor lineages might be enforced to work with a view to make an additional revenue to increase domestic income, alleviating income, and spending disturbs or meet other household requirements. Development practitioners, policy makers, and investigators are of the opinion that the best method to fight and lessen the frequency of CL is to combat domestic poverty by rising family earnings (Tundui & Tundui, 2018). According to Ibrahim, Abdalla, Jafer, Abdelgadir, and de Vries (2019), CL is linked with higher occurrence of mental and behavioral disorders. School entrance, family income and status, daily working hours and likelihood of abuse, in its different forms, are associated with the mental health outcomes in working children. CL subjects' children to abuse, whether orally, physically, or sexually that finally upshots in psychological and behavioral disorders. Peers and coworkers at work can affect the behavior of children, like, smoking or drugs. CL effects on psychological health might be long lasting and distressing to the children involved. Further, children involved in work have poor health position like malnutrition and poor growth are taken as dominant between working children. Furthermore, extensive working hours results in poor physical health and increase sexual abuse (Ibrahim et al., 2019). According to Khatab, Raheem, Sartorius, and Ismail (2019), the use of children in employment in developing economies constitutes a major threat to the societies, substantial risk aspects comprise socio-demographic and economic aspects such as poverty, negligence, lack of suitable care, experience of children to different grades of violence, parental education status, gender, place of residence, family size, residence type or size, wealth index, and parental survivorship (Khatab, Raheem, Sartorius, & Ismail, 2019).

Moreover, CL badly effect students' performance during education. In this context a study was conducted having title "the influence of child labor on student 'academic performance at elementary school level in district Haripur." The objective of the study was to compare NCL and CL students over academic performance at elementary school level. To achieve the objective the null hypothesis tested was  $H_0$ : there is no significant difference between the academic performance of NCL and CL students at elementary level. The findings of this research might be useful for all stakeholders of education including the students, the teachers, parents, the curriculum planners, and school administrators. The study was delimited to the students of class 8th of the public school at elementary level of district Haripur.

## **Literature Review**

Child labor (CL), according to Moyo, (2011) denotes to low salaries, extended hours, physical and sexual exploitation. CL is a form abuse, when broods labor in bad circumstances and harmful occupations (Edmonds & Pavcnik, 2005). Further, ILO states CL as labor that takes away broods of their childhood, their ability, and their self-esteem, and which is dangerous to mental and physical growth. It belongs to labor, which is socially or morally, physically, mentally hazardous and hurtful to kids; and hinders their education by divesting them of the occasion to join school, compelling them to leave school early, or demanding them to effort to intermix school appearance with tremendously lengthy and substantial employment or labor. CL, is defined by Khan (2008), as the involvement of school-age children (5-15 years) in the work force, i.e., work to earn money or in domestic enterprises to earn a living for themselves or to assist family income. ILO (2002) states that CL is, any action other than learning or play, paid or unpaid, specifically performed by an individual under the age of 15.

### **Kinds of Child Labor**

CL exists in many forms, comprising hazards and risks. Children involved in CL are susceptible to bodily pain and harm chiefly come across health hazards (Levison & Murray-Close, 2005). ILO (2012) has identified the massive mainstream of CL is indulged in harmful jobs like mining, manufacture, agriculture, construction bonded child work, homework, and fishing. The ILO classified CL as follows: Home labors, Agricultural labors, and street labors and factory labors with salaries. Further, according to ILO, CL has different kinds like the trade and marketing of children, debt bondage and serfdom and forced or obligatory labor comprising forced or compulsory recruitment of children for use in armed conflict; the use, acquiring or offering of a child for prostitution, for the construction of pornography or for pornographic shows; the use, obtaining or offering of a child for unlawful activities, in particular for the production and trading of drugs as defined in the relevant international treaties. Children employed in various divisions for instance agriculture, factories, domestic labor, sex labors working their illegal activities, refugee workers, and on the streets as vendors etc (O'Donnell, Rosati & van Doorslaer, 2005). In Sub-Saharan Africa and in Southeast Asia, the child laborers exist in its worst shapes like child smuggling bonded CL, child homework, harmful CL, and majority children are involved in chemicals, and dangerous tools (Amon, Buchanan, Cohen, & Kippenberg, 2012).

### **Factors Causing Child Work**

Khan, Khan, and Sattar (2010) said in their articles that less domestic revenue, unpaid debt, demand to start own business in prospect, high dependence ratio and many others causes that comprise disease of family head, a gap in employment due to job switching that reasons provisional joblessness were chief reasons of being guiding children to market. Rashid and Tasnim (2010) sustenance this opinion and say that revenue level of head of family decreases or increases the child work in both rural and urban zones but the influence is stronger in urban areas. Children labor is vital to both the financial existence of the family and to the prospect certified happiness of the kids. Moreover, the reasons of CL are as follows.

### **Poverty**

Marcus (1998) noted that wide-ranging gauge poverty is amongst the greatest causes why broods labor. The ILO has examined the cause and effect relationship of CL with poverty. ILO witnesses that poverty is continuously a circumstance of premature entrance of broods into fixed labor and CL. Additionally, poverty may be purpose of: 1) entrance to employment shops and earn-money tasks; 2) household followers of laboring age do not have suitable abilities to compete marketplace requirements inside the zone they are living; 3) household members little educational levels; 4) joblessness inside zone, wherever the household exists; and 5) clash, sickness or usual hazards lead the worker to a needy family member with no body to support.

### **Inequality**

Similarly, daughters can likely to labor whereas sons join schooling. There are disparities in societal and schooling facility delivery and financial chances amongst countryside and town zones may too generate specific burdens on countryside kids to labor and not join schooling, besides, occasionally, to travel willingly or compulsorily to town zones to start these authorized and unauthorized chances' (Save the Children, 2006).

### **Access to Education**

It was argued by Fyfe (1999) that CL and schooling essential not be commonly special. According to Matsuno and Blagbrough (2006), majority of the kids have observed for labor or compulsory fail because of financial causes, comprising the charge of educating. Likewise, somewhere in republics the sex difference is very tall, and position of females and women is of greater importance, females are vulnerable to adopt labor power. Parentages are too unwilling to guide their daughters to schooling, since providing them education is not suitable for them and is observed as not a noble financing.

### **Culture**

According to UNICEF (2004), norms, values and cultural rehearses to preferring male kids over female kids, particularly about entrance to schooling are altering and development has been prepared in supplying identical approach to the basic schooling of both male/female. Females remain to have less admittance to schooling and training specifically at higher levels. Always educating a female is understood as a weak investment since the female will marry and leave home, getting the profits of schooling to the partner's family rather than her own (UNICEF, 2004).

### **Parents' Education**

Qualitative assessments by the ILO specified that parentages level of schooling has effect over kids' contribution in harmful practice of work. Low parent schooling is an element in this phenomenon.

### **Gender Discrimination**

According to the UNICEF (2004), children greatest susceptibility to work labor are frequently individuals who are also subject to unfairness and elimination, comprising girls, racial subgroups and native and tribal public, those of low class or caste, people with ill health, dislocated persons and those staying in distant areas. Girls always begin working at an earlier age than boys, mostly in practice in the rural areas. Due to strong customary sex parts, many females discovered themselves stuck in the wide range of in CL activities (UNICEF, 2004). Sex shows an important part in shaping the diverse forms of work done.

### **Vulnerability**

Marcus (1999) stated that another significant factor of CL is societal dangers to people and their menace organization techniques. Poor people too go towards CL in periods of controlled entrance to compliment or surprising revenue blows. Needy families trust where the earnings from CL doings are meaningfully greater than from schooling (Marcus, 1999). People with many kids frequently find themselves incompetent to offer sufficiently for all of them and therefore, the children start work to support their parentages. Other aspects which thrust kids into the poorest types of CL are dysfunctional people, female running house, individual difficulties, sex differences, customary wedding rehearses, or kids' wish to develop rapid cash. Moreover, broods are normally the most influenced by disasters that put them at bigger danger of inflowing work (ILO, 2006).

### **Economic Crisis**

Marcus (1999) records that financial weakening and/or severity packages outcome in pressed livings for deprived people and condensed government asset in schooling and its superiority, hence decreasing its charm to broods and growing its value. Financial decay denotes inactivity or weakening in the mean incomes. The influence seems to be much opposing while segments that work the deprived are effected, besides, farming and work concentrated businesses.

### **Efforts to Eradicate the Menace of Child Labor**

Various efforts were made to reduce or eradicate this menace worldwide. ILO is among one of them in Pakistan which has been very voiced and contributory in solving the issue of child work. Pakistan's Government, employers and workers representatives have been elected members of the ILO governing body continually over the years. The ILO has started a school-based project for combating CL, using education and training for the period of three (3) years w.e.f. September 2002. Focus area of this project was the then NWFP (Today's KP). The author participated in this project as master trainer in 2002.

The connection among CL and the Millennium Development Goals (MDGs) is that of the cause and effect relationship. The grounds of CL are connected to problems that the MDGs pursue to tackle. Central amongst these are (MDG 1) regarding poverty, food insecurity (MDG1), unavailability of schooling (MDG2, MDG3), unavailability of other rudimentary facilities (MDG4, MDG 5, MDG 6, MDG 7) and miscarriage of financial course of action (MDG 8). Furthermore, the rising occurrence of CL weakens the attainment of the MDGs because majority of the broods involved in CL may not be observable in nationwide information and plans as an outcome are not considered the objective of programs and procedures. In republics where CL happens, government policy to get the MDGs and other shortage decrease goals may be planned to resolve the disputes confronted by this exposed group. Moreover, one of the MDGs reflects that every child must have approach to primary education (Vimefall, 2015). Save the Children' has also been functioning with some of the supporting things constructors characterized by the Sialkot Chamber of Commerce, and Industry (SCCI) and their global companion products, denoted by the World Federation of the Sporting Goods Industry (WFSGI). This collaborative work designed to confirm that broods are not laboring to sew footballs. To eradicate labor work in Sialkot, Britain contributed £750,000 to consume on education and teaching to overcome this menace. SPARC has carried out studies that go into creating its publications, comprising 3 main books on child labor, juvenile justice, and child rights. The world conference on Education For All (EFA), organized at Jomtien, Thailand in March 1990, and manifest a new jump in the worldwide mission to universalize elementary education and to remove illiteracy. The Dakar Framework for Action recognized 6 key areas of EFA and demonstrated twelve (12) plans in the year 2000. Early childhood care and education was targeted as a strategy, particularly for the most weak, deprived broods.

Mazhar (2008) argued that the Sindh Education Foundation (SEF) has been working as a semiautonomous group to perform educational enterprises in the disadvantaged zones of the Sind province. The CL education program named SEF offers groups with direct approach to educational services by opening schools/centers using its several activities. The SEF is offering self-development occasions for employed and street children via mixing schooling and recreation.

National Commission for Child Welfare and Development (NCCWD), according to Sadruddin (2011) carried out several undertakings in cooperation with Provincial commissions for Child Welfare and Development (PCCWDs) and NGOs. Pakistan deals inferior situations for kids than any other nation in South Asia, partly because the administration has unsuccessful to device legislature and international conventions which would advance situations for kids, agreeing to a study by various child rights groups. Bad drinking water, poverty, physical and sexual abuse, and child marketing are amongst the regions where society and the government have failed to establish good conditions for children.

### **Previous Research Studies Conducted on Child Labor**

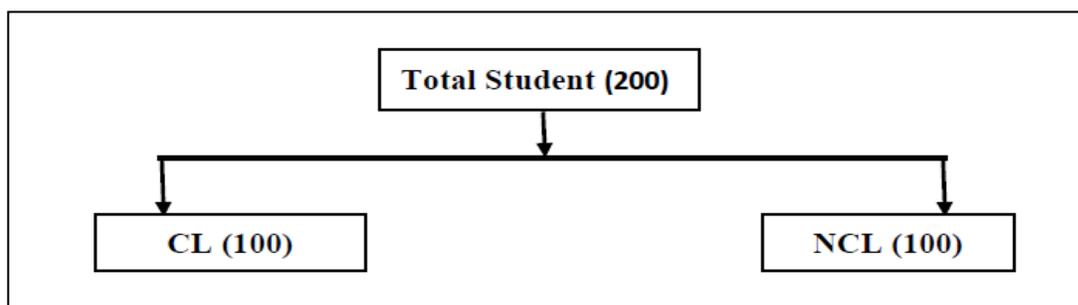
Around the world a number of studies have been conducted on CL. The details of these are given as under: a study was conducted by Heady (2000) to analyze the influence of children's economic activity on their level of learning achievement. The investigation of the influence of CL on school admission or attendance was achieved by applying tests to assess mathematical and reading attainment. The outcomes revealed that work has a significant influence on learning attainment in the key parts of mathematics and reading. Further, Lancaster and Ray (2004) conducted a study on the title "Does child labor affect school attendance and school performance?" Data was collected from the children of the age of 12-14 from 7 nations by the ILO's "Statistical Information and Monitoring Program on CL" (SIMPOC). This discusses the problems of the influence of CL on education for kids in these age clusters. Strong proof of bad influence of CL hours was found on the educational variables, with the negligible influence fading at the higher levels of work hours. Likewise, a study was conducted by Demir, Demir, and Uygur (2006) to examine the influence of light work on school presence and school performance of children in Turkey. Children of the age 12-14 years who attend school and work made were the population of this research. Outcomes showed a significant difference between the school attendance and performance of the CL and NCL students. The performance and attendance of CL are lower than NCL students. Moreover, a research was carried out by Gunnarsson, Orazem, and Sánchez (2006) to analyze the CL's effect on academic achievement. Children working are 16 percent lesser on mathematics tests and 11% lower on language tests, consistent with approximations of the adverse effect of CL on returns to schooling. In the same way, Bezerra, Kassouf, and Arends-Kuenning (2009) conducted a study to explore the influence of CL on school achievement utilizing Brazilian school achievement test. A loss of pupils' school achievement was observed for working children. Children and adolescents who do not work have improved school performance than students involved in labor. Likewise, a study was conducted by Khanam and Ross (2011) to observe the connections among CL and both school attendance and achievement of the children of the age 5-17 utilizing information from a descriptive survey in Bangladesh. The outcomes revealed that school attendance and achievement are lesser for working children. Furthermore, a study was conducted by Ligeve and Poipoi (2012) to explore the effects of CL on educational attainment of primary school students in the Suba and Homa-Bay districts in Kenya. The outcomes of this research illustrate that student involved in CL had a significantly smaller educational attainment than the noninvolved students. In addition, a study was conducted by Isah (2013), to analyze the impact of CL on student's school attendance and academic performance in government primary schools in Niger State. A survey study design was applied. The tools utilized for the collection of data was a self-design questionnaire, school attendance register and report cards. The findings revealed that kids involved in labor activities had very low school attendance and poor academic successes were mostly females, as compared to their male classmates. Besides, a research was carried out by Holgado et al (2015), to find the effects of different variables of CL on academic performance. The outcomes revealed that labor environments, the total amount of hours given weekly to the work, and the scheduled of work in the morning negatively affected the academic achievement of child workers. Also, the study of Le and Homel (2015) was to see the impact of CL on children's educational results in rural Vietnam using the 1998-Vietnam Living Standard Survey (VLSS). The researcher found that CL reduces children's academic achievement and the negative impact is higher for girls as compared to boys. Similarly, Ireri (2015) carried out a study to see the influence of CL on school attendance in government primary schools in Kiambu County at Kiambaa division. It was found that CL affect students' education and was highly accountable for the kid's weak academic achievement. To curb CL, the recommendations included were to punish the parentages whose children do not go to school; to make the Free Primary Education obligatory, to make the women economically empowered, to suggest punishment for parentages and proprietors who involve in CL; and to aware parentages on the importance of education.

The study of Kamuri (2016) has investigated the CL impacts on the performance of students in primary school in Kenya. A systematic random sampling of 100 respondents were carried out. The results displayed that child labor affect students' academic performance. Poor academic performance was noticed for students involved in labor. In addition, Odey, Ita, and Nchor (2017) has examined the association between CL and academic performance between students at junior secondary school students in Ogoja education zone of Cross River State. A causal comparative research design was implemented. The outcomes exposed negative significant relationship among CL and NCL students' academic performance (Odey, Ita & Nchor, 2017). Further, the study of Oni (2018) has examined the impacts of child labor on student's attendance and academic performance at secondary school level. To carry out this descriptive study, about 300 students were chosen through simple random sampling techniques from six (6) senior secondary school. A significant difference was observed in

the academic performance of the students involved in CL and those not exposed to CL were observed (Oni, 2018).

### Research Methodology

The chief aim of this causal comparative study was to examine the influence of CL on academic performance of students at elementary school level. All elementary school students of district Haripur were considered as the population of the study. Two hundred (200) elementary school students were selected through stratified random sampling technique from class 8th such that the number of students in each stratum remained the same (NCL =100 students, and CL = 100 students). All this is shown in the flow diagram below:



To conduct the study two tools were used; 1) proforma for identification of children involved in CL; 2) Academic Achievement Test (AAT) consisted of 100 MCQs comprising five subjects including English, General Science, Math, social study, and geography respectively. The students’ responses were sorted out against each question on four options (A, B, C and D). The test was validated using judgmental validation followed by pilot testing. Its reliability coefficient was 0.785 observed.

### Analysis

The researchers visited the schools by themselves and distributed the proforma for the identification of students involved in CL. After this, the researchers administered AAT to the NCL and CL students of class 8th with the collaboration of the school staffs. The students of NCL and CL were compared over academic performance. The comparison between NCL and CL students are shown in the below tables.

Table 1: Comparison of the NCL and CL students over academic performance for English

Students	N	Mean	SD	SEM	t	p
NCL	100	12.98	3.10	0.31	9.106	0.000
CL	100	8.66	3.59	0.36		

Significant at 0.05 levels

Table 1 shows the NCL and CL students’ comparison over academic performance at 0.05 levels of significance. The mean scores value of the NCL and CL students over academic performance in English is (12.98, 8.66,  $p < 0.05$ ) respectively. The entire table shows that the difference between NCL and CL is statistically significant where academic performance; mean scores value of NCL is greater than the corresponding mean scores of the CL students. Thus, the academic performance of NCL students is found better in English than the CL students at elementary school level.

Table 2: Comparison of the NCL and CL students over academic performance for History

Students	N	Mean	SD	SEM	t	p
NCL	100	9.37	3.78	0.38	3.632	0.000
CL	100	7.69	2.66	0.27		

Significant at 0.05 levels

Table 2 illustrates the NCL and CL students' comparison over academic performance at 0.05 levels of significance. The mean scores value of the NCL and CL students over academic performance in History is (9.37, 7.69,  $p < 0.05$ ) respectively. The entire table shows that the difference between NCL and CL is statistically significance and the academic performance means scores value of NCL is greater that the corresponding mean scores of the CL students. Thus, the academic performance in the History of NCL students is found better than the CL students at elementary school level.

Table 3: Comparison of the NCL and CL students over academic performance for General Science

Students	N	Mean	SD	SEM	t	p
NCL	100	10.98	3.93	0.40	10.538	0.000
CL	100	6.15	2.34	0.23		

Significant at 0.05 levels

Table 3 exhibits the NCL and CL students' comparison over academic performance at 0.05 levels of significance. The mean scores value of the NCL and CL students over academic performance in General science is (10.98, 6.15,  $p < 0.05$ ) respectively. The entire table shows that the difference between NCL and CL statistically significance and the academic performance means scores value of NCL is greater than the corresponding mean scores of the CL students. Thus, the academic performance of NCL students is found better in General Science than the CL students at elementary school level.

Table 4: Comparison of the NCL and CL students over academic performance for Mathematics

Students	N	Mean	SD	SEM	t	p
NCL	100	10.85	3.85	0.39	10.187	0.000
CL	100	5.92	2.91	0.29		

Significant at 0.05 levels

Table 4 displays the relationship of NCL and CL students over academic performance at 0.05 levels of significance. The mean scores value of the NCL and CL students over academic performance in Mathematics is (10.85, 5.92,  $p < 0.05$ ) respectively. The entire table shows that the difference between NCL and CL is statistically significance and the academic performance means scores value of NCL is grater that the corresponding mean scores of the CL students. Thus, the academic performance of NCL students is found better in Mathematics than the CL students at elementary school level.

Table 5: Comparison of the NCL and CL students over academic performance for Geography

Students	N	Mean	SD	SEM	t	p
NCL	100	10.32	3.44	0.34	9.334	0.000
CL	100	6.22	2.70	0.27		

Significant at 0.05 levels

Table 5 compares NCL and CL students over academic performance at 0.05 levels of significance. The mean scores value of the NCL and CL students over academic performance in Geography is (10.32, 6.22,  $p < 0.05$ ) respectively. The entire table shows that the difference between NCL and CL is statistically significant and the academic performance, mean scores value of NCL is greater than the corresponding mean scores of the CL students. Thus, the academic performance of NCL students is found better in Geography than the CL students at elementary school level.

Table 6: Comparison of the NCL and CL students for overall academic performance

Students	N	Mean	SD	SEM	t	P
NCL	100	54.28	12.76	1.28	13.031	0.000
CL	100	34.58	8.11	0.81		

Significant at 0.05 levels

Table 6 compares NCL and CL students over academic performance at 0.05 levels of significance. The mean scores value of the NCL and CL students over academic performance for overall performance is (54.28, 34.58,  $p < 0.05$ ) respectively. The entire table shows that the difference between NCL and CL is statistically significant and the academic performance, mean scores value of NCL is greater than the corresponding mean scores of the CL students. Thus, the academic performance of NCL students is found better in overall academic performance than the CL students at elementary school level.

## Discussions

All the tables show the comparison of NCL and CL students over academic performance at 0.05 levels of significance. The mean scores value of the NCL and CL students over academic performance for various sections (English, history, general science, mathematics, geography, and overall performance) were (12.98, 8.66,  $p < 0.05$ ), (9.37, 7.69,  $p < 0.05$ ), (10.98, 6.15,  $p < 0.05$ ), (10.85, 5.92,  $p < 0.05$ ), (10.32, 6.22,  $p < 0.05$ ), (54.28, 34.58,  $p < 0.05$ ) respectively. Entirely the tables indicated that the difference between NCL and CL is statistically significant. The null hypothesis  $H_0$  is therefore, rejected completely. Thus, the academic performance of NCL students is found better the CL students at elementary school level. The results of the study are in complete agreement with the findings of the earlier studies (Heady, 2000; Lancaster & Ray, 2004; Demir, Demir, & Uygur, 2006; Gunnarsson, Orazem, & Sánchez, 2006; Bezerra, Kassouf, & Arends-Kuenning, 2009; Khanam & Ross, 2011; Ligeve & Poipoi, 2012; Isah, 2013; Holgado et al., 2015; Le & Homel, 2015; Ileri, 2015; Kamuri, 2016; Odey, Ita & Nchor, 2017; and Oni, 2018). The findings revealed that CL has a substantial effect on students' academic performance and learning success.

## Conclusions

For the comparison of the NCL and CL students over academic performance, it was concluded that NCL students were found better in academic performance than the CL students in the subjects of English, History, General Science, Mathematics, and Geography, respectively. Further, the overall academic performance of NCL students were also found greater than the CL students at elementary school level. It was suggested that the Government and NGOs may reduce this gap in academic performance (English, History, General Science, Mathematics, Geography) between CL and NCL children through establishing Working Children Schools (WCS), and Evening Schools (ES) at urban and semi urban area in district Haripur. Further, the authorities at local level may establish free tuition center in evening where students of social work of all educational institutions may teach to the working children to bridge the gap between NCL and CL children. Moreover, the educational institutions at local and national levels may provide trainings and workshops to train the parents and primary school teachers to eradicate and overcome this menace of CL. Furthermore, the government may introduce curriculum relating CL at primary, elementary and secondary schools via its educational agencies including UPE, LFA and they might cooperate with investigators and research institute on creating means to cope with this menace. Besides, the children

engaged in labor may provide equal right to join school irrespective of any employment in labor activity. In addition, there is dire need for sustained support comprising all shareholders to overcome this menace of CL and to achieve the target of MDGs. Last but not the least; the government might organize special training and workshops for police, judiciaries, probation officers, prison staff and other commanding organizations to control CL.

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