

## Child Labor: A Research in Kasur Area, Punjab, Pakistan

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### **Abstract**

In Summary, there is a positive relationship between poverty and a negative relationship between child education with child labor according to the research hypothesis and research literature review. Unfortunately, due to some obstacles, the hypotheses of this study were rejected. Due to the rejection of hypotheses, the whole findings show that there is less impact of poverty and child education on child labor.

**Keywords:** Child Labor, Poverty, Child Education

### **Introduction**

A major problem in Pakistan and around the world is the use of child labour. It has forced kids to abandon their homes and parents, and it has kept them from getting an education. There are occasions when they work nonstop. Throughout the years, we have witnessed and been a part of child labour. Countless studies have revealed that a wide range of shops have employed children from various age groups, including those dealing with cycle repair, automobiles, motorcycles, trucks, mechanics, electricity, rickshaws, and more (Sharif et al., 2018). When ranking the countries with the worst conditions for child labour, Maple Croft ranked Pakistan at number six.

International Children's Emergency Fund (UNICEF) data shows that Pakistan ranks second globally for the percentage of children unable to read and write. In Sindh Province, just 61.6% of kids between the ages of 5 and 14 attend school, while 11.6% combine jobs and education. However, UNICEF is striving to increase the number of kids who attend school through studies, aiding in the preparation of provincial sector plans, developing a review of non-formal education policy, and implementing specific programs (Nuzzo, 2019). Sheer et al. argue in their article that, children's education and personal preferences should not be sacrificed in favor of allowing them to work. They are sentenced to the restrictions of life. As a result, it is critical to guarantee that all children are protected and not exploited as cheap labor. Eliminating child labor from society is a duty shared by parents and the government (Sheer et al., 2018).

**Review of related literature**

A child is a person who is between the ages of 5 and 15, and child labor is described as "the participation of school-age children (5 to 15 years) in the labor force, i.e. work for pay or in household enterprises to earn a living for themselves or to support household income" (Khan, 2010). According to the International Labor Organization, child labour is defined by the effects it has on children. When it comes to intellectual, emotional, psychological, and educational development, the International Labor Organization (ILO) says that child labour is the worst. Child labour is the root cause of a child's inability to take advantage of state-sponsored opportunities, according to this view (Fallon, 1998).

The commonly accepted view that parents' ignorance, a lack of education, and children's poverty are the root causes of child labour is disproven by Toor in her paper. The author contends that the present neoliberal international political economic system's dynamics must be considered in order to comprehend and, perhaps, solve the issue of child labour. In her final analysis, she argues that this is the sole solution to the labour and social problems (Toor, 2001). Child labour is widespread and has negative effects on the development of children as individuals as well as on society and the economy. The current state of child labour makes it impossible to attain the Millennium Development Goals of universal education and halving poverty. Nearly every country's government has signed and ratified a human rights treaty calling for basic education for all and an end to child labour. Development requires the observance of these promises (Betcherman, 2004). A shocking amount of empirical research on child labour has been published in recent years, according to Edmonds (2007). In a search conducted on Econlit, the term "child labour" was found in six peer-reviewed journal articles from 1980 to 1990, sixty-five from 1990 to 2000, and one hundred forty-three from the beginning of this decade. An exhaustive review of the empirical studies conducted during that time period on the topic of child labour, including its causes and effects, was the intended purpose of his essay (Edmonds, 2007). Between June and November 2005, Khan conducted a descriptive study of 200 boys (ranging in age from 6 to 15) at random from 32 workshops in Peshawar. The purpose of the study was to gain a better understanding of the characteristics of these young workers. A questionnaire was used to collect data on employment and socioeconomic conditions. The majority of the boys lived off of less than 700 rupees per month, had started working before they were 10 years old, and had received very little formal education. A large portion of their paternal ancestors either did not complete high school or had died away. Machine operators accounted for slightly more than 40% of the boys. In terms of symptoms, 31% of the boys reported watery eyes, 29% a persistent cough, 22% diarrhoea, and 38% had sustained a serious injury (Khan, 2007). This article uses data from Pakistan and Peru to test two hypotheses: first, that child labour hours are positively associated with poverty; and second, that child tutoring is negatively associated with destitution.

The Pakistani data supports both of these hypotheses, while the Peruvian data does not. Pakistan has seen a more dramatic decline in poverty rates as a result of the monetization of child labour than Peru has. Both the child's and the adult's gender affect the dynamics of the child labour market (Ray, 2000).

When factors in the labour market are changed, it will have an impact on both the supply and demand for workers. One example is how a rise in market earnings can improve people's

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well-being. This, in turn, can make parents more confident in their decision to remove their children from the labour force, which in turn reduces the availability of child labour. The end result, however, will depend on the relative importance of two effects on child labour: the income effect, which influences the supply of child labour, and the substitution effect, which influences the demand for child labour by encouraging businesses to hire children instead of adults because of the price difference. Consequently, efforts to end child labour need to be comprehensive and coordinated (Fatima, 2017). Employing anyone under the age of fourteen is illegal in Pakistan according to the Children Employment Act, 1991, which also specifies penalties, imprisonment, and punishments for violators. In addition, cultural and geographical differences across Pakistani areas mean that not all factors influencing child labour are identical (Haider, 2016).

### **Objectives of the Study**

Based on the literature cited above, the following objectives are set for this study:

1. To understand the impact of poverty on child labor
2. To study the impact of child education on child labor
3. To examine the effect of child labor on children and society

### **Hypotheses of the Study**

The following hypotheses are formulated for testing

1. The extension of child education is a positive sign that will be a decrease in child labor, which will lead to the betterment of our society
2. The advancement of our society will result from a decline in child labor, which can be achieved through a decrement in poverty

### **Research Methodology:**

Child labour in Mustafabad Kasur is the primary focus of the research. A quantitative research design was used to conduct the study. In order to achieve this goal, a survey was carried out to gather feedback from the participants. This study was therefore of a descriptive type. In order to carry out the research that was planned, the following techniques and protocols were used.

#### **1. Sampling Techniques**

We selected our survey sample from a total population in the area of Mustafabad Kasur. There were 21 survey samples for the project.

#### **2. Data Collection Techniques**

Data was collected through a questionnaire. The researchers themselves visited the survey field and collected data from the subjects.

#### **3. Instruments**

Researchers designed a questionnaire for the data collection from the selected samples and the questions were asked to the people of different fields of life. The questionnaire involved three main variables; child labor (dependent), poverty (independent), and child education

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(independent) Furthermore, there were different types of 21 questions asked from selected subjects about child labor, poverty, and child education.

**4. Data Analysis Techniques**

The data was analyzed using different techniques. The techniques include correlation, regression, central tendency, and measure of dispersion. These techniques helped to calculate averages, percentages relations and the impact of one variable on the other variable to draw an accurate conclusion of our data.

**5. List of Variables**

Variables	Description
Dependent Variable Used: Child Labor	Child labor is the dependent variable for our research. The data collected for child labor was in objective form.
Independent Variables Used: i.Poverty ii.Child Education	<p><b>Poverty</b> is an independent variable of this research. Poverty has a positive relation with child labor.</p> <p><b>Child labor</b> is another independent variable of our research that has a negative relation with child labor according to the research hypothesis.</p>

**RESULTS**

The given below tables shows the result of our research project (Child Labor), where we have completed our survey and found the result. The results were driven by using different statistical tests through SPSS software. Furthermore, we will discuss the given tables below.

**Table. No.1 Age**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	8	38.1	38.1
	31-40	5	23.8	61.9
	41-50	5	23.8	85.7
	51-60	3	14.3	100.0
	Total	21	100.0	100.0

The above table shows the results of demographic information in which we have calculated the age of our subjects. It shows that there is 38.1 percent of our subjects were the age between 20-30 and likewise.

**Table. No.2 Qualification**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	19.0	19.0

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5-8	6	28.6	28.6	47.6
9-10	5	23.8	23.8	71.4
11-12	3	14.3	14.3	85.7
13-14	2	9.5	9.5	95.2
15-16	1	4.8	4.8	100.0
Total	21	100.0	100.0	

In this table, we have calculated the percentage of our subject's education qualification. In the above table, we have categorized the education qualification in values where 5-8 shows that, the subject's education qualification is between class 5<sup>th</sup> to 8<sup>th</sup> and the frequency is the number of subjects in the value discussed. Moreover, we have also calculated percentages which is given above in the table.

**Table. No.3 CL1**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	21	100.0	100.0

CL1 is our first descriptive/demographic question which was answered in YES and NO options. Our question was, whether the information they knew about child labor or not. The table shows that all of our subjects were well aware of our topic and all of them answered in YES.

**Table. No.4 CL2**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	18	85.7	85.7
	3	1	4.8	90.5
	4	1	4.8	95.2
	5	1	4.8	100.0
	Total	21	100.0	100.0

CL2 was another demographic question in which we asked the reasons behind the work of the students. We assigned numbers to the descriptive options. 85.7 percent of our subjects marked on the option 1 (POVERTY). Other options were; 2 (lack of education awareness), 3 (Culture), 4 (Self Interest), and 5 (All options).

**Table. No.5 CL6**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	57.1	57.1
	2	5	23.8	81.0
	3	1	4.8	85.7
	4	1	4.8	90.5
	5	2	9.5	100.0
	Total	21	100.0	100.0

The above table is also about the demographic question; in which we have asked from our subject that which actions parents can take to prevent child labor. Option 1 (schooling) shows that 12 people have marked on option 1. Other options are; option 2 (parent

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involvement in jobs), option 3 (Involve children in various games), option 4 (provide them good environment at home) and option 5 is satisfy their financial needs, whose frequencies are given in the table.

**Table. No.6 Statistics**

		Poverty	Child Education	Child Labor
N	Valid	21	21	21
	Missing	0	0	0
Mean		4.3429	3.5556	3.4167
Median		4.4000	3.3333	3.2500
Mode		4.40	3.33	3.00
Std. Deviation		.42962	.72903	.52042
Variance		.185	.531	.271
Range		1.60	3.00	1.75

In the above table, we have calculated all of our topic variables' central tendency (mean, median, mode) and measure of dispersion (Std. deviation, variance, and range). The mean, median, and mode of dependent variable Child Labor show that people were Neutral with our questions. Another independent variable: Poverty's Mean, Median, and mode shows an agreement of our subjects within our questions. Independent variable, Child Education's Mean, Median, and Mode shows that people were neutral within our questions about the effect of child education on child labor.

**Table. No.7 Correlations**

		Poverty	Child Education	Child Labor
Poverty	Pearson Correlation	1	-.016	.324
	Sig. (2-tailed)		.945	.152
	N	21	21	21
Child Education	Pearson Correlation	-.016	1	-.086
	Sig. (2-tailed)	.945		.711
	N	21	21	21
Child Labor	Pearson Correlation	.324	-.086	1
	Sig. (2-tailed)	.152	.711	
	N	21	21	21

The above table shows the correlation between our independent and dependent variables. We calculate correlation to test our claim. There is a weak positive correlation between poverty and child labor (Pearson correlation coefficient = 0.324, p-value = 0.152). This means that children from poorer families are more likely to be working in hazardous or exploitative conditions. There is a weak negative correlation between child education and child labor (Pearson correlation coefficient = -0.086, p-value = 0.711). This means that children with higher levels of education are less likely to be working in hazardous or exploitative conditions. There is no significant correlation between poverty and child education (Pearson correlation coefficient = -0.016, p-value = 0.945).

There appears to be a connection between poverty, child labour, and child education, according to the Correlations table. Children from lower-income households are more likely

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to work in dangerous or exploitative jobs, whereas those from higher-income families are less likely to do so. Keep in mind that the questionnaire failed to establish a correlation between all three variables, and that the sample size is quite small. Therefore, generalizations based on this data are challenging.

**Table.No.8 Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	1.711	1.147	1.492	.152
	Poverty	.393	.263	.324	.152

a. Dependent Variable: Child Labor

In the above table, we have calculated Regression which measures how variables affect each other using an equation. In the table, we have calculated the relation between child labor and poverty. It shows, there is a lesser effect of Poverty (Independent variable) on child labor (dependent variable).

**Table. No.9 Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	3.635	.592	6.144	.000
	Child Education	-.061	.163	-.086	.711

a. **Dependent Variable: Child Labor**

In the above table, we have calculated Regression which measures how variables affect each other using an equation. In the table, we have calculated the relation between child labor and child education. It shows, that there is a lesser effect of child education (Independent variable) on child labor (dependent variable).

**Findings:**

The preceding correlation table shows that child labour and poverty are weakly positively related. This indicates that there was no unanimous agreement with our hypothesis regarding the positive correlation between child labour and poverty. The correlation between poverty and child labour is statistically significant at the 0.152 level, as shown in Table no. 7. Our second hypothesis was also rejected, as shown in the same table, where the correlation between our dependent variable (child labour) and independent variable (child education) is 0.711 at the significant level. Due to certain obstacles, both of our hypotheses were rejected. The most important one was that the sample and questionnaire were too small and poorly constructed.

**Conclusion:**

It can be concluded from the overall survey data analysis that all of the respondents were male and had more information about child labor. The respondents were also from the market and had an awareness of child labor. In the literature review of the research, we have

discussed the existence of information that shows that there is a positive relationship between child labor and poverty. Moreover, there is a negative relationship between child labor and child education in the existing research and articles. Besides this, both of our hypotheses were rejected significantly due to some hindrances; like the small size of the sample and the inaccurate structure of the designed questionnaire. The findings and results of this research showed that poverty and child education have less impact on child labor.

#### **Limitation of the Study:**

We struggled more while conducting this research project. The main difficulties were; time management, financial issues, and language problems. On the day of the survey, we faced a rainy day. Instead of these, we completed our project with hard work.

#### **Implication of the Study:**

The main and focused beneficiaries of this study are the children who are working instead of going to school. Also, this study can benefit to general public. After the study of this research, People can realize that child labor is indecent for their lives and the well-being of society. In addition, it was also helpful for our study as a student. While conducting this study, we have experienced how to conduct research and complete a report on the findings.

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