

THE EFFECT OF CHILD LABOR IN ENGAGING LEARNING
AT CLASSROOM SITUATION: A CASE STUDY FROM A
PRIMARY SCHOOL IN URBAN DHAKA

By

Israt Jahan
16357012

A thesis submitted to the BRAC Institute of Educational Development in partial
fulfillment of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

BRAC Institute of Educational Development
BRAC University
March 2021

© 2021. Israt Jahan

Declaration

It is hereby declared that.

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

Student's Full Name & Signature:

Israt Jahan
Student ID: 16357012

Approval

The thesis/project titled “The effect of child labor in engaging learning at classroom situation: a case study from a primary school in urban Dhaka” submitted by

1. Israt Jahan (ID: 16357012) has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Education in Educational Leadership & School Improvement on 31 December 2020.

Examining Committee:

Supervisor:
(Member)

Dr. A.K.M Badrul Alam
Senior Lecturer, BRAC Institute of Educational Development

External Expert Examiner:
(Member)

Dr. Mohammad Mahboob Morshed
Assistant Professor, BRAC Institute of Educational Development

Program Coordinator:
(Member)

Dr. Mohammad Mahboob Morshed
Assistant Professor, BRAC Institute of Educational Development

Head of the Institute:

Dr. Erum Mariam
Executive Director, BRAC Institute of Educational Development

Ethics Statement

The research was conducted by protecting the integrity of the research through following measures. An informed consent was designed and signed by all the research participants prior to the interview to protect the privacy of the interviewees. The consent form was illustrated with the description of key issues like purpose of study, statement for privacy, with the right of withdrawal from interview at any point, no personal gain but volunteering this research (John, 1998). The confidentiality of the information and interviewees name also given high importance through generalizing all the statements and not quoting by name. The data was positioned correctly in transcripts and guaranteed to respect individual belief and view.

Abstract

This study examined the engaging learning environment at classroom of the child labor in primary school at Dhaka city, a child labor prone area in Bangladesh. This area is possessing a large number of casual laborers who are working besides study as they suffer from hunger, poverty, illiteracy, malnutrition, and exclusion. This study mainly aimed to investigate the challenges faced by the working children in terms of learning engagement in existing schooling environment. The study also identified the roles of different stakeholders such as parents, teachers, SMC members, and community people to find the way forward in order to overcome the problem. Qualitative method was applied with purposive sampling technique, using semi-structured interview, FGD and observation checklist. The study considered different studies to gain in-depth knowledge highlighted in the literature review. Besides, this study intended to understand the child laborer's struggle, challenge, and related way forward regarding their engaging learning at classroom. In addition to that, this paper aimed to identify new dimensions for the stakeholder on mitigating these issues with the coordination of teachers, parents, peers, and the community. Study identified that the lack of school time, lower attendance results to poor performance of the child labor, lack of teacher's attention, low peer support and lack of parents' concern on their study leads to lower self-esteem and affected them negatively. This study concluded through addressing wide ranges of measures such as adopting innovative learning methods, teachers training on different teaching techniques, proper classroom facilities, stipends and cocurricular activities; growing higher consciousness of parents; proactiveness of school authorities; proper coordination among the parents, teachers and SMC members and initiatives from the community.

Key Words

Child Labor, Engaging Learning, Classroom Situation, Primary School

Dedication

This thesis is dedicated to my teachers, colleagues, and family for their continues support and inspiration which led me to complete it successfully.

Acknowledgements

First, I would like to convey my gratefulness and gratitude to most merciful almighty Allah who made me able to prepare this research paper.

I would like to put on my record my sincere thanks to my parents for their never-ending support and adoring care during my studies and research and for their continuous inspiration to pursue higher studies.

I would also like to convey my deep sense of admiration to my honorable supervisor Dr. A.K.M Badrul Alam, under whose rigorous supervisions and proper guideline, it was possible to complete this thesis paper. It should be mentioned that he spent a lot of valuable time to make this paper up to standard and acceptable.

Moreover, I would like to thank all respected and devotee teachers of Institute of Educational Development of BRAC University for their support and important advice to complete this colossal and enormous task. I will never forget all of my friends, colleagues for their encouragement and cooperation to prepare this research paper.

Finally, my unconditional thanks to those respondents who shared their very busy moments by providing required information during field survey.

Table of Contents

Declaration	1
Approval	2
Ethics Statement.....	3
Abstract	4
Dedication.....	5
Acknowledgements	6
Table of Contents	7
List of figures.....	9
List of Acronyms	10
Chapter 1 Introduction and Background.....	11
1.1 Introduction	11
1.2 Research topic	12
1.3 Statement of the problem	13
1.4 Research questions	14
1.5 Purpose of the study	14
1.6 Significance of the study	15
Chapter 2 Literature Review and Conceptual Framework.....	16
2.1 Literature Review	16
2.2 Conceptual framework.....	22
Chapter 3 Methodology.....	25
3.1 Research approach	25
3.2 Research site	26
3.3 Research participants	27
3.4 Data collection method.....	27

3.5 Data analysis	30
3.6 Ethical issues	31
3.7 Role of the researcher	32
3.8 Limitations of the study	32
Chapter 4 Results.....	34
4.1 Case analysis	34
4.2 Classroom behaviors and engaging learning of child labor	41
4.3 Major challenges in engaging learning in classroom for child labor	44
4.4 Contributing factors to support the child labor’s engagement in the classroom: Role of different stakeholders and other related aspects	47
Chapter 5 Discussion and Conclusion	53
5.1 Discussion	53
5.2 Conclusion	55
5.3 Recommendations	56
References	58
Appendices	62
Appendix A. Consent Letter	62
Appendix B. Interview protocol and questionnaires	64

List of figures

Figure 1: Conceptual Framework for Engaging learning at classroom for Child Labor	23
Figure 2: Students Engagement	42
Figure 3: Students Behavior towards Child Laborer	42
Figure 4 Teachers behavior towards Child laborer	43

List of Acronyms

AM	Ante Meridiem
ATM	Automated Teller Machine
BBS	Bangladesh Bureau of Statistics
CAMPE	Campaign for Popular Education
DPE	Directorate of Primary Education
FGD	Focus Group Discussion
GRE	Gross Enrolment Rate
HRW	Human Rights Watch
ILO	International Labor Organization
KII	Key Informant Interviews
NGO	Non-Governmental Organization
NRE	Net Enrolment Rate
PM	Post Meridiem
SDG	Sustainable Development Goal
SDQ	The Strengths and Difficulties Questionnaire
SMC	School Management Committee
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

Chapter 1 Introduction and Background

1.1 Introduction

Education is not only a right but a way to human development and a duty to modern states. It is one of the prime keys to human development and steering to the nation's prosperity. In terms of children's development Primary Education is considered as the most important part. As a developing country, Bangladesh has various hindrances ensuring primary education, although things are changing rapidly (Ministry of Primary and Mass Education Bangladesh, 2020). There are significant success of child enrollment and cycle completion but there are challenges also like poor infrastructure, teacher student ratio, low management capacity, child labor, and dropout (Wessel, 2019). Childhood is the most sanctified phase of a human life. This is the stage of life where children are not aware of any kind of obligation or accountabilities, hence this is not the same for all in our society who are forced to work even in inhumane conditions (Veneman, 2006). Such children lose their innocence to satisfy the needs and wants of their family and this is one of the reasons for not attending the school or even if they are attending schools, but their learning is not that much effective as they are less engaged in learning at classroom (Alem, Ababi , Derege , & Mesfin , 2006). This causes poor academic results, loss of self-esteem and even drops out from the educational activities. The learners who try to be engaged into studies could not have their full attention to the classrooms due to their lack of concentration and pressure (Weeks, 2000). The research mainly focused on the causes and impact of child labor in young learners' engagement in learning at classroom situation. This research also sought to overcome the challenges and way forward to make things better for the young learners.

1.2 Research topic

Bangladesh has registered extraordinarily advancement in the primary education sector, notably on the access, cycle completion and reducing gender gap but looking ahead, Bangladesh faces immense challenges as well (UNICEF, Bangladesh Annual Report, 2014). Child labor is one of the prime causes of keeping students out of school and barrier to educate them with necessary skills and thus a huge task to attain the SDG agenda and leaving larger portion of children outside of school (Quattri & Watkins, 2016). Millions of children are reported not to get the chance to attend school though the estimates vary. It is evident that when children work, they do not get the chance to obtain their right to education (HRW, 2016). Child labor has a long history in this world where most countries, regardless of their present wealth, have different sort of child labor. Many still do, particularly in the least developed regions of the world. While child labor in the formal sector has received much attention, we know less about child labor in informal industries, such as domestic labor in Bangladesh. Most housemaids in Bangladesh are girls and young women, from 6-16 years old, a demographic often described as “the poorest of the poor” (Dammert, Hoop, Mvukiyehe, & Rosati, 2017). These child labors are, decisively or accidentally, neglected by the society, their unsung deeds quickly forgotten. Irrespective of geography, urban or rural settings it is observed that there are number of forms and labors where children are involved. It is very much evident that children at their age direly need love and affection. Regardless of gender identity, nationality, racial identity, economic class, religious belief, or family background, are entitled to primary education (World Bank, 2014). According to UNICEF, an estimated 79% of students enrolled in grade one complete primary school, and only 46% of the boys and 53% of the girls are getting into the secondary level. This study offered a contribution to the understanding of the problem child laborers are facing in schools in terms of engaging learning at classroom.

1.3 Statement of the problem

Child labor is considered as a form of human rights violations in the contemporary world. In Bangladesh about half of the child laborers are unable to get the chance to be enrolled in school at all and according to the data only eleven percent of the children attend school who are child domestic workers (UNICEF, 2014). The whole world is facing the adversity of child labor and worldwide approximately 218 million children aged between 5 to 17 years are engaged in different sort of work, where 152 million are directly considered as the victim of child labor, similar status is also considered as the scenario of Bangladesh (ILO, 2017). Numerous child labors are unable to attend school due to their work pressure and even who are attending school they are unable to concentrate or have less engagement in learning compared to non-working students. Different studies summarized that engaging leaning at classroom has negative correlations with working time and type of work (Khanam, 2008). We need to understand the complexity of education and child labor, how this concept can influence a child, its family, community, school authority and the society in general. Young learners face enormous pressure from their school, non-supportive environment at school and society. Most of the young learners drop out due to the pressure and lack of future envisioning (Kushiyait, 2010-11). The issue of child labor is widely discussed as a serious problem in attaining primary education by various organization as well as by the government. But the real question is, even though the learners who are attending schools may not be able to concentrate or provide full attention or engagement into their studies and classroom lectures (Wilson, 2017). But the factual concern is students are dropping out as their engagement in learning at classroom is hampering which is very much relevant in the context of Bangladesh and causing dropout as well. This study identified the causes and the possible solutions to mitigate these problems and to improve the state of the young learners.

1.4 Research questions

The research tried to explore the present obstacles a child labor faces in getting engaged in learning at classroom in government primary school at Dhaka city of Bangladesh. This study also intended to understand the level of student's engagement in learning at classroom and the existing opportunities as well as the drawbacks they were experiencing for getting engaged in classroom for accessing adequate education. Also, how different stakeholders could play important role to support them in their learning process. These following research questions guided this study:

Key Questions:

- How does the learner engage in the learning process in existing school environment?
- What are the roles of different stakeholders to support learners in existing situation?

Sub-Questions:

- To what extent is the learner engaged in the classroom?
- What kind of hindrance exists in the school environment?
- What role could the teachers, peers and school authority play in supporting the learner?
- What role could the family and community play in supporting the learner?

1.5 Purpose of the study

The study focused to explore the implications that a learner faced to get engaged in learning at classroom while working as a child labor and what impact different stakeholders could take to help a child labor to get education by ensuring their engagement in learning at classroom in a govt. primary schools at urban Dhaka. The research analyzed from different dimensions to identify possible recommendations which may assist to mitigate current problems of child laborers getting access to education ensuring their engagement in learning.

1.6 Significance of the study

The primary objective of this study was to better understand the determinants of child labor and their engagement in learning at classroom in Primary School. This study discussed not only to answer the research question but also tried to help for understanding the view of the participants, and relevant stakeholders for what should be done to change the scenario. The study might help to identify the challenges of the young learners to focus into classrooms and help the major stakeholders to identify their roles to bring out the best for the learners. This study sought out the challenges and drawbacks of the working children at primary schools and the increased possibilities of working children to get into the educational arena. There were continuous efforts by different stakeholders to provide scope and opportunities to working children at school. The study tried to analyze the school environment, family condition of the learners and look at the surroundings of the learners and try to bring down conclusions how the things could be changed. Changes were evident; moreover, this study added different dimensions in the sector of primary education and could contribute to other related studies.

Chapter 2 Literature Review and Conceptual Framework

2.1 Literature Review

Different literatures that are relevant to the research topic from different sources like books, journals, articles, reports, policy documents, and websites were reviewed. For this literature review, below topics has been identified which follows; understanding Child Labor from different aspects, Push and Pull factors of Child Labor, teachers' attitude to child at school, education, and child labor in developing countries, status of Primary Education in Bangladesh and child labors engagement in learning at classroom.

Child labor is one of the prime challenges towards retaining students in school and engage them into regular educational process at classroom (Veneman, 2006). On the other hand, it is mentioned that “Child labor is the work that exceeds a minimum number of hours, depending on the age of a child and on the type of work” (UNICEF, Bangladesh Annual Report, 2014) Further, “Child labor is the work that deprives children of a childhood; work that affects children’s health and education and work that may lead to further exploitation and abuse” (Lansdown, 2011). Quattri and Watkins (2016) recommend holistic education policy could resolve key issues which are keeping the child labors out of school and provide them an opportunity to obtain necessary rights to education. According to a report (UNICEF, Bangladesh Annual Report , 2014), it is difficult for the working child from lower economic background to bear the associated cost of education. i.e., transport, materials, uniforms.

2.1.1 Understanding Child Labor

It was heard to explain the concept of “work” as it varied to the variety of activities, where children are involved. Generally, children are involved in various range of works, including helping in domestic works, working in household enterprise, or farming, to paid job. It includes light crafting, trading, or even involved heavy physical labor, stated by (Rodgers &

Standing, 1984). According to (Agiobu & Ibinabo, 1992), there are numerous societies do not consider child work as unreasonable, especially in lower economic societies. Rather, they consider this as a socialization process, which would slowly involve them into employment and could educate the child on necessary survival skills for future. According to The Government of Bangladesh enacted a cohesive and streamlined labor law abolishing relevant laws titled The Bangladesh Labor Act 2006 (Act XLII of 2006) which defines the “child” and the “adolescent” basis of their age. As per section 2(8) of the Act, a person who has attained the age of 14 but below the age of 18 is an ‘adolescent’ and as per section 2(63), a person not attaining the age of 14 is defined as a ‘child’. Except that the definition of ‘child labor’ or ‘child laborer’ cannot be traced from any public or private document. Therefore, the term ‘child’ and ‘adolescent’ as defined by the Labor Act 2006 (Act XLII of 2006) shall be referred to in all discussion of child labor. Child Labor occurs in various forms and distinct aspects. Largely eight million children are involved in the most terrible forms of child labor, which includes in the condition of armed conflict, forced labor, prostitution, pornography, drug trafficking, and other illegal activities (Palley, 2002).

2.1.2 Push and Pull Factors of Child Labor

There are several factors that “push” children out of education which includes, lack of quality education, irrelevant lessons, language differences, inaccessibility, and the lack of adequate schooling facilities in the community (Bashir, 2014). Like the Push factors there are “pull” factors such as low economic condition and associated with poverty that pulling children out of school. It is evident that there are a lot of families with lower wage earners who depends on their children wages as their additional income and they are out of option to accept child labor under such unavoidable circumstances, other known reasons that pull the children include the unable to get ensure minimum wages, unemployment among adults, family debt (World Bank, 1998).

2.1.3 Education and child labor in developing countries

Encouraging findings are available in various countries, such as expanding primary school coverage in Egypt and Zimbabwe caused high enrollment of children and reduced number of child labors into adjacent community (Grimsrud & Stokke, 1997). In African and South Asian context, where enrolment in primary education is low and child labor is prevalent. This generates a problem for the individual but also affects the entire education system (Grimsrud, 1998).

2.1.4 Status of Primary Education and Child Labor in Bangladesh

Government of Bangladesh is committed to ensure the right of primary education to all children. Government initiatives and measures should provide all children at the age of primary school are to be enrolled in the primary school; but it is difficult and however the situation is quite the contrary. Primary education could also be referred to ‘basic education’, is compulsory in Bangladesh for the children aged 6 to 10 years (Grades 1–5). In contrast “National Education Policy 2010” suggests extended to Grade 8 and Department of Primary Education currently making necessary adjustments to implement that. According to the Directorate of Primary Education (DPE) data from 2016, a total of 126,615 primary schools covering about 19 million children all over the country. The Gross Enrolment Rate (GER) in primary education was 112.12%, while the Net Enrolment Rate (NER) was 97.94% (DPE, 2016). This gap between the GER and NER suggested that many children who are at the primary education are not correspond to the official age for primary education. There are several consequences for not being enrolled in primary school on time. As per (Ministry of Primary and Mass Education Bangladesh, 2020), it may contribute to higher the dropout rates; also, could have affect boys and girls differently, considering the socio-economic realities of the country. A Study from (CAMPE, 2011) shows that more than a million children never enrolled into any educational institution. Completion rate to grade 5 is still

low. The huge numbers of excluded children from the mainstream of education are meant that exclusion still exists in the current primary education and existing education system cannot address these un-served children. Estimated around 4.9 million economically engaged children are unable to attend school, where 72% of them are boys (BBS, 2019). The collaborative report on child labor and education in Bangladesh from ILO, UNICEF, and UNESCO, in 2009 present, about 2.4 million working children are attending school. Near about 837,000 out of 3.2 million working children are attending school in Urban areas. This would indicate that 73% of child laborers who should be at school are not enrolled or attending school. It is evident that poor and uneducated parents do not have the future forecast to value the outcome of education compared to estimated opportunity cost.

2.1.5 National Child Labor Elimination Policy

The Government of Bangladesh adopted the National Child Labor Elimination Policy in March 2010 with an aim to bring meaningful changes in the lives of the children by 2015 which aimed to diminishing all forms of child labor from Bangladesh, although the deadline was surpluses, we are yet to get the benefit of the policy. The policy was considered as the determinate and standard instrument to combat against child labor. Child labor related laws and regulations will be gradually integrated into this policy. From the objectives of the policy it is clear that it aims to withdrawal of working children from hazardous conditions, incentives to their parents, special attention to disaster affected children, Person with disabilities, involving concerned stakeholders, enacting relevant laws, raising mass awareness and designing the action plan. The policy explained the overall situation of child labor in Bangladesh, determined the definition, classification, explained the causes of child labor, and defined the constitutional and legal position related to the issue (Ministry of Primary and Mass Education Bangladesh, 2020).

2.1.6 Child labor and Child development

Overall, it is evident that there is a strong relationship between child labor and child development, handful of researchers reported that child labor could result with higher incidence of psychological and/or behavioral illnesses. In addition, Child labor also leads to different forms of child abuses (Alem, Ababi, Derege & Mesfin, 2006). Another study suggests a significant difference in the level of coping efficacy and psychosocial wellbeing between working non-schooled children, working children and non-working children who are studying. Regular school children resulted better performance compared to working children on the SDQ scale. Similarly, coping efficacy of working non-schooled children was lower compared to the other group (Alem, Ababi, Derege, & Mesfin, 2006). Various research identified that certain aspects such as type of work, workload, intensity, time of involvements are important variables which may affect the different areas of child's development over different period (Seebens & Wobst, 2003).

2.1.7 Child labors and engaging learning at classroom

It is evident that Children who are living in poor condition and engaged in laborious work demonstrate lower reading skills compared to the child not engaged in labor also they are at risk of being left behind when it comes to their learning outcomes (Park & Mizunoya, 2020). There are a lot of cases where many children engaged in works and continuing study, but it is hard to measure how much they are learning at classroom as they are drop out early and do not have further relations with educational activities (Tafere & Pankhurst, 2015). There are studies indicates associated risks and benefits related to child labors and education. Studies from Tassew Woldehanna suggests that education is important for the children to fit around with the world and also fit around their work life, but in developing countries it is difficult for the children to learn and ear wages both at a time (Woldehanna, 2009).

2.1.8 Engaging young learners in learning activities.

Research indicates inclusion of related activities in teaching methods can substantially increase students' engagement in learning. This could ensure emotional, behavioral, and cognitive engagement of the students – therefore it could ensure positive influence in the learning and enhance knowledge of students (Simone, Wilfried, & Christiane, 2014). It is also evident that enabling learning environment provides young children with opportunities especially for the children from deprived circumstances who are at risk of falling behind or unable to reach at their full potential (Arnold & Greta, 2002). Engagement has been the only secret key to gain learning from the educational activities. It is obvious that when students are actively engaged or participating for pursuing knowledge, they are essentially building themselves for a prosperous life. (Aber & Bennett, 1997)

2.2 Conceptual framework

Compared to adults, children do develop very quickly, in terms of obtaining skills, gathering knowledge from their experiences and other sources. Generally, children get their learning and acquire skills from reading, writing, class lecture and observing, as well as through their day-to-day experiences (Boyden, Ling, & Myers, 1998). Here the study tried to relect major issues related to working children and engaging learning at classroom through this framework.

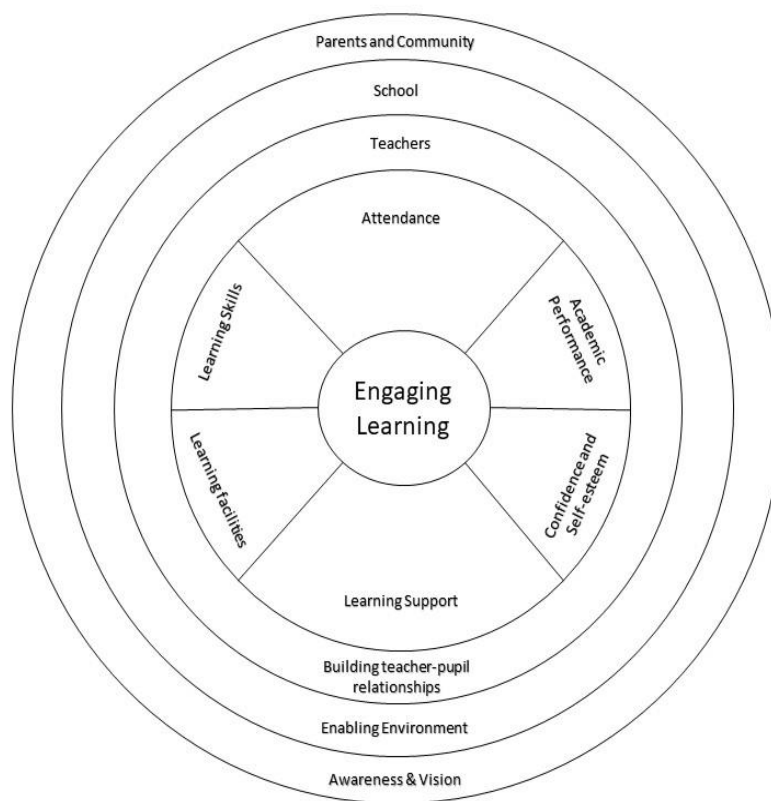


Figure 1: Conceptual Framework for Engaging learning at classroom for Child Labor

First to discuss on the framework; from the literature review the study identified major factors which are essential for engaging leaning in school environment. School attendance topped the list as it was almost inevitable for the learners to attend regular school. Regular attendance and following the lecture and learning from the classroom would help the student perform better academically. Which could help to enhance the confidence and self-esteem for the young learner. Learning support from the enabling environment, peers and teachers would

help the learners to gain adequate knowledge. Enabling suitable environment would affect the learning environment positively, and all the factors combinedly could enhance the learning skills for the young learners. Apart from the environment, there are major roles to be played by the associate stakeholders to help the young learners to be engaged in the learning environment. First of all, teachers need to build up relationship with the students to better understand students potential and identify their needs where they require help from the teachers. After family members children gets to learn from the teachers. If the teachers do have a good relationship with the students, they tend to have better bonding with the teachers and could share their thoughts, needs with them (Lavalette, 1995). Secondly, enabling school environment requires for the young learners to participate into the school activities. It is required to have additional advantages like, stipends, free materials for the poor students to continue school. Enabling school environment is very much important for the child development, otherwise the learner may not be able to catchup with the mainstream and left out from the school. Positive and supportive environment will allow the students to be regular at school, have better time in the school and grow their interest to regularly join at school and school activities or else they will not have the interest to come to school and get involved in regular activities (Rodgers & Standing, 1981). Third, Parents and the community need to be aware and have future envision to send their kids into schools. Or else they will be left out from the schooling system. Parents need to realize that the present benefit they are receiving from the earning of their child can be exceeded in the long run if their children could get good schooling and later at the older age, they could support them better with higher earning (Rahmann, 1997). Parents and community have greater role for child development. If the parents unable to forecast their children's potential to grow it may cause the children's negative consequences. The community where the children are growing could support them to have a healthy life other ways lack of proper care and awareness in the community could

have negative impact on child development (Sapungan & Sapungan, 2014). Once these three factors from the stakeholders are confirmed, it comes to the child labor to have the ability to attend regularly at school. It is not right to assume that all form of labor is barrier to attend school or results to poor performance at school. It may be stressful or hazardous work or full-time work where child could get too much stressed. One of the important factors for engaging learning at classroom depends on the condition of school, it impacts child's learning if the classrooms are overcrowded, underqualified teachers and inappropriate syllabus. It also depends on the superior repetition rates as well as dropout rates for the students (Lee & Barro, 1998). In short, it is required to have more research to understand the dynamics between the discussed factors in relations to measure child learning and how it affects by child labor. Although there are still evidential supports required to better understand the facts, e.g., types of child labors, working hours, hours loosing at household works, type of supports getting from schools, school quality, type of school curriculum. Through this study, all the findings were collected and analyzed according to the framework. Moreover, it has been tried to look forward to their school environment, their engagement in learning, teacher's role and thoughts of SMC the members, school authority, peers. Then looked at their family life, family members contribution, community contributions towards their development. Then carefully tried to identify their engagement in classroom and participation in school activities as a learner.

Chapter 3 Methodology

A well-defined methodology is the heart of any research work. It is the absolute arrangement of a central research problem. It provides guidance for conducting research and for examining the research problem systematically along with proper logic, assumptions, and rationales behind it. However, keeping all these advantages in mind, the study was conducted with effective research methodology. The aim of this study was to explore the views and perception of our selected learners, their parents, teachers, school authority to understand the aspects of child labors and their engagement in learning at classroom. To support the study, qualitative approach of research was used to conduct the study because it was a fundamentally explanatory work. In this section, different parts of qualitative approach have been described such as Research participants, Research site, Research approach, Data collection methods, Role of researcher, Data analysis, Ethical issues, and Limitation of the study by the following ways.

3.1 Research approach

This research was descriptive in nature and mostly aligned with the field of qualitative method. Qualitative research usually involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to recognize ideas, views, or experiences. It is usually used to generate in depth insights to examine problems or to produce new ideas for research, which could attempt to portrait specific details (Silverman, 2014). For this study, qualitative research method was chosen due to the nature of the study which required human interactions, observation of my participants lifestyle, connection and relationship with the community, peers, their surroundings and to reflect their level of understanding into the study (Heyink & Tymstra, 1993).

As qualitative research applies multiple methods in study it can ensure rigor and detailed understanding on the research topic (Flick, 2009). It can also accumulate multiple perspectives which is effective in qualitative research, rather relying on single perspective (Johnson & Christensen, 2014). In order to collect primary information on the topic, case study model has been used to examine through detail description of participants, with understanding of their surroundings and analyzing experiences. Case study research intends to better understand the restrictions of the case, and can identify the complexity, behavior patterns within a systematic method. According to (Baxter & Jack, 2008) case study model could allow researcher with the tool to study difficult facts within preferred backgrounds.

3.2 Research site

The selected topic of the research was directly involved with the child labor who are currently studying. This study intended to get into their daily life, interviewed them, observed their surroundings including, their family, community, and teachers where they were studying. In order to do so, a government primary school inside Mirpur, Dhaka was selected. The school had total 432 students from grade 1 to 5. Two students from grade 4 & 5 got selected for the case study who were working to earn their livelihood. Child labor is always a common phenomenon in urban areas, as because lower income community do not have much to afford for their children's schooling, usually kids from lower income community go to government schools or NGO schools. At Dhaka, maximum rate of child labor is 8.0% (UNICEF, 2014). This was one of the reasons behind selecting this school from urban Dhaka with lower income community. There were various reasons for the selection of the site, one is accessibility and second one was the maximum rate of child labor.

3.3 Research participants

The research participants designed for the research required working children who were studying in the primary school, their teachers, school headmaster, parents and community people, SMC. Secondary data were collected through Non-Government Organizations (NGO), and other relevant organizations. Besides, some booklets, pamphlets and brochures from NGO, BBS, FAO, books, journals, articles, newspapers, unpolished reports etc. were used. The participants of this research were directly involved with the process and best suited for getting the real scenario of field. For the case study, background information had been collected of the young learners from the school. Then carefully selected them out of 40 students. The class teacher of that class was also interviewed and invited into the FGD session. To understand the management of school the SMC members were interviewed and to get their daily life information the parents were also interviewed.

Research Participants	Number
Students	2
Head Teacher	1
Teachers	6
Parents	2
SMC Members	1
Total	12

3.4 Data collection method

The topic of the research was to understand and examine the effect of child labor in engaging learning at classroom situation. In this regard case study method was applied with two selected students. On the other hand, interview method with parents and teachers, focus group discussion (FGD) method with schoolteachers and KII method with SMC and Headmaster has been used. These methods were selected to gather information from various aspect whereas case study collected major information on their life story, daily life, information of their family and practices. Through interview and FGD, in depth information about attitude, feeling, interest, thinking, beliefs, views, and experience of research participants has been

collected which were very much required to understand their thoughts in accordance with the research topic. The Study included six semi-structured interviews, one FGD, two interviews and a classroom observation. In addition, the secondary data from the various reliable sources like journals, magazines, newspapers, research papers, books, official reports and any other written documents concerning the study were also sought in order to gather sound knowledge about the research problem.

Research Participants	Number	Method used	Instrument used
Students	2	Interview	Interview Guide
Head Teacher	1	Interview	Interview Guide
Teachers	6	FGD	Interview Guide/FGD Guide
Teachers	2	Interview	Interview Guide
Parents	2	Interview	Interview Guide
SMC Members	1	Interview	Interview Guide
		Classroom Observation	Observation Checklist
Total	14	Two FGD participants provided interview also	

3.4.1 Case study

Case studies is one of the popular methods used in qualitative research, mainly found to be useful in practice-oriented areas like education, management, public administration, and social science (Rebolj, 2003). Case studies used for characterization of the case and the events. There are several benefit of case studies most important is that it can enable a holistic review. Case studies could obtain a variety of perceptions, to understand a particular view of any individual with a survey response or interview or to compare with other data found (Salmon, 2017). This enables the prospect to achieve better understanding of the subject and reduces possibility for being bias.

In this research, two case studies were selected to explore working children’s background, situation, struggle, and expectations from life through education. Considering the potential advantages of case studies such as- to get high level of details, conceptual validity, precise

procedures for hypotheses, and capacity for addressing causal complexity case study has been chosen as a tool for data collection.

3.4.2 Individual interviews

Individual interviews are a productive way to gather data from key personal with in depth knowledge, attitude, experiences, or perceptions regarding the research topics (DeJonckheere, Vaughn, 2019). In this study, semi-structured interview guide was used to acquire information from headmasters of Primary School, School Management Committee members, parents of the cases to understand the different perspectives on the existing environment they were studying, what were the challenges they were facing in engaging learning in their schools. What were the possible ways to overcome the challenges? Due to greater flexibility to the interviewers, higher response rate in it has been used as a data collection method. All the interviews were conducted separately, so no one had any chance to provoke the interviewee to answer beyond their expectation or belief. Majority of the interviews took around 45 to 60 minutes. All the interviews were archived and with the consent of the interviewees as well as notes were taken. Later, the data were transcribed, analyzed for further uses in report.

3.4.3 Focus Group Discussion

Focus Group Discussion refers a type of method where a range of people from similar background come together in one platform to have a discussion on a selected topic with guiding questions or probes. It is well-known technique in the field of qualitative research where researcher discuss with a list of questions to discuss with the participants regarding their insights, attitudes, understanding, opinion or ideas, and participants can provide answer according to their experience and understanding (Mishra, 2016).

One consideration of FGD to allow the contributors to express their own point of view, which could lead to agreement or disagreement with each other is very important, so it could generate an understanding into how the group reacts to the same topics with their different point of views, and to get various opinion and believes, and the contradictions and differences that occurs in a similar group of people (Krueger, 1988). In this paper, FGD method was used to get in depth information about class management, home visit, reducing dropout rate etc. from the teachers.

3.4.4 Observation

Considering the flexibility of the observation data collection method, as it gives direct access to research participants and, high levels of flexibility this tool has been used to observe the classroom environment, and to observe the child laborer's engagement in class alongside students and teachers' behaviors to child laborers. Observation as a data collection method can be systematic as well as unstructured; specific variables could be used or use of pre-defined variables could be used (UKEssays, 2018). Structured observation methods was used to see the interactions of the learners in their classroom.

3.5 Data analysis

Qualitative research mainly produces disorganized text-based data, which is required to decode and transform into information. These written or recorded data mainly interview transcriptions, inspection notes, diary notes, or medical records. As this survey instruments were basically in qualitative nature, different techniques were followed to identify commonality in these data and coded them to prepare basic framework to articulate the findings supporting this research key questions. In qualitative research data analysis is not much technical as qualitative data, it is more dynamic, insightful and requires creativity to articulating data through critical reasoning in a thoughtful way to establish theories (Patton, 2002) After data collection, according to the

designed tool, necessary preparation was taken to analysis; transcription of interview and FGD. The data was reviewed and prepared the case study according to the collected data, then the external view triangulated, and then cross examination were done with other findings. Then, the key words or important information were coded that corresponds with research questions. On the fourth step, themes or categories were generated based on the gathered information during coding. Then the data were interpreted and tried to understand the meaning and finally presented the findings through summarizing main points.

3.6 Ethical issues

The essence of educational research aims to bring positive changes in society, in order to do so it is mandatory to be unbiased and true to explore evidence based on practical findings (Greene, 1988). It is very sensitive thing as because qualitative research is related to human interactions and it is very much connected to the rights of research participants. Keep that in mind the study tried to maintain certain ethical issues of qualitative research from collecting data from the participants, interpretation of data and also carrying out research procedures. Besides, leading questions during interviews were avoided carefully and several methods were used to remove any kind of biasness. The respondents were not pressurized in any ways to select specific answers.

First of all, students consent were taken who participated in Case Study, since they were under aged, permission was taken from their parents. Written consent from the participants through consent letter in which it was briefly explained what is the purpose of the study, why the participants were chosen, the nature of involvement, and duration of interview, and it was informed that they can withdraw themselves from the interview anytime. The participants were treated equally and the intaction were codrial interaction and good behaviors made it possible to get the best out of them. A sample of consent letter is enclosed in appendix 1.

3.7 Role of the researcher

Qualitative research method is quite a difficult and different method to implement. It is required to identify research biases, values, and personal thoughts about research topic. It is also required to include the past experiences (Creswell, 2009). This research was conducted in primary school, and through the community to collect necessary data for the research, their consent was taken and was time bound for the interviewee. For qualitative research, the role of a researcher is to give special importance to the contributors as they are the main instruments to collect data. The researcher has to adopt a role based on the participants and situations (Sutton & Austin, 2015). Having work experience in a primary school for two years, experienced that the high number of dropouts was the main reason which hampered the children to gain education. As most of the students belong to low-income range families most of them do not have the opportunity to enjoy their childhood. A major percentage of the students were involved in wage earning activities and unable to retain their educational activities. Had to explore and found out what could be done to stop the prevalence of dropout. Kept personal assumptions and beliefs out of the research and tried to explore evidence based realistic findings. Besides, was careful about avoiding leading questions during interviews, and used several methods to remove any kind of biasness.

3.8 Limitations of the study

Although there were much remains to be done under this topic, but still hope this study generated important findings in the field of learning engagement of child labors. In other words, there was limitations of adequate time on data collection and processing. Although the study capable to present preliminary findings, hence it also has some limitations. The study was limited into Government Primary School, did not consider other primary or elementary education institutions such as NGO administrated education facilities. Due to lack of proper information and suitability, it was hard to find candidates for preparing case study, data

collection was carried out at their houses, managing time for data collection was hard as the respondents were busy with their work. As a result, matching time and finding location were troublesome. On top of that the data was collected in a very short time while doing regular office work.

Chapter 4 Results

This section represents the main findings of the research. The analysis of the findings is discussed here, findings from the case studies, interviews and FGD; the student's life and how they were surviving at their school. The parents, teachers and school management committees view, and their information are available here. The findings were categorized in line with the research questions and sub questions.

4.1 Case analysis

First, for better understanding about the topic, two case studies were conducted and needed to discuss for the study. Both the cases were illustrated below and in the next section the homogeneity from the case study was discussed to look forward with the analysis. Evidence suggests that majority of the child laborers belongs to lower income groups in Bangladesh, especially in urban settings. The main reason is to support their family and contribute to overcome from poverty. Due to low wages and unavailability of economic support lower income community are more interested to send their children to work rather than sending them to school (Baxter & Jack, 2008). In this research, to present the case analysis two respondents were selected, one of them was a boy and other one was a girl. Both were reading in class five of the Walk-up govt. primary school. Both the respondents were from similar family backgrounds. Their parent's earnings were inadequate to maintain the average standard. Both the respondents were working in a tailoring shop. Both started as apprentices with very limited earning.

Case-1: Musa's dream to overcome his agony.

Md. Musa is a twelve and a half years old boy, youngest of his five siblings (four sisters and a brother). He is a student of class five in a Govt. primary school at Dhaka; he also works as an assistant to a tailoring shop where he works seven days a week (34 hours each week). He earns 1500 taka per month and contribute it to his family. He has been working for one and a half years. Basically, he is a full-time student and a full-time child laborer. Both the job is required, and he is finding it complicated to fulfill the requirement as an ideal pupil. He hardly gets enough time to prepare his lessons let alone time for recreation, which is a must for a child to develop his full potential.

Musa's father is a guard at an ATM booth, his mother is a house assistant, three of his sisters are married and his elder brother works in a garment factory. None of his siblings has completed primary education. Musa has a dream to complete higher secondary education; his father also shares the dream, but the reality is grim. Musa does enjoy attending school and the company of his classmates, he also enjoys playing with his friends, according to him this is the time of the day which he enjoys most. His academic performances are not too bright; he has failed in two subjects in grade four and only been promoted to grade five in special consideration of the school authority and SMC members and his below average performance has continued in the present time. Musa simply cannot manage enough time to prepare for his lessons since he had to work every day as per following schedule to a local tailoring shop Saturday-Wednesday: 07 PM -10 PM, Thursday: 04 PM -10 PM & Friday: 09 AM – 10 PM. He hardly gets time for his study and relaxation. He had to work at night to earn his livelihood and support his family. Due to the night shift work, he hardly can concentrate on class lecture on the following day and feels dozing. Moreover, he does not get enough time to prepare his homework after school. His tight work schedule is the obstacle to attend and leave school on time. Musa sometimes run away from school during tiffin period to catch the

work on schedule. Musa does this thing because his shop owner cuts salary if he finds Musa enters work late. Late night work also makes him wake up late in the morning which causes him late arrival in class. These types of irregularities are making a negative impact on him and he got familiar as unmindful student among teacher and peers. Though teachers are not unaware of his condition but are not able to pay extra attention towards him since Govt Primary School is not favorable enough to do so within the large number of students. Most of the Govt. primary school has the same scenario as the teacher student ration is too high. Musa was also identified as inattentive and barely could response teachers' questions in the classroom and does not feels engaged in the classroom. His continuous inactiveness makes teachers indifferent to him and they started feeling less interest in asking questions or making him understand the lecture.

Musa's parents were not conscious about the study and ranking in the class rather they are interested on his earning. That is why Musa was not accountable to his parents about the study at all which is also a reason for lagging behind in the classroom.

Musa always feels stress in his workplace because if he does any mistake or enters work late, the shop owner would cut his salary for every mistake he commits. For this reason, he gives more priority to work over study because if he fails in exam or does not complete homework, no one will deduct salary at the end of the month. On the other hand, he gets pressurized by his family if his salary gets decreased for any reason. In this small age, Musa is struggling to manage study and work in proper way. He fails to maintain the standard of his study. He has nobody in the family who can give support in his study.

The shop owner where Musa work is very strict and almost has no mercy towards Musa. He never agrees to leave Musa early from work during exam. When Musa requests for leave/early leave, shop owner says that he will deduct the salary of Musa. Musa does not

have high aspiration about his study. He just wants to pass HSC exam because he thinks this educational level will be enough to have a good job in future.

According to Musa's father, his educational expense per month is about 1200 to 1500 taka which means at this tender age he himself pays for his education. His father wants him to continue to study at least class twelve, but he is also aware that this might be too much to hope for since education is very costly especially general education in comparison to vocational or technical education which is cheaper and also paves the way for a livelihood. His father is aware that he is not doing very well in his class; he does not reprimand his son for it as he knows working seven days a week at a tailoring shop is very hard.

Musa's classmates and teachers tries to be helpful towards him and never treated him negatively since they know that he works at a tailoring shop. But Musa's teachers and classmates do not feel the urge to support in studying or give extra time to compensate his lacking. He never feels any discrimination by his peers at his school, but he does not seek support in studying from peers as well.

In Musa's Financial hardship is found as the main problem. He had to work to earn money to support his family; his family cannot provide him with basic amenities like additional tuition, proper amenities for educational materials, most of all enough time to prepare for his lessons. His family members cannot help him with his study since they too are not property educated. He and his father have the will for his further education but lack the means to support it. Seems like his fate has been sealed since the day he was born.

Case-2: Mohima's Challenging Path to fulfil her dreams.

A five-grader girl Mohima Khatun (11) is the youngest child of her family. Her father runs a small tea stall and mother works as a house assistant. She has a married sister who is staying with her husband. Mohima is a student, but besides this identity, she is also a child labor. In a local tailoring shop, she is learning and working as a helper for 1200 taka per month. She works round the week to earn this amount of money to add financial support to her family. She finds difficulties to manage continuation of school and work properly. Her poor health condition causes to skip class often despite having ample interest in the study.

Mohima's parent is no different from the society's outdated thoughts. They believe, a little educational knowledge is adequate for a girl so that they are indifferent to Mohima's progress in study and pay almost no attention on it. Therefore, Mohima is being encouraged in earning than study. Mohima's neighbor is also not out of this backdated thinking about girls' education and keep inspiring her parents to get her married off soon stopping the continuation of school. Mohima feels perplexed whenever she hears her parents talking about married her off at this early age.

But Mohima enjoys attending school and the company of her classmates. She likes to draw and reading story books in her free time. The considerable involvement in the work is the reason of irregularity in the study. Thirty-two hours is the weekly allocated work time in the tailoring shop, and she is bounded to follow a strict schedule (Saturday-Thursday: 03 PM -07 PM and from 9:00 AM to 5 PM on Friday). Her regular school homework being hampered due to the occupied time in tailoring shop. After school end, instead of preparing lesson she rushes to her workstation. She does not get enough time to play or do anything else she likes. This tiring work routine brought a mental and physical stress in her life. Neither she can keep pace with the class lesson, nor she is attending class on regular and timely manner. Long time work schedule makes her tired and she used to feel lazy and skip school in the following day.

Hence, frequent absence in the classroom causes distance to the study as well as with peers. These issues causing to get less marks in her exam and losing teachers' care and attention. Though she passed in grade four but her poor marks makes her feel sad in comparison to her friends and she does not share these feelings with her parents or peers.

The shop owner does not allow Mohima to leave early from the work during examination either, rather sometimes impose extra hour without offering extra payment. And, that is why she can't give enough time for preparing her homework or study for exams moreover feels stressed and helpless during the exam.

Mohima feels disappointed when she finds she is not able to response teachers' question and getting poor marks in the exam paper. Teachers often got angry too when they found Mohima did not complete her homework and not getting engaged during class lecture. Continuous inattentiveness and inactiveness into the class and homework is the reason of teachers' reluctant attitude towards Mohima. They also do not notice her properly as Govt Primary schools possess a good number of students, teachers get less scope to provide extra care to the deprived students like Mohima.

Mohima used to be a cheerful girl but extensive workload gradually making her scared towards study and finding it less interest. She is losing her peer support gradually because of the irregularity and non-responsive attitude.

Poverty and child labor have taken away Mohima's childhood ever before it has begun. Her elder sister has completed class six and she was married at the age of 17, Mohima knows the same fate is waiting for her too. She is trying her best to study till SSC examination, but she also knows that it is a distant dream. Her parents' wishes her to complete at least class 8 which he thinks will enable her basic understanding and she can be regarded as literate in her society.

From the case analysis the study identified homogeneity in the following discussion points; which follows; participation in school-based activities, school environment, family and community-

4.1.1. Participation in school-based activities

Beside the academic results, engagement at classroom both the cases have got lower engagement in school-based activities. They did not have much chance to participate in any co-curricular activities. Their engagement at work did not allow them to get much time to get involved into school-based activities other than their class and examination. Apart from that they did not have much involvement at their school. Even in sports or cultural activities they were not much active. It was not like that they did not like it or could not participate. It was because of their work engagement they did not have enough time to be engaged in these activities.

4.1.2. School Environment

According to the evidence from the case study, both the students were working on each day of the week on a regular basis. This was a huge hurdle for their study and their personal and mental development. They did not even get to play around like other children. Even they also did not have much time to focus on their study due to lack of time and support. They didn't have the financial support or time to get tuitions, the only study time they get was at the classroom. As they were not regular at their class, they missed out of their class lecture and were unable to coup up with other students. The consequence was poor grades at exam compared to others. Due to their poor engagement in the school activities teachers, peers were also not providing them enough attention for their betterment in the school activities.

4.1.3. Family and Community

Due to not having enough knowledge and future potential of education poor families tend to be less interested to send their kids to schools (Nasim, Shahjahan, Smita, 1998). The study

identified both the learners who were engaged in labor have similar family characteristics, both were from lower income community. Majority of their family members were working to earn their livelihood. Their elder siblings were also working and had to leave study at their early age. Their family situation was not favorable for continuing their study or having enough encouragement for their future to continue their study. From both the case study it was identified that the parents were unable to support their kid's education and as they did not understand the future potential of their children's education and its long-term benefit, they did not have much urge to let them have higher education. On the other hand, they were also helpless to send them to work for earning extra money which was also important for their livelihood. Even the community they were living in was unaware of the negative effect of the child labor. There were a lot of kids in the community engaged in child labor and they did take it as positively as they were earning additional money for the family. It was aiding the family to bear the expense of the family. But the long-term negative effect on the children's health, psychology was not any concern for the community people.

4.2 Classroom behaviors and engaging learning of child labor

The above discussion according to the respondents, they were working for quite a long time (one of them working for one and a half year, another working for the last six months), and with the work they continued school. Due to their engagement at income generating activities, they were unable to continue regular schooling activities, missing out of classes, completing the homework's, paying full attention to the class lectures and unable to get good grades. Even they did get a very little time to enjoy their childhood and it was really affecting their focus on their studies.

For the period of the field study time, it was observed in the primary school while focusing on three matters using a scale: a) Students Engagement, b) Students Behavior towards child laborer and c) Teachers Behavior towards child laborer. During the class time around 56 students were present among the 02 were child labor where one was girl, and another was boy. The below Figure 2, 3 and 4 shown the scale wise response.

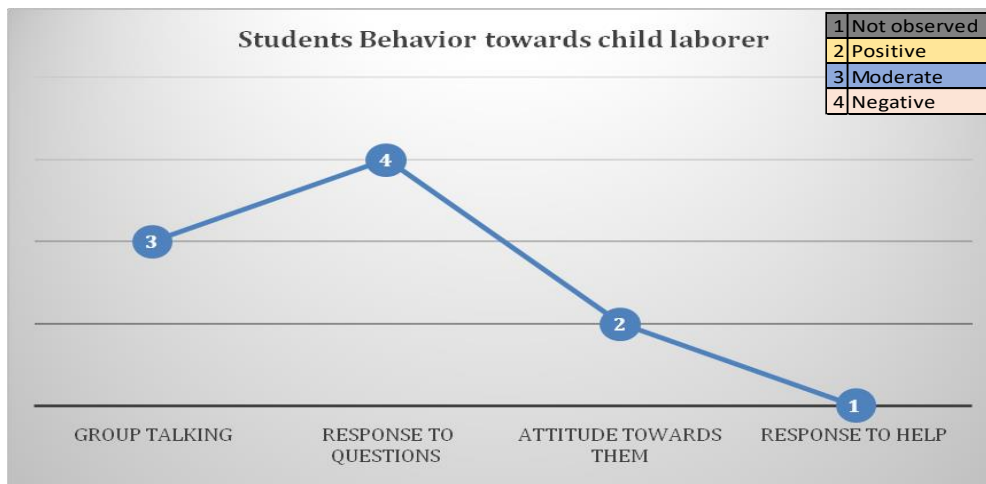


Figure 2: Students Engagement

Figure 2 explains that the students engagement in classroom was low in terms of attendance in school and discussion, asking questions and others, although they were attentive in school and responded to questiones asked to them. Although attention and interest in class lecture was found low.

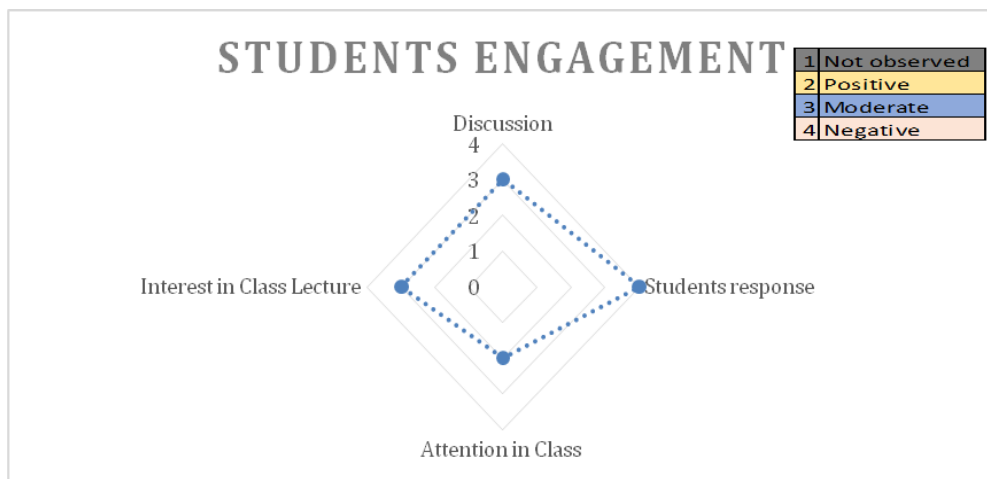


Figure 3: Students Behavior towards Child Laborer

Figure 3 describes the relationship with peer students with our case. It was observed that they have moderate group bonding, they do not differentiate them as they are working alongside their study but due to lack of communication, they were a bit isolated and only having few friends at classroom. The attitude they got from other students were satisfactory and though they have been observed only for few hours, it could not be possible to observe how do they response to their help.



Figure 4 Teachers behavior towards Child laborer

From Observation teachers’ attitude towards learners found positive. They tended to ask them less questions than others but do have attention to them. Teachers responded to their questions and provided them proper clarification on their questions or lectures. Although it was very difficult to focus on each of the students as the class had 70 students and 45-50 people were attending school regularly. Each class continued around about 45 minutes and it was very difficult to take care of all the students at a time. The teacher’s behaviors and attitude in classroom towards the learners found satisfactory.

From the above discussion the study revealed the general practices currently at their school. The below section discussed the major challenges for the child labor’s engagement in learning at classroom.

4.3 Major challenges in engaging learning in classroom for child labor

Above section discussed about the current practices and from that the study focused on the current challenges they faced. The study tried to observe the environment the learners engaged in wage-based work and what problems they faced in terms of leaning engagement at classroom. Through looking at their daily life, parents, teacher's information this study identified major challenges which affected them in engaging learning in classroom.

4.3.1 Attendance in school

This study revealed that major difficulty for the child labor to attend regular school. The learners informed that due to their work involvement they were unable to attend school regularly. Both the cases had very poor attendance rate at school. Although the working hour of the cases were not conflicting with the school time, but due to their engagement and lack of resting time had a negative impact on the attendance. During the FGD with teachers they informed that “We try to track which of our students are not attending schools regularly, what are the causes, but it is difficult scenario if we find cases of child labor, as we do not have any remedies to stop them. As their parents are aware of the issues, we could not even complain them or tell them to send their kids regularly as they also want their children to work”. (FGD with Teachers #07/04/2018).

4.3.2 Learning Experience

During the interview with the learners and classroom observation it was identified that they had below average skills compared to their peers. In order to understand the problem, several questions were asked to the teachers regarding their learning difficulties. Teachers informed that this might be because of their lack of attendance and concentration to their study they had this difficulty. They had average skills in reading, writing, and solving problems and other academic features. They had difficulties in engaging in discussion at classroom. The learners informed that due to their lower attendance they sometime find it difficult to coup up

with the class and could not connect to the regular lecture. This could be one of the reasons that they were facing difficulties in learning at classroom. The teachers also indicated that they were smart kids, but the problem was the concentration towards their study, time management, study time and proper care.

4.3.3 Academic performances

In our current education appraisal system is based on periodic examination. There is no question that lower attendance, learning difficulties leads to poor academic results. The learners who were identified for this study had the same problem. Both the learners had got poor academic performance. While discussing with their parents regarding their academic performance, they expressed “It is enough for my children that he is able to continue his study. Due to expense constraint on his study, he is unable to attend regular school it is hard for them to get a good result. But as long as they are passing and able to go to next step, I am happy. As this may help them in their future” (Interview with parents # 07/04/2018). Interview with the teacher expressed concern on the poor academic performance “The main challenge is to balance both their work and school, it is very hard for them to continue their study and work, and they are hardly concentrating to their academic routine. They are only attending school classes, and not able to study at their home, which results bad performance.” (Interview with teachers # 07/04/2018)

4.3.4 Confidence and Self-Esteem

Early Childhood is the best time to build confidence and self-esteem. It is a great fear for anyone to lose confidence at early age that could have a very negative impact on their life. Due to poor academic performance, they do face inferiority complex in the classroom. While discussing with the learners they expressed they cannot compete with their peers as they had got better access, has got better facilities for education. They did not get enough time to study. They already knew the reality that they were far behind and their future might not be

the same as their peers which was hard to imagine for them at that age. Besides the poor performance, lack of peer support, teachers care towards the learners made them vulnerable and less interested to study. Lack of parents' guidance also had negative impact on their psychology. Compared to the other children in their class they were not getting much time to enjoy and participate in daily life which was also hurting them.

4.3.5 Teachers support towards students

It was identified from the KII and FGD that teachers had limited capacity to support the learners apart from guidance at classroom. It was very difficult for them to give attention to all the students. Normally the classrooms were very much crowded, and they had limited time for each class. Apart from the classroom lectures they had limited communication with the students, but even all the students did not get similar attention. Generally, students with better performance got the attention of the teachers. The headteacher during his interview informed that "The reality is now a days most of students of government primary school are from lower income community and majority of the parents who are able to pay for education have a tendency to send their children to private educational institution. We tend to focus on the students who are getting good results to sustain their performance. But we also try to focus on the students who are not performing well" (Interview # 07/04/2018).

4.3.6 Fear of dropout

The learners engaged in child labor are always in fear of drop out. While capturing information about the family history of the learner it was identified that the learner's siblings had to face the same fate, they could not be able to go far in terms of their education and they may also have the same fate. At their age, they usually work about 5-6 hours, it may increase with their age. The consequence of poor attendance, poor academic results, lack of parent's attention leading them towards drop out from school. Both the cases the learner's elders could be able to go further than primary education and they were also aware of it. Poor

academic results, less time in school and poor economic condition of the family may influence them to leave school and join in full time work. The above challenges faced by the young learners were associated with different stakeholders. The below section would discuss on the role of the stakeholders which potentially lead this research to the recommendation or way forward to overcome the challenges.

4.4 Contributing factors to support the child labor's engagement in the classroom: Role of different stakeholders and other related aspects

From the challenges, the study already identified some of the key stakeholders who could extend their roles and support to mitigate these challenges. The study tried to find the roles of different stakeholders could play to support learners in this existing situation. Through this research it was attempted to ascertain the relevant stakeholders and determine their roles and current practices. Here it was showed that the identified parents, teachers, school authority and peers could have played supportive role as an influencer towards the learners.

4.4.1 Learning Facilities at School

Primary Education of Bangladesh is one of the largest facilities all over the world (Sakurai , 2006). Although the facilities are not versatile and not designed to support population of all class. During the interview and FGD with the teachers it was informed that – “Our school have enough classrooms to accommodate five different classes, enough benches to give them a seat, and we have 05 teachers. Schools provide books every year for free supplied from the government; have a nice big playground and playing materials both indoor and outdoor.” (FGD with teacher # 0710/2020). But from research perspective it was found that the physical attributes and facilities were not serving the cause for the child labors. Although from the observation it was found that the primary school had numerous infrastructural problems. One of the problems was small classrooms for children. If most of the children come at the school, then it would be excessively narrowed. Specially, the school classrooms

were not enough for excessive presence of the students. It was just because all the students were not attending regularly, they were somehow adjusted into those small classrooms. Besides, there were insufficient sports equipment and playfield for the children to keep them interested in school at Dhaka city. Ultimately, the working children felt less interest in school due to the infrastructural problem.

4.4.2 Students' performance monitoring system

It was evident from the observation and regular practice that in primary education Bangladesh does not have proper performance monitoring system apart from the annual and quarterly exams and attendance. Although it is merely impossible for teachers to observe and monitor large number of students in one school. As a result, teachers are not monitoring the child labor like what could be done to support them? Dropout rate of child labor, what are the prime reasons for the dropout? What measures did you take to stop or bring back the students in education? So, most of the time schools do not initiate such types of monitoring for students better involved in school. From the Interview from the SMC revealed that "School Management Committee mainly operates the overall activities of the school; they are not taking any major steps to bring back drop out students. They request teachers to carry their regular visit to the household, and if they see anyone is not attending for a long period then they go to the student's house or contact their parents to know the reason and motivate them to send their kids to school." (Interview 3 SMC # 13/04/2018)

4.4.3 Stipend from school

One of the key responsibilities of a primary educational institution is to provide 100% govt. stipend through proper planning and executing it. The study findings also showed that stipend was mainly based on the performance of the children rather than the economic condition of their family nor that every child was included under this stipend management system (ILO, 2017). It was mentioned by the member of the SMC that the school pay stipend to the poor

students who were having good grades in the examination (Interview 3 SMC # 13/04/2018). As the child labors did not have good grades in examination, they were deprived from the government stipend program. As they could not fulfil all the requirements to obtain the stipend from school authority.

4.4.4 Teacher's attitude towards providing quality education.

The creative method was introduced approximately one decade ago with the concept of abolishing the memorizing system for students. So that they start learning by doing and understanding from their learning exercise. But 41% teachers could not do questions according to this method. Only 13% teachers from the primary education system completely understand the creative and capability-based question where 42% teachers could not teach in this method in class. On the contrary, 45% of the teachers can understand this method whereas 47% teachers mainly depend on the guidebook to teach in the classroom. (Lee & Barro, 1998). If teachers cannot become accustomed to this method, then students are generally falling into more problems. From the FGD teachers tended to show that they payed full attention towards all their children. Although during the interview with teacher, one of them expressed, "I have got 70 students in my class, it is very difficult to look after all of them at once, but I do understand that the students who are regular and getting good grades get better attention and often praised but the weak students are not getting much attention." (Interview with teaches 1 #13/10/2020)

4.4.5 Teacher-pupil relationships

From the study it was found that privatization of education or coaching business in every aspect, depending on private tutors and guidebooks were some of the major obstacles behind the poor teacher-pupil relationships. Subsequently, they did not give their best during the school time which was the main place for students to learn from the teachers. As a result, the teacher-pupil relationships were completely missing from the scene these days. Apart from

these, casualty of SMC and Headmaster and guardians thinking of better results including the present education system caused the poor relationship between teachers and students. Therefore, in the existence of these above-mentioned problems, building proper teacher-pupil relationships was beyond the scene of the present education system.

4.5.6 Awareness and vision of parents to guide the child labor

The study found while doing the case study that both the children's parents were economically poor. Therefore, they had economic limitations to bear their living cost after primary school. The parents mainly sent their children for elementary education which had limited ability of reading, writing and counting. Both the parents informed, as their children had to work and earn their daily expenses it was better to start early and get some experience before joining into any services. One of the parents informed that "I do not expect my child to be a doctor or engineer as it is impossible for me to do. I want them to learn basic things which is minimum requirements." (Interview #20/04/2018). This could explain what the parents had in their mind and how the learners could envision their future. From the interview of the parents from another student revealed that "As I have two girls, it is not worth to spend much on them. We are poor and I cannot bear the expense it is better to involve them to work as it will help the family and they can get use to work, as it would help them later" (Interview #20/04/2018).

4.5.7 Income and literacy of the parents of the child laborers

It is of immense important to look at the family income and literacy of parents to understand the learning facilities of the child labor. From the study it was found that one of the major causes of child labor was low income of the family along with its general poor economic condition. Majority of the population of the poverty-ridden section of the society are illiterate. They think about their present condition and never bother about the future. Similarly, the future of their children is not their concern. They involved their children in

earning from the very childhood for supporting their families by contributing money and remains satisfied with that little earning. They did not feel the urge of sending their children to schools for education. That is why learners were deprived from getting education and opportunity to achieve any higher occupation at the later age as they could not reach to their full potential at learning age in school. As the parents were employed at the very childhood, they suffer from involvement in study. One parent in their interview revealed that “I tried to do a lot for her study, but she is not much attentive. Any of my children unable to get good education, both of my girls had just studied till class six and then went to work, at the age of 17 I had to marry them off” (Parents interview # 20/04/2020). From the study it was also observed that from the teacher's end the main challenge for child laborers in school was to balance both their work and school. It was very hard for child laborers to continue their study and work at the same time, and they hardly could concentrate on their academic routine. They were only attending school classes, and were not able to study at their home, which caused poor results through their performances. Even the teachers who were generally working children have a bad performance in their academic results. They were not that much regular in classes and struggled to understand the content and were not going to apply in the class. If they could continue their study further after completing their primary education, it would have been harder for them to balance study and work simultaneously. So, from this study it could be understood that the attendance appears to be highly correlated with failing to graduate to an age-appropriate grade and seems to be a precursor to dropping out of school entirely. In addition, children with higher attendance also scored better in any examination in comparison to the children who are more frequently absent from school. Much like other educational outcome variables, attendance also appears as an important part with factors such as parental education and socio-economic situation of the household. Namely, factors such as low monthly household income, poor food security status, household head working as a day

laborer, and poor support from school were strongly associated with poor attendance as well as other factors such as grade repetition and poor academic performance that involved them in the labor market.

Chapter 5 Discussion and Conclusion

5.1 Discussion

For a developing country child labor is a complex problem. Depending on the culture and country's background, economic background or strength, type of labors and family pattern the type of child labor varies and have different forms (Kim, 2009). Reducing child labor is a very difficult task, there are so many children who are working at different places. In some cases, it is also important for them and their family to sustain. Although it is evident that child labor has got negative impact on children psychology and health (Bradshaw & Main, 2016). Despite of government of Bangladesh efforts to bring all the children into education by full free education for primary school, free books are some good initiatives, stipend and other activities are there to support poor children, but teachers mentioned that parents need to realize that the need of education for their children's better future is important as well as it is their basic rights.

First and foremost, it is very hard for the child labor to work and pay full attention to every detail in school. Teachers tend to pay attention towards the students with good grades and do not care much on the left-out students. Basically, teachers do not have much to do to bring them back at school, and they do not have much resources to give them that support. According to the teacher's opinion, teachers could play an important part and motivate them to provide full support to their children. Primary schools in Dhaka city has so many students in school and hardly teachers get the scope to take special care of the children who are lagging behind or leaving the school. But from the teacher's perspective they have suggested some challenges and its way forward-

- It is evident from the literature review and the primary findings that primary education in Bangladesh is one of the largest education systems. Although it lacks elements to support

students with special needs. The current system does not really care about the special needs for learners and different perspectives to support them.

- Mostly, in the present education system teaching technique is dependent on lecture mode and, one way communication, where teachers are providing lectures to students and due to the large number of students it is very difficult for the teachers to manage the classroom and reach out to all the students.
- Teachers and School authority have insufficient human resources and trained personnel to take special care towards all the students. Besides doing the house visits, parents' meetings and one to one discussion parents of the students who are not attentive at school or not having a good performance; it would be better to look for the challenges they are facing at learning at classroom.
- At the community level the young learners do not have supportive environment, lack of awareness in the community about the consequences of child labor making the situation worse for the young learners. In poor urban areas there are plenty of families who have involved their children into work at early age and they are used to it and do understand the reality at early age.
- It is really a challenge for the child labor to get sufficient time for study. Even at the classroom they are unable to pay full attention and really losing interest due absenteeism, and they are not even having much time to study at home. Due to lack of study time, they do have poor academic results which also affect their self-esteem and confidence. Parents and peer's unsupportiveness towards the child labor's engagement in study also leading the learners into danger. It is evident that their parents are not much serious about their study as they do not realize what they could do in future if they continue their study. The

young learners do not have that passion in achieve better result at school or having a better future as they are not aware of the potential or they do not have any alternatives.

- The poor families who want their children to work or focus on their future should go to alternative schooling like technical school where they could learn and acquire skills for working later in their life. Stipend is not enough to support their livelihood. But special measures should be taken from the government to support the children involved in child labor to make them engaged in classroom thus they can continue their study.

5.2 Conclusion

The central question of this study was how the child labor engage in the learning process in their existing environment. It was found through several discussions with the learners, their teachers, peers, parents and school authority that they do have several problems including low attendance, learning difficulties, poor academic results, loss of self-confidence, peer pressure, negligence and lastly fear of drop out from their education. Results indicates that the students who were engaged in work had lower engagement in learning process due to fatigue or distraction or lack of interest away from educational concerns. According to related research, near about 80% to 90% of the learning problems for children involved in work are related to reading and calculating (Taylor, 2014).

There are so many researches which identified linkage between child labor and poverty, but there is lack of research which could relate the linked between child labor's engagement and learning problems at school. As it is well known and recognized that household poverty is one of the key factors to engage children into labor (Akarro & Mtweve, 2010). On the other hand, (Young & Gerber, 1998) worked on to provide evidence which could establish linkage between poverty and learning difficulties at classroom settings.

5.3 Recommendations

Based on the study findings and discussion following recommendations could aid the research topic to bring positive changes –

- As it has been identified that the students are unable to participate regularly in classroom and it is even harder for the students who are not regular at school, to make learning enjoyable and participatory different teaching technique could be introduced in the classroom. Traditional classroom education may not be the best way to engage the young learners to learn from the method lectures; it is required to introduce communicative and interactive teaching methods so that they can be engaged in joyful learning at school.
- There are handful of teachers in govt. primary who are trained on different teaching techniques, it is required to motivate them using various teaching style to make learners more engaged. Also, their teaching process and progress should be monitored by the school authority especially the Head Teacher.
- It was found in the discussion with the teachers that there is a need for more teachers training to facilitate children with learning difficulties. Which could help the children to grow interest on education. Proper care, attention and teaching techniques could help them to bring their attention towards learning in classroom.
- Strengthening the role of relevant stakeholder, e.g., community leader, opinion leader and other community people should come forward for motivating parents would be beneficial to ensure education or sending their children at school.
- It was identified that the child labors workplace and their employers are not that much supportive towards their education. Sensitizing the employers could bring positive changes to learners' life and will be enabling them to attend school on a regular basis.

- Although it is important for the poor families to have earning members as much as possible in their family; financial support to poor children by the school authority could help the families to bear the education expense of their child.
- The parents, family members and community people of the marginalized children need to be sensitized on the harsh impact of child labor and on the value of education.
- Extending education facilities to children of all ages is essential. As the parents from lower economic group are focused to send their children into work at early age, to make them equipped with necessary skills vocational training, practical education for the children of lower income community would be one effective way to bring students to the school and let them understand that this would help them to build their career in the long run.
- Opinion Leaders, School Authority and SMC members should take information about the children from low-income background who are dropping out, children who are engagement in labor, and they could arrange stipend to support their parents and encourage them to carry out the education cost of their children despite of their academic results.
- It is recommended to improve teacher-parents and teacher-students relationship to strengthen efforts to ensure proper monitoring of student's learning improvement and academic results.
- It was identified that the peers could help the weak students to understand the regular tasks and lectures, introducing peer education in classroom will also help the weaker learners to gain essential learnings as well as it will build their relationship eventually.

References

- Aber, L. J., & Bennett, N. G. (1997). The Effects of Poverty on Child Health and Development. *Annual Review of Public Health*, 463-483.
- Agiobu, K., & Ibinabo, S. (1992). *Child Survival and Child Development in Africa*.
- Akarro, R., & Mtweve, N. (2010). Poverty and Its Association with Child Labor in Njombe District in Tanzania: The Case of Igima Ward. *Department of Statistics, University of Dar es Salaam*, 12-22.
- Alem, A., Ababi, Z., Derege, K., & Mesfin, A. (2006). *Child labor and childhood behavioral and mental health problems in Ethiopia*. Ethiopian : The Ethiopian Journal of Health Development Vol. 20.
- Alem, A., Destal, M., & Araya, M. (1995). Mental health in Ethiopia EPHA Expert Group report. *Ethiopian Journal of Health Development*, 17-29.
- Arnold, D. H., & Greta, D. L. (2002). The Early Education of Socioeconomically Disadvantaged Children. *Annual Review of Psychology*, 517-545.
- Ayman, H. M., Al, G., & Al, N. (2011). *The physical and psychosocial Impact of child labour in Jordan: National study*. National Council for Family Affairs Report.
- Bashir, M. Z. (2014). A study on Child Labour in Bangladesh under National and International Law. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 25-32.
- Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report Volume 13 Number 4*, 13.
- BBS. (2019, 02 02). *Bangladesh Bureau of Statistics*. Retrieved from Bangladesh Bureau of Statistics Official: <http://www.bbs.gov.bd/>
- Bourdillon, M. (2000). *Children's rights and children's labour*. Singapore: Dept. of Sociology, National University of Singapore.
- Boyden, J., Ling, B., & Myers, W. (1998). *What works for working children*. Italy: UNICEF Italy and Rada.
- Bradshaw, J., & Main, G. (2016). Child poverty and deprivation. *The well-being of children in the UK*, 38-46.
- CAMPE. (2011). *The status of un-served children in education Working Children in Bangladesh*, . Dhaka.
- Creswell, J. (2009). *Research Design: Qualitative, Quantitative, and Mixed-Method Approaches*.
- Dammert, A. C., Hoop, J. d., Mvukiyehe, E., & Rosati, F. C. (2017). *Effects of Public Policy on Child Labor*. World Bank Group.
- DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care research: a balance of relationship and rigour. *Family Medicine and Community Health*, 2-7.
- Education Ministry of Primary and Mass. (2013). *Country Report on Early Childhood Care & Education in Bangladesh*. Dhaka.
- Fawe. (2001). *Gender responsive school management systems*. Nairobi : Forum for African Women Educationalists.
- Flick, U. (2009). *An introduction to qualitative research*. London: SAGE.
- Greene, M. (1988). The Dialectic of Freedom. *Teachers College Press*, 5.

- Grimsrud, B. (1998). *Working children in Yemen. Who are They? A study of child labor in Yemen.*
- Grimsrud, B., & Stokke, L. (1997). *Child Labor In Africa: Poverty or Institution Failures? The case of Egypt and Zimbabwe.*
- Heyink, J., & Tymstra, T. (1993). The Function of Qualitative Research. *Social Indicators Research*, 291-305. Retrieved December 26, 2020, from <http://www.jstor.org/stable/27522699>
- HRW. (2016). *The Education Deficit.* Human Rights Watch.
- ILO. (2017). *Country Level Engagement and Assistance to Reduce (CLEAR) Child Labor Project.*
- ILO. (2017). *Global Estimates of Child Labour.* GENEVA: The International Labour Office.
- Irwin, L., Siddiqi, A., & Hertzman, C. (2007). *Early Child Development:.* Vancouver: Human Early Learning Partnership (HELP).
- John, H. (1998). Patient consent for publication—an apology. *Canadian Medical Association Journal*, 503–504.
- Johnson, B., & Christensen, L. (2014). *Educational Research Quantitative, Qualitative, and Mixed Approaches Fifth Edition.* Sage.
- Khanam, R. (February 2008). Child Labour and School Attendance: Evidence from Bangladesh. *International Journal of Social Economics*, 3-4.
- Khanam, R., & Rahman, M. (2008). Child Labour in Developing Countries: The Role of Education, Poverty and Birth-Order. *Journal of Social and Economic Development*, 12-13.
- Kim, C. (2009). Is combining child labour and school education the right approach? Investigating the Cambodian case. . *International Journal of Educational Development*, 29, 30-38.
- Krueger, R. (1988). Focus Groups: A practical guide for applied research. *SAGE*, 5-7.
- Kushiyait, B. K. (2010-11). School Dropout and its Relationship with Quality of Primary Education in Nepal. *The Geographical Journal of Nepal, Vol. 8*, 23-32.
- Landry, D. (2018). *A Responsive Parenting Intervention.* Toronto : Ryerson University .
- Lansdown, G. (2011). *Every child's right to be heard.* UNICEF.
- Lavalette, M. (1995). *Child employment in Britain: Policy, myth and reality.* London: Youth and Policy.
- Lee, J. W., & Barro, R. J. (1998). Schooling quality in a cross-section of countries. *Development Discussion Paper No. 659*, 17-20.
- Maria Quattri and Kevin Watkins. (2016). *Child labour and education: A survey of slum settlements in Dhaka.* London: Overseas Development Institute.
- Ministry of Primary and Mass Education Bangladesh. (2020, 12 01). Retrieved from Ministry of Primary and Mass Education Bangladesh: <https://mopme.gov.bd/>
- Mishra, L. (2016). Focus Group Discussion in Qualitative Research. *TechnoLEARN Vol. 6*, 1-5.
- Nasim, B., Shahjahan, B., & Smita, S. (1998). Child Labor in Bangladesh. *International Journal of Technical Cooperation*, 83-95.
- Palley, T. (2002). The Child Labor Problem and the Need for International Labor Standards. *Journal of Economic Issues*, 7-9.
- Park, H., & Mizunoya, S. (2020, 12 02). *UNICEF.org / UNICEF Connect.* Retrieved from UNICEF: <https://blogs.unicef.org/evidence-for-action/digging-deeper-with-data-child-labour-and-learning/>
- Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods.* California: SAGE .

- Paul, V. (2007). *Eliminating Child Labour*. Geneva: International Labour Organization.
- Quattri, M., & Watkins, K. (2016). *Child labour and education: A survey of slum settlements in Dhaka*. London: Overseas Development Institute.
- Rahmann, W. (1997). "Child labour situation in Bangladesh: A rapid assessment". Dhaka: ILO/UNICEF.
- Rebolj, B. A. (2003). The case study as a type of qualitative research. *Journal of Contemporary Educational Studies*, 28-43.
- Rodgers, G., & Standing, G. (1981). *Child work, poverty and underdevelopment*. Geneva: ILO.
- Rodgers, G., & Standing, G. (1984). *Child Work, Poverty and Underdevelopment A World Employment Programme Study*. Labour, Capital and Society.
- Sahoo, B. (2017). Development and the Concerns of the Working Children: Challenges and Opportunities. *International Journal of Research Culture Society*, 13-17.
- Sakurai, R. (2006). Child labour and education. *Background paper prepared for the Education for All Global Monitoring Report 2007* (p. 53). UNESCO.
- Salmon, L. (2017, 5 23). *Change Works*. Retrieved from Change Works: <https://www.changeworks.org.uk/news-and-events/blog/the-importance-of-case-studies-in-social-research>
- Sapungan, G., & Sapungan, R. (2014). Parental Involvement in Child's Education: Importance, Barriers and Benefits. *Asian Journal of Management Sciences & Education*, 42-48.
- Seebens, H., & Wobst, P. (2003). Social and Individual Cost of Child Labour. *International Conference on Policy Modeling*. Istandul.
- Silverman, D. (2014). *Interpreting Qualitative Data*. London: SAGE Publications Ltd.
- Simone, L., Wilfried, S., & Christiane, G. (2014). Patterns of literacy and numeracy activities in preschool and their relation to structural characteristics and children's home activities. *Research Papers in Education*, 577-597.
- Sutton, J., & Austin, Z. (2015). Qualitative Research: Data Collection, Analysis, and Management. *The Canadian journal of hospital pharmacy*, 226-231.
- Tafere, Y., & Pankhurst, A. (2015). *Can children in Ethiopian communities combine schooling with Work? Working Paper 141*. London: Oxford: Young Lives.
- Taylor, M. (2014). Using a reading and listening comprehension discrepancy model to document teacher perceptions of reading disability in Ghana. *Unpublished doctoral dissertation*. Springfield: American International College.
- UKEssays. (2018, 11 12). *Using Observation As A Tool In Research*. Retrieved from . Retrieved from ukessays: <https://www.ukessays.com/essays/psychology/using-observation-as-a-tool-in-research-psychology-essay.php?vref=1>
- UNICEF. (2014). *Bangladesh Annual Report*. UNICEF.
- UNICEF. (2014). *UNICEF Annual Report*. UNICEF.
- UNICEF. (2018). *EVALUATION REPORT: The Out-of-School Children Initiative (OOSCI)*. New York: UNICEF.
- Veneman, A. M. (2006). Child labour robs children of childhood, impedes development. NEW YORK.
- Weeks, F. H. (2000). *Behavior problems in the Classroom*. University of South Africa.
- Wessel, E. (2019, 09 23). *The borgen project*. Retrieved from nonprofit organization: <https://borgenproject.org/education-in-bangladesh-problems/>
- Wilson, E. (2017). *School-based Research: A Guide for Education Students*. University of Cambridge, UK.

- Woldehanna, T. (2009). Productive Safety Net and Children's Time Use between Work and Life. *Working Paper 40, Oxford: Young Lives*, London.
- World Bank. (n.d.).
- World Bank. (1998). Child Labor: Issues and Directions for the World Bank. p. 37.
- World Bank. (2014). *Social assessment & proposed bias avoidance framework for development of curriculum and teaching Materials for vulnerable children*. Hanoi.
- Young, G., & Gerber, P. J. (1998). Learning Disabilities and Poverty: Moving Towards a New Understanding of Learning Disabilities as A Public Health and Economic-Risk Issue. *Learning Disabilities: A Multidisciplinary Journal*, 9, 1-6.

Appendices

Appendix A. Consent Letter

Institute of Educational Development, BRAC University
Master's Thesis Programme
MEd in Educational Leadership & School Improvement

Consent Form

I am Israt Jahan, MEd. student in Educational Leadership & School Improvement at BRAC Institute of Educational Development of BRAC University. A research-based Master thesis will have to be submitted to my thesis committee as part of my obtaining the degree. You are invited to participate in a study titled “The Effect of Child Labor in Classrooms: A case study from a primary school in urban Dhaka.” The Purpose of this study is to learn about the impact of school governance to reduce the child labor crisis and enable the educational condition for the working child.

You have been chosen as a possible participant in this study. I will interview you to know your views on the issue, and your experiences about available training programs, female trainees' participation, challenges and outcome will contribute to the study a lot. Probably, it will take around an hour. There will be no monetary compensation for your participation. There is no identified risk from participating in it. The researcher will maintain the confidentiality about your identity. Any information that is obtained in connection with this study and that can be identified with you will remain confidential. The researchers named below will be responsible to ensure the protection of the information.

If you are willing to participate in this research, we would request you to sign this consent form. Your participation in this research is voluntary. Therefore, you may withdraw your participation at any time during the interview or later while the information is analyzed. If you want to know more about this research or if there is relevant clarification that you may require, please contact the following persons.

Israt Jahan

Student

MEd in Educational Leadership & School Improvement

Email: israt.jahan@teachforbangladesh.org

Mobile: +8801671-606552

AbygwZcÎ,

Avwg, BmivZ Rvnb, eZ©gv‡b e^avK wek|we^ˆvj‡q ÔGWy‡Kkbvj
wjWvikxc GÛ ^ˆ⟨yj B^αú^ayf‡g>UÕ wel‡q cov‡kvbv KiwQ| Avgvi
gv÷v‡m©i M‡elYvi Kv‡R wKQy Z_ msMÖn Kiv cÖ‡qvRb| Avgvi
gv÷v‡mi w_wm‡mi welqe^ˆ K^ˆvmiæ‡g wkikÖ‡gi djvdj: XvKv
kn‡ii GKwU cÖv_wgK ^ˆ⟨z‡ji wPÎ|Ó Avwg G m^αú‡K© Avcbvi
gZvgZ MÖn‡bi R‡b^ˆ, Avcbvi/Avcbv‡^ˆi GKwU B>Uviwfd wb‡Z
AvMÖnx Ges Gi Rb^ˆ cÖvq 1 N>Uv mgq jvM‡Z cv‡i| B>UviwfdwU
Kv‡Ri myweavi R‡b^ˆ ‡iKW© Kiv n‡e| Avcbvi cwiPq ‡Mvcb ivLv
n‡e Ges iaygvÎ M‡elYvi Kv‡R e^ˆenvi Kiv n‡e| Avcbvi AcivMZv
_vK‡j ‡h‡Kv‡bv gyn~‡Z© B>Uviwfd ^ˆwMZ Kivi AwaKvi Avcbvi
i‡q‡Q| D‡jØwLZ kZ©,‡jv‡Z hw^ˆ Avcbvi m^αξwZ _v‡K Z‡e Avcbvi
AbygwZ cÖ^ˆv‡bi cÖgvb ^ˆ^ifc wb‡P Avcbvi mv¶i w^ˆb|

Avcbvi mKj mvnvh^ˆ I mn‡hvwMZvi Rb^ˆ A‡bK ab^ˆev^ˆ|

ab^ˆev^ˆmn,

BmivZ Rvnb

wk¶v_©x, e^avK wek|we^ˆvjq, XvKv

‡gvevBjt 01671-606552

Avwg AbygwZcÎwU c‡owQ ev Avgv‡K c‡o ‡kvbv‡bv n‡q‡Q|
Avgvi mKj AwaKvi I AskM«nb m^αú‡K© Avwg m^αú~Y© AeMZ
Ges ^ˆ^-B”Qvq GB M‡elYvgyjK Kv‡R AskMÖnb KiwQ|

bvg t

^ˆ^v¶it

ZvwiL t

Appendix B. Interview protocol and questionnaires

Semi-Structured Interview Guide Learner (Child Laborer)

Background

Name, Age, Name of School, Class, Family Background

Situation

Type of labor, how long s/he is working?

Classroom Practice

How long she is studying and working? Did s/he ever drop out? What was the reason of dropout?

Class Room attitude from teachers

Do you enjoy your class? What are the best things about your class? Do you enjoy the company of your friends? Do you ever felt that anyone ever treated you in bad way for your occupation? Do your teachers response all your questions? Did you ever feel bad from your teacher's behavior? If yeas, then what was the reason for feeling bad?

Challenges

What are the challenges she is facing from society, friends, school students, teachers, family, workplace and community?

Expectation

What are the expectations of the child laborer from the school, society and their family?

Semi-Structured Interview Guide
Parents of the learner (Child Laborer)

Date:

Place:

Time:

Duration of Interview: 30

Interviewee: Parents of the Child Laborer

(Education is not only a right but a passport to human development. Mainly, Education is the key to human development as well as the main steering to the nation's development. Primary Education the tertiary level and the most important level for children's development. The research mainly focuses to gain in depth knowledge about the challenges and drawbacks of the working children at primary schools and the increased possibilities of working children to get into the educational arena)

1. What do you do for living?
2. Who much money did it cost for your children's study?
3. Do you bear the cost? Or the child is bearing the cost?
4. How much money do s/he earn?
5. Did you ever think for not to send her/him for work?
6. What could be your choice if s/he does not require to work?
7. Do you want your child to study more? If yeas, how you are going to bear the cost?
8. What initiatives do you expect for your child to continue the study?
9. Did you ever visit his/her school?
10. What do you think about the treatment you and your child get from the school?
11. Did you ever attend any parents meeting? What are the main discussions in the meeting?
12. What is the challenges s/he face for study?
13. What are the measures you have taken so far for continuing his/her study?

Semi-Structured Interview Guide

Headmaster (Primary School)

Date:

Place:

Time:

Duration of Interview: 30

Interviewee: Headmaster (Primary School)

(Education is not only a right but a passport to human development. Mainly, Education is the key to human development as well as the main steering to the nation's development. Primary Education the tertiary level and the most important level for children's development. The research mainly focuses to gain in depth knowledge about the challenges and drawbacks of the working children at primary schools and the increased possibilities of working children to get into the educational arena)

1. Do you think, your school have adequate resources to provide quality education to your students?
2. What is the rate of students' enrollment in your school?
3. Do you know how many students are working as child labor from your school?
4. What are the main challenges/obstacles do you think for them to continue the school?
5. Could you please tell me about their performance in the school?
6. What could be done to support them?
7. Is it creating a problem for the other students of the school?
8. Do your school have alarming dropout rate of students?
9. What are the prime reasons for the dropout?
10. Could you please prioritize the reasons behind students' dropout?
11. What measures did you took to stop or bringing back the students in education?
12. What are the roles of SMC to protect the students from dropping out?
13. Do your school arrange parents meeting regularly? What are the main discussion points in the meeting?

Background/Demographic Questions

Name, age, working experience as a Headmaster, some of your personal information, anything you want to share.

**FGD Guideline
Assistant Teachers
Participants List**

SL	Name	School Name	Age	Years of Experience	Gender

Ground Rule for This FGD

- Only one person speaks at a time. There may be a temptation to jump in when
- Someone is talking but please wait until they have finished.
- There are no right or wrong answers
- Not to speak in any particular order
- Not to agree or disagree directly with the views of the people in the group
- Before going to new question, ask the participants if they have question or query of previous discussion

Introduction and informed consent discussion	
Class Management	<p>Do you have clear idea on each student of your class?</p> <p>Do you have high rate of absenteeism in your class?</p> <p>What have you done to reduce the rate of absenteeism in your class?</p>
Visiting Students Home	<p>Did you ever visit your student’s community?</p> <p>What was your experience?</p> <p>Do you have communicated with parents on students’ progress?</p>
Child Labor	<p>Do you have any working students in your class?</p> <p>Did you ever communicated with parents on sending their children for work? What was their view on child labor?</p> <p>What actions did you took against their view?</p> <p>What extra measure could be taken to support those children?</p> <p>Do you take different actions for the students who work?</p> <p>Do they have enough potential to cope up with the rest of the class?</p>

	Do the other students treat them the same as other students?
Reducing	What are the possible actions would be taken to reducing drop out?
Drop out	What could be done to reduce child labor? What roles could school take to bring the working children back to school?
Challenges and Way forward	Do you face any challenges with the learners who are working at the same time? What extra measures you have ever taken for them? Does it a burden for you to take care of the students who work at the same time? What are the main challenges for them to continue their study? What could be done to support them to continue their study?

Semi-Structured Interview Guide
SMC Member (Primary School)

Date:

Place:

Time:

Duration of Interview: 30

Interviewee: SMC Member (Primary School)

(Education is not only a right but a passport to human development. Mainly, Education is the key to human development as well as the main steering to the nation's development. Primary Education the tertiary level and the most important level for children's development. The research mainly focuses to gain in depth knowledge about the challenges and drawbacks of the working children at primary schools and the increased possibilities of working children to get into the educational arena)

1. Do you think, your school have adequate resources to provide quality education to your students?
2. What is the rate of students' enrollment in your school?
3. Do you know how many students are working as child labor from your school?
4. What are the main challenges do you think for them to continue the school?
5. What could be done to support them to continue their study with the other students?
6. Is it creating a problem for the other students of the school?
7. What measures did you took to stop or bringing back the drop out students in education?
8. Did they ever taken any decisions to support the students who are working? If yes what are those.
9. Please state you view to improve the situation for the learners who are working at the same time.

