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CONTRIBUTION OF CHILD LABOUR TO CHILDREN'S SCHOOLING IN AND AROUND THE UNIVERSITY OF CAPE COAST

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ABSTRACT

Child labour has become a global phenomenon especially in developing countries. Most discussants of the topic focus on rural Ghana where agriculture dominates economic activity with little or no attention given to the presence of child labour in educational institutions. This study set out to find out the contribution of child labour to the schooling of children in and around University of Cape Coast community. Structured interview and observation were used to collect data from respondents who were obtained through the snowball method. In all, fifty (50) respondents were involved in the study. It also found that, economic constraints, poverty and occupational background of parents compel children to get themselves involved in child labour mainly in the form of providing domestic services for students. The data shows that child labour has both positively and negatively contribution to the education of children in the study area. Positively, it enables some of the children to buy school items for themselves. On the contrary, the child labour takes most of the respondents' time making them get to school late among other. Based on these findings, it was recommended that the activities of these children be regulated to some extent to ensure that even as they engage in the labour, they do so in such a way to still have adequate quality time for their school attendance, and home work among others.

Keywords: Child labour, Education, Schooling, University of Cape Coast, Ghana.

INTRODUCTION

The history of child labour dates back to the late seventeenth century with the wake of the industrial revolution in Europe. The industrial revolution saw children working in factories, mines, as tourist guides, waiters, and cleaners (Dorman, 2001).

History has recorded many children who worked as military officers as against their cultural morals. In Greece, this practice was considered to be an educational tradition, and the Man/Boy was considered to be an efficient fighting force. But there were parents who could not afford to send their children to schools, and hence children volunteered to work in factories, mines etc. In 1788, more than 60% of workers in textile mills of England and Scotland were children. Many laws were passed to eradicate child labour. Children were brainwashed to believe that, labour was all life had to offer and they had to prove themselves at it (Dorman, 2001).

Labour, refers to the engagement in work for money. Child labour is not a new phenomenon. The term child labour reflects the engagement of children in prohibited work and more

generally, in types of work to be eliminated as socially and morally undesirable as guided by national legislation, the International Labour Organization (ILO) minimum age convention, 1973 (No. 138), and the Worst Form of Child Labour Convention, 1999 (No. 182). Child labour is a serious global menace which in its most harmful forms impairs the physical and psychological development of children.

In Africa for instance, as estimated by Human Development Network, The World bank (1998), one child in three is engaged in some form of economic activity. Child labour is a widespread and growing phenomenon in the developing world. ILO (1996a) estimates put the prevalence of child labour as 250 million in the world, out of which 61 percent is in Asia, 32 percent in Africa, 7 percent in Latin America. The source also indicates that, 120 million children are full time workers and 80 percent of them are between 10-14 years of age. In terms of child labour force participation rate, Africa ranks highest with 33 percent in East African, 24 percent in West Africa and 22 percent in middle Africa, followed by East Asia and South Asia with 20 and 14 percent respectively. The above information indicates the intensity of child labour and the necessity to address it in order to eliminate its adverse effects on human capital development and future growth potential of developing countries.

Ghana is not excluded from this menace. Children of school going ages are usually found during school hours hawking of goods, loading and off loading of goods at lorry parks, which earn them some money in order to contribute to household income and help pay their school expenditure.

The labour degree (sub-part 1 of part v) of Ghana's Children Act (1998) states that "it is an offence to engage any child in labour". It again states that, "Until the age of 15 when basic education is expected to be ended, a child may only be within the family premises to render services in light work strictly of agricultural or domestic nature.

Due to the engagement of these children in labour, they often become truants, or do not attend school at all. We are not trying to say that children should not engage in work, but it should not deprive them of education. Again, the work should not be exploitative, injurious, hazardous or detrimental to their health and personality development. While there is a clear-cut definition of the term "child"- a person below the age of 18years, the same cannot be said about "child labour" which has been defined and interpreted in many different ways. Child labour, in its general sense, is the participation of children in a wide variety of work situations, on a more or less regular basis, to earn a livelihood for themselves or for others. There is a need, however, to distinguish "child labour" from "child work". Not all types of child work are considered child labour. Child labour refers only to economic activities or "those activities which are socially useful and remunerable, requiring manual and/or intellectual effort, which result in the production of goods or performance of services."Diokno (2000). Thus, child labour excludes household chores for one's own family since such is not remunerable. It also excludes mendicancy because such is not a socially useful means of livelihood and does not entail the production of goods or services. D'Avolio (2004).

In its strict sense, however, child labour does not refer merely to any form of economic activity, as described above, but to a form of economic exploitation damaging to the child. In this light, the International Labour Organization - International Programme on the Elimination of Child Labour (ILO-IPEC) defines child labour as "work situations where children are compelled to work on a regular basis to earn a living for themselves and their

families, and as a result are disadvantaged educationally and socially; where children work in conditions that are exploitative and damaging to their health and to their physical and mental development; where children are separated from their families, often deprived of educational and training opportunities; where children are forced to lead prematurely adult lives."ILO (2002). The types of child labour which are really exploitative should first be identified instead of lumping all forms of child labour and in the process, lose sight of the forms of child labour that should be fought. What is economically exploitative, however, is essentially a cultural decision depicted in the community's daily practices. After analyzing above definitions, Seiichi et al (2008) stated that "it can be said that all the work done by children should not be classified as child labour". Where the participation of children in work is not affecting their health and personal development or interferes with their schooling is generally regarded as something positive. D'Avolio (2004) also stated that "activities such as helping parents around the home, assisting family business, or earning pocket money outside school hours and during school holidays, should not be treated as child labour". Such activities contribute to children's development and to the welfare of their families; they provide them with skill and experience, and help in preparing them to be productive members of society during their adult life.

Opinion on child labour vary widely among many writers depending on the kind of work that children do. Yet, most observers and researchers – and in a few cases even the whole world international community – consider certain activities more harmful, hazardous and / or morally reprehensive for children than others works.

According to Mr. Emmanuel Kwame Mensah, the Programme Officer of the International Labour Organization stated in the Junior Graphic (February 15-21, 2012 edition) that, it is not unlawful in Ghana for children to assist their parents, guardians, peers or elderly in providing for basic necessities of life. Division of labour in the home demands that children also give some assistance. Parents and guardians therefore involve their wards in the performance of some chores. It helps to propagate in the child a sense of responsibility and hard work. Excluding the child from all duties can breed laziness. For the growing child to reason well and to take swift decisions in life, training is needed. Assigning the child some task is training.

Arat (2002) also noted that, there is a large group of critics that disapprove of child labour for a range of reasons such as stealing their childhood from them and that it amounts to economic exploitation because they are paid at the lowest rate and sometimes not at all. They say it teaches children to be responsible, to appreciate the value of things and the effort required to obtain them. Some believe it enables the young to learn an occupation or trade with which to support themselves as adults.

Our casual observation shows that in Ghana, Peasant and the rural poor in general often place education of children as a second fiddle school and work are in conflict, these parents tend to value work more, since it brings immediate benefits for subsistence of the family. Child labour can take various forms depending on how one perceives it. They are the activities that are hazardous, detrimental to children and /or morally repugnant, and they are today the special target of both international research and action programmes which occur everywhere in the world.

The forms of child labour identified in literature include Trafficking of children, Child domestic work, Commercial sex trade, Force and slave labour and domestic work among

others (Boafo, 2002; Ghanaian Times, 2000; ILO, 1999; and ILO, 2002). Several causes have been adduced as contributing to child labour. Prominent among these are the role of economics or poverty (Asiedu, 2000; Hesse, 2002; Grant (2001), broken homes (Quarshie, 2000), Lack of access to quality education (ILO, 2002), Irresponsibility of parents (Junior Graphic, November 22- 28, 2002; Department of Social Welfare, 2000), Cultural causes (D'Avalio, 2004)

There is also some amount of literature on the impact of child labour on children. While some researcher such as Holgado (2012) and Miwa Kana et al. (2008) point to the fact that child labour can be debilitating to a child, other such as Watson (2008) points to the contrary. However, there are negative impacts. On his part, Bachman (2002), made a strong distinction between work that has a positive influence and work that has bad or detrimental effects on the child. This view point is shared partly by Salazar and Glasinovich (1998).

Cape Coast is the city with most tourist sites in Ghana. It is described by many as the cradle for Ghana's education because; the origin of formal education which dates back to the humble beginnings of the castle schools by the European merchants started in the City of Cape Coast. In the University community, a casual observation by the researchers showed that children who should be in school were found on the street, lorry stations, market, the beaches, and in various halls of residence in the university campus, hawking, carrying loads, running errands during school periods/ times. Child labour is a global phenomenon and so has attracted the attention of many researchers. Most of the studies on child labour and education however, centred around child labour and its effects on student's academic performance (Baptist et. al, 2003) and the forms (Boateng et. al, 2002). Most of these studies were also situated at farms, markets, and rural areas. Very few studies such as that of Moyi (2010) tried to examine the effect of child labour on school attendance. In Ghana, this aspect of child labour still remains unexploited and it is against this backdrop that the current study intended to investigate the contribution of child labour on the schooling of children in and around the University of Cape Coast.

OBJECTIVES

The objectives of the study specifically were to:

1. investigate the various forms of labour that children are engaged in the University community.
2. find out the reason why the children engage in child labour.
3. find out how these labour affects the children's schooling and investigate the benefit that children get from the labour they engage in, and other sources of motivation for engaging in the labour.

METHODOLOGY

Population and Sample

The target population is to cover children who are engaged in labour in and around University of Cape Coast community. A sample, as defined by Castillo (2009) "is a subset of the population".

The sample size for the study was 50 children this was derived based on the snowball sampling technique. The Snowball sampling was used to identify potential subjects in studies where subjects are hard to locate. This technique works like chain referral. We begun with

one child who had the characteristics (was found in a labour activity). After observing the initial subject in labour activities, the researcher asked for assistance from the subject to help identify people with a similar trait of interest. The researchers then observed the nominated subject and continued in the same way until they obtained a sufficient number of fifty (50). By Castillo (2009), the process is cheap, simple and cost-efficient. Interviews and observation was used to obtain information from the respondents.

RESULTS AND DISCUSSION

Demographic characteristics of respondents

The study sought to find out the background characteristics of children engage in labour. Table 1 shows that 72.0% of the children were males whereas more than a quarter (28.0%) of the children who were purported to have engaged in child labour were females. With respect to the age distribution of children who were purported to be engaged in child labour, more than one-third (34.0%) were aged between 10 to 12 years, nearly half (46.0%) were also aged between 13 to 15 years, whereas one-fifth (20.0%) were also aged between 16 to 18 years. Table 1 which also presents the suburbs where respondent children lived shows that 46.0% of the children lived in Amamoma, whereas those who live in Kokoado, Kwaprow and Kwesi-Prah recorded 14.0% each and 12.0% of them were also found to live in Apewosika.

The finding showed that, children engaged in labour on the University of Cape Coast campus mostly children from the communities surrounding the university to perform their illegal trade.

Table 1: Whom these children stay with

Staying with	Frequency	Percentage
Mother only	23	46.9
Both parents	8	16.3
Aunt	7	14.3
Uncle	3	6.1
Grandparents	3	10.2
Alone	2	4.2
Father only	1	2.0
Total	47	100.0
Reasons for not staying with both parents		
Death	18	43.9
Divorce	9	22.0
Separation	7	17.1
Further education	5	12.1
Rejection from family	2	4.9
Total	39	100.0

Source: Fieldwork, 2013

As regards to whom these children are deemed to be staying, it was realized as evident from Table 2 that most of the children that were interviewed were found to be staying with their mothers only, whereas 16.3% of them were also known to be staying with both parents. Interestingly, it was also found out that 4.2% of these children seen to be engaging in child labour were staying alone and 2.0% were also found to be staying with their fathers only. It could also be deduced that 14.3% and 10.2% of these children were found to be staying with their aunts and grandparents respectively.

In order to ascertain why these children are not staying with their parents, the study sought to find out reasons why these children do not stay with their parents. In all 43.9% of the children opined that they do not stay with their parents because of the death of one or both of their parents and also 22.0% of them also do not stay with parents because they are divorced. In addition, 17.1% and 12.1% of the children were also not staying with both parents because of separation and also because they were in search for further and better educational opportunities. It was interesting to note that, 4.9% of the children do not stay with both parents because they are being rejected by their respective families especially due to reasons such as teenage pregnancy.

Table 2: Class, Reason for dropping out and age labour begins

Class	Frequency	Percentage
Lower primary	7	22.5
Upper primary	19	61.3
JHS	5	16.2
Total	31	100.0
Main reason for dropping out		
Deviant	6	31.6
Low academic performance	6	31.6
Financial problem	5	26.3
Teenage pregnancy	2	10.5
Total	18	100.0
Age you begun labour		
6-9	7	14.9
10-13	35	74.5
14-17	5	10.6
Total	47	100.0

Source: Fieldwork, 2013

It could also be deduced from Table 2 that nearly 64.0% of the children seen to be engaging in child labour were attending school whereas 36.0% were also not attending schools. It could further be seen from Table 4 that more than half (61.3%) of the children were at the upper primary level and 16.2% of them were at the JHS level. Interestingly, it could also be seen that nearly a quarter (22.5%) of the children engaging in child labour were at the lower primary level.

The study also in an attempt to find out why these children drop out of school to engage in child labour activities yielded interesting responses. In general, 31.6% of the children opined that it was as a result of truancy and low academic performance on their part that caused them to drop out of school. Also more than a quarter (26.3%) of the children were also of the view that financial problems caused them to drop out of school and also 10.5% of them also dropped out of school because of teenage pregnancy.

To ascertain at what age these children begin engaging in child labour activities, it was realized that nearly three quarters (74.5%) of the children begun engaging child labour activities between 10 to 13 years and 10.6% of them also begin between the ages of 14 to 17 years. In addition, 14.9% of the children also start engaging in child labour activities between the ages of 6 to 9 years.

Various forms of labour that children are engaged in the university community

The objective aimed at finding out the various forms of labour/ work that the children engaged in. The findings as showed below are presented in frequency and percentage.

Table 3: Type of work engaged in

Type of work engaged in	Frequency	Percentage
Fetch water	36	72.0
Carry loads	36	72.0
Run errands	29	58.0
Hawking	29	58.0
Washing	11	22.0

Source: Fieldwork, 2013

The study also revealed from Table 3 that, a substantial majority (100%) of the children engaged in informal work.

In addition, it was revealed that, nearly two-thirds (22.0%) of the children engage in washing whereas more than a third (22.0%) do not engage themselves in washing as a form of work they do. Also nearly three quarters (72.0%) also engage in activities such as fetching water for people for money whereas a quarter (28.0%) was of the view that they do not fetch water for people to earn a living. Furthermore, 60.4% of the children opined that they do run errands for people while 39.6% also opined that they do not run errands for people for a living.

It could also be deduced from Table 5 that majority (73.5%) of the children do engage in carrying loads for people to earn income to address their personal needs, whereas 26.5% of these children also opined that they do not carry loads for people, but rather engage in other forms of work, which could be washing, fetching water, going on errands and also hawking. In addition, more than half (61.0%) of the children were of the view that they hawk to make money to meet their pressing needs, whereas more than a third (39.0%) also asserted that they do not hawk for any person in an attempt to make money.

During the study, we observed that, these children carry big buckets of water from meters away to second and third floors of residents of students. Others were also seen carrying heavy loads of students from far place to the lorry pack. Loads which students themselves found too heavy to carry were given to these children to carry. According to these children found in labour during the research, they wash clothes for students. We also found them hawking from halls to hostels so as to make money either to cater for themselves or to support their parents. It is therefore obvious that, most of the labour the children engaged in are in the service and the informal sector especially providing domestic services to students. Some of these may look like normal works in the home but their performance by these children indirectly in one way or the other, will hinder the development of the children and may also interfere with their education.

Reasons children engaged in labour

This objective was to find out the reasons for which children engaged themselves in the various forms of labour. The answer(s) of these children are represented in the table below using frequency and percentage, mean and standard deviations.

Table 4: Reasons respondent children engage in labour

Reasons	Frequency	Percentage
Poverty	27	54.0
Peer influence	18	36.0
Parental influence	14	28.0
Availability of work	9	18.0
School related problem	4	8.0
Self motivation	4	8.0
Truancy	1	2.0

Source: Fieldwork, 2013

In an attempt to make certain why these children choose to engage in these forms of labour, 54.0% of the children opined that they engage in these forms of activities as a result of poverty, whereas 8% also attributed it to the fact that they are not very good at academics and see no reason why they should concentrate on attending school when they can work to make a living. In furtherance to this, 36.0% and 2.0% of the children also noted that they prefer to work because of peer influence and truancy on their part respectively.

Also, to make certain why these children find themselves in labour, the researchers found out what serves as a source of motivation for them to engage in labour. The responses showed that, 36.0% of the children attributed it to peer influence, 28.0% attributed it also to parental influence whereas 18.0% also concerted that they found themselves engaging in labour activities as a result of availability of work. Interestingly, 8.0% of the children noted that they found themselves in labour as a result of self motivation.

This implies that, most of these children in labour as a result of poverty. Others also viewed it as, there is a good opportunity for them to make money since the job/ work is readily available. Influence from parents and friends to engage in labour is not an exception as many friends and parents refer their wards to other children who are in labour and are able to support the home and get their school needs. Also, others saw no need to go to school since they had school related problems. The forgone analyses was in relation to the finding of D'Avalio (2004), who assert that in areas where informal economy and small household businesses thrive, the cultural tradition is that, children follow in their parents' footsteps; child labour then is a means to learn and practice that trade from a very early age. Similarly, in many cultures, the education of girls is less valued or not expected to need formal education, and these girls are pushed into child labour such as providing domestic services.

Also the Director of the Department of Social Welfare cites that, between January and June 2000, the Department received 518 complaints on child maintenance (Junior Graphic,

October 11- 17, 2000 p.3). This shows that, some parents are showing signs of irresponsibility. This attitude in turn forces some children to work in order to survive.

Table 5: Uses of income from labour (N= 50)

Use	Strongly Agree	Agree	Strongly Disagree	Disagree	Mean	SD
Meet my basic needs	59.2	38.8	2.0	0.0	1.43	0.540
Feed my family	36.7	40.8	18.4	4.1	1.90	0.848
Pay fees for my siblings	22.4	14.3	32.7	30.6	2.71	1.137
Buy my school uniform	2.0	20.4	57.1	20.4	2.96	0.706
Pay school fees	0.0	4.0	60.0	36.0	3.32	0.551

Source: Fieldwork, 2013

From Table 5 with regards to the uses of income from labour, it was seen that 59.2% strongly agreed to the statement that they use their income to meet their basic needs while 38.8% agreed, and 2.0% strongly disagreed and none disagreed. More than half of the respondents strongly agreed that they use their income to meet their basic needs with a mean of 1.43 and a standard deviation of 0.540. This shows that most of these children cater for themselves and received little or no basic needs from their parent and it could also mean that most of them were from broken homes.

The table depicts that 36.7% strongly agreed to the statement that they use their income from their labour to feed their family while 40.8% agreed and 18.4% and 4.1% strongly disagreed and disagreed respectively. This means that on the average majority of them agreed that they use their income to feed their family representing a mean of 1.90 and a standard deviation of 0.848. This implies that most of the parents of these children do not have strong economic backbone; it could also mean that most of the parents were irresponsible and finally, most of them depend on the labour of their children. The above findings compliments S.R Asiedu, a consultant of the Ghana Employment Association who affirmed that the cause of child labour in Ghana as being economic (Daily Graphic, July14, 2000, p.13).

The researchers also found out that 22.4% strongly agreed that they use their income to pay their siblings fees while 14.3% agreed. On the other hand 32.7% and 30.6% strongly disagreed and disagreed respectively. On the average, majority of the respondent strongly disagreed that they use their income to pay their siblings fees, this indicates a mean of 2.71 and a standard deviation of 1.137.

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It was evident from the table that 2.0% of the respondents strongly agreed that they used their income to buy school uniform while 20.4% agreed and the remaining 57.1% and 20.4% strongly disagreed and disagreed respectively. This shows that majority strongly disagreed

that they use their income to buy uniform. This represents a mean of 2.96 and a standard deviation of 0.706.

Furthermore, 4.0% of the respondents agreed that they use their income from labour to pay their school fees while 60.0% strongly disagreed and 36.0% disagreed. This shows that major of the respondents strongly disagreed that they use their money to pay their own school fees. This represents a mean of 3.32 on the average and a standard deviation of 0.551. This therefore could mean that most of the respondents were in public schools and therefore do not pay any fees. It could also mean that they are pre occupied with other equally important needs that they need to satisfy.

How labour affects children's schooling

The time these children woke up from bed on daily bases were cross tabulated with the time these children go to bed daily. Also, the period labour started was cross tabulated with the time labour ended on daily bases.

In addition, the punctuality of these children to school and their ability to stay in school as well as do their homework was also captured in this objective.

Table 6: Time of waking up and going to bed

Time of waking up	Time you go to bed			Total
	8pm – 9pm	10pm – 11pm	12am – 1am	
3am – 4am	25.0	0.0	75.0	100.0
5am – 6am	51.2	43.9	4.9	100.0
7am – 8am	60.0	40.0	0.0	100.0

Source: Fieldwork, 2013

From the table above, children who woke up from bed between 3am- 4am and go to bed by 8pm- 9pm represented 25% of respondent children. Meanwhile, 75% of them said, when they wake up by 3am- 4am, they usually sleep by 12am- 1am each day. This shows that, three quarters of these children who wake up at the said time work till night before they can earn some money and then have a rest. Also, with children who said they wake up between the hours of 5am- 6am, 51.2% said they sleep by 8pm- 9pm, while 43.9% and 4.9% said they slept between the hours of 10pm- 11pm and 12am- 1am respectively. In furtherance, more than half of the respondent children representing 60% said that, they slept by 8pm- 9pm while the remaining said, the usually go to bed by 10pm- 11pm.

It was observed that, as early as 3am, some children were already up from bed and had begun labour. These children spend most of their day busy at work as some slept late between the hours of 12 am and 1 am each day. This implies that, by the close of each day, most of these children go to bed late and feeling very tired. They are expected to wake up again early the next day to begin working.

Table 7: Period labour begins and ends

Period labour begins	Period labour ends			
	Afternoon	Evening	Night	Total
After school	9.5	47.6	42.9	100.0
Anytime during the day	4.0	68.0	28.0	100.0
Before school	0.0	50.0	50.0	100.0

Source: Fieldwork, 2013

Considering the time labour begins and ends, 9.5% of respondent children said that, they begin labour after school and end in the afternoon. Meanwhile, 47.6% and 42.9% of the children who begun the labour after school said they end in the evening and night respectively. Again, with respondent children who begin working anytime during the day, 4.0%, 68.0% and 28.0% said they end in the afternoon, evening and night respectively. However, exactly half, thus 50% of respondent children revealed that, when they begin work before school, they ended in the evening and night.

The study also revealed as per Table 11 that, 56.3% of these children who are seen to be engaged in labour activities usually go to school before assembly whereas 43.8% of them also noted that they are usually late to school, that is, they go to school after assembly. The Table also indicates that, majority (61.3%) of the children pointed out that, they stay in the school premises till closing and on the other hand, more than a third (38.7%) of the children also pointed out that they only stay in school till break and thus, leave immediately after break.

It is obvious therefore that, while others begun their daily labour before school, some begun after close of school while the rest started anytime of the day. Again, while some children closed from work in the afternoon, others closed in the evening and the remaining closed at night. This means that, at any point in time, children could be found on the university campus performing one labour or the other.

Table 8: Punctuality and homework

	Frequency	Percentage
Do not have time to do homework	17	43.8
Do not go to school before assembly	14	56.3
Total	32	100.0
How long do you stay in school		
Till closing	19	61.3
Till break time	12	38.7
Total	31	100.0
How often do you absent yourself from school		
More than once a week	3	9.7
At least once every two weeks	14	45.2
Once every month	4	12.9
Never	10	32.2
Total	31	100.0

Source: Fieldwork, 2013

In furtherance, 54.8% of the children opined that they do not have enough time to do their home works whereas 45.2% also asserted that they do have time to do their home works aside being engaged in labour activities during the day. As to why they do not have time to do their home works, 81.3% attributed it to tiredness and 18.8% also attributed to lack of time on their part. To ascertain how often they do absent themselves from school, 45.2% of the children opined that they do absent themselves from school every two weeks, 12.9% and 9.7% of these children also affirmed that they do absent themselves from school every month and every week respectively. However, 32.2% also noted that they never absent themselves from school for any reason.

It is apparent that, children in labour do not really have the time to do their homework and learn their notes as required of them. Just a few are also to make it to morning assemblies. As to closing assemblies, again, few are able to attend because they do not return to school after break time. Concerning punctuality to school, others said they do absent themselves from school more than once a week. At least once every two weeks were the responses of some children while once every month were the answers of others. This means that, most children involved in labour do not attend school regularly. However, just a few said, they managed to make it to school throughout the term. The discussion from table 12 is buttress by; Holgado (2012) who cited that, child labour affects the performance of children at school because they do not have adequate time for learning. Most of these children do not go to school regularly and others also drop out of school in no time. The reason is that, they have to earn a living, and for that matter, have to wake up early to do some sort of paid chore before going to school. From school, they usually go back to work without any free time for studies.

SUMMARY AND CONCLUSION

The main objective of the study was to find out the contribution of child labour on children's schooling in and around the University of Cape Coast community, to find out the various forms of labour that children were engaged in, their reasons for engaging in labour, how these labour activities affected them and also the benefits they derived from labour activities.

The summary of the main finding are as follows;

1. Child labour on University of Cape Coast exists in various forms and usually comes in the form of service to students and other people in and around the University campus.
2. The most reason why these children engaged in labour was to support their guardian/parents to provide their basic needs and also to cater for the members of their families. Majority said that, they give part of their earnings to their parents. Also, the rest were in labour due to peer influence and availability of work.
3. However, from our findings, most of these children do not spend money earned from the labour on school clothing probably because they attended government schools where school uniforms, bags and sandals were provided by the government while 29.2% said they spent it on feeding at school as their schools were not covered for the school feeding programme by the government.
4. The incidence of child labour had fewer effects on the children's enrolment at school. More than half of the children said they attend school, and were able to make it early to school and stay till school closes.

CONCLUSION

Many children in and around the University of Cape Coast are in labour due to many reasons, among them includes, availability of work and poverty. Even though the labour does not affect their school enrolment, it takes away their time and energy and prevents them from having time for their academic work both in and outside of school.

Child labour in its diversifying forms is a universal problem. The activities usually relate to the occupations and lifestyle of the community. The practice is assuming an alarming proportion and there is driving force behind it is poverty. Much as child labour is generally condemned, the phenomenon persists because it is seemingly cushioning effects on families' financial problems but on the whole, child labour several negative effects on the social, moral, psychological, physical and especially, the educational development of its victims.

In the present time of economic stagnation, the child no longer finds it secure to rely on their parents/ guardian for the provision of educational and socio-economic needs.

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