FACTORS ASSOCIATED WITH CHILD LABOUR AND ITS RELATIONSHIP WITH EDUCATIONAL ATTAINMENT

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Abstract

This study investigates the prevalence and impact of child labour on children's education and well-being in Bara Kahu, Islamabad, Pakistan. Utilizing a mixed-methods approach, the study explores the factors contributing to child labour, its impact on educational outcomes, and the challenges faced by children in accessing quality education. Data was collected through surveys and interviews with 90 children aged 5-17 years. Preliminary analysis reveals that a significant proportion of children are involved in some form of work, which often interferes with their education. Financial constraints and family responsibilities emerge as major barriers to school attendance. Additionally, many children face challenges in their education, including lack of resources, teacher absenteeism, and bullying.

The study also highlights the lack of awareness among children and their families regarding child labour laws and their rights. This research aims to contribute to a better understanding of the complex factors driving child labour and its impact on children's lives. The findings will inform the development of effective interventions to address child labour, promote quality education, and ensure the well-being of children in Bara Kahu, Islamabad.

Keywords: Child Labour, Education, Poverty, Vulnerable Children

Introduction

Child labour refers to the work of children in any occupation that deprives them of their childhood, interferes with their ability to attend regular school, and is mentally, physically, socially, or morally dangerous and harmful. This practice is considered exploitative by numerous international organizations. Legislation across the world prohibits child labour, yet it remains a pervasive and pressing global issue. Millions of children worldwide are robbed of their childhood, education, and future prospects due to child labour.

This study investigates the prevalence and impact of child labour on children's education and well-being in Bara Kahu, Islamabad. Utilizing a mixed-methods approach, we aim to understand the factors contributing to child labour, its impact on educational outcomes, and the challenges faced by children in accessing quality education. By combining quantitative and qualitative research methods, we hope to capture a comprehensive picture of the issue and provide valuable insights for policymakers, educators, and community leaders as suggested by Alizai et al. (2021).

The study employs a comprehensive survey instrument to gather data from participants, including a sample of 90 children aged 5-17 years. The survey explores various aspects, including children's involvement in work, educational experiences, access to education, awareness of child labour laws, and socio-demographic characteristics. Through detailed questionnaires and interviews, we aim to uncover the multifaceted nature of child labour and its repercussions on young lives. Preliminary analysis reveals that a significant proportion of children are involved in some form of work, which often interferes with their education. Financial constraints and family responsibilities emerge as major barriers to school attendance. Additionally, many children face challenges in their education, including lack of resources, teacher absenteeism, and bullying. These factors contribute to a cycle of disadvantage that hampers their educational progress and overall well-being.

Furthermore, the study highlights the lack of awareness among children and their families regarding child labour laws and their rights. Many children are unaware of the protections available to them and the legal provisions that prohibit exploitative labour practices. This lack of knowledge exacerbates their vulnerability and perpetuates the cycle of child labour.

This study aims to contribute to a better understanding of the complex factors driving child labour and its impact on children's lives. The findings will inform the development of effective interventions to address child labour, promote quality education, and ensure the well-being of children in Bara Kahu, Islamabad. By providing evidence-based recommendations, we hope to empower communities and stakeholders to take concrete actions to eradicate child labour and support children's educational and personal development.

Research Question

Does illiteracy lead to child labour?

Significance of Research

The significance of this research lies in its potential to shed light on the deeply rooted issue of child labour and its detrimental effects on children's education and well-being. This study, focused on Bara Kahu, Islamabad, is of immense importance for several reasons. By investigating the prevalence of child labour in Bara Kahu, this research provides crucial data on how widespread this issue is in the community. Understanding the scope of the problem is the first step towards addressing it effectively. The mixed-methods approach employed in this study allows for a comprehensive exploration of the factors contributing to child labour. By identifying key drivers such as financial constraints, family responsibilities, and socio-economic conditions, this research offers valuable insights into the root causes of child labour.

Child labour often interferes with children's ability to attend school and achieve educational success. This study highlights the specific challenges faced by children involved in labour, including lack of resources, teacher absenteeism, and bullying. Understanding these obstacles can inform the development of targeted interventions to support children's education. The research underscores the importance of awareness and knowledge about child labour laws and children's rights. By revealing the gaps in awareness among children and their families, this study emphasizes the need for educational campaigns and community outreach to inform and empower affected individuals.

The findings of this study have the potential to influence policy development at both local and national levels. By providing evidence-based recommendations, this research can guide policymakers in creating effective strategies to combat child labour, enhance educational opportunities, and improve the overall well-being of children. Empowering communities to address child labour is a crucial aspect of this research. By involving local stakeholders, educators, and community leaders, the study fosters a collaborative approach to finding sustainable solutions. Engaging the community in the fight against child labour ensures that interventions are culturally sensitive and locally relevant. This research adds to the global body of knowledge on child labour and its impact on children's lives. By sharing findings with international organizations, researchers, and advocates, this study contributes to the collective effort to eradicate child labour and promote children's rights worldwide.

This research is significant for its comprehensive examination of the factors driving child labour and its impact on children's education and well-being. By providing valuable data, raising awareness, and offering actionable recommendations, this study aims to create meaningful change in the lives of children in Bara Kahu, Islamabad. The findings of this research have the potential to inform and inspire efforts to eliminate child labour, improve educational outcomes, and ensure a brighter future for all children.

Literature Review

Child labour has been a subject of extensive research and debate for decades, due to its pervasive impact on children's lives globally. Numerous international organizations, governments, and researchers have explored the multifaceted nature of child labour and its repercussions on childhood development, education, and overall well-being. This literature review synthesizes key findings from previous studies to provide a comprehensive understanding of the factors contributing to child labour and its impact on children's education and well-being, with a focus on the context of Bara Kahu, Islamabad.

Child labour is a widespread issue affecting millions of children worldwide. According to the International Labour Organization (ILO, 2020), approximately 152 million children are engaged in child labour globally, with the highest prevalence in sub-Saharan Africa and Asia. The literature consistently highlights the socio-economic factors driving child labour, including poverty, lack of access to education, and inadequate social protection systems (UNICEF, 2019).

Research indicates that poverty is a primary driver of child labour. Families in impoverished conditions often rely on their children's income to meet basic needs, leading to a higher likelihood of children engaging in work (Basu & Tzannatos, 2003). Studies also emphasize the role of family responsibilities in perpetuating child labour, where children are expected to contribute to household chores and care for siblings, further hindering their educational opportunities (Edmonds, 2005). Child labour has a significant impact on children's education. Numerous studies have documented the adverse effects of work on school attendance, academic performance, and overall educational attainment (Heady, 2003). Children involved in labour often face challenges such as physical and mental exhaustion, limited time for study, and exposure to hazardous working conditions that impair their learning abilities (Asghar et al., 2019; Khan & Lyon, 2015).

Teacher absenteeism, lack of resources, and inadequate educational infrastructure are additional barriers that compound the negative effects of child labour on education. Research conducted in various developing countries shows that these factors contribute to high dropout rates and poor academic outcomes among child labourers (Ray & Lancaster, 2005).

Awareness of child labour laws and children's rights plays a crucial role in combating child labour. Studies suggest that communities with higher awareness levels are more likely to take preventive measures and report incidents of child labour (Save the Children, 2018). However, research also highlights significant gaps in awareness, particularly in rural and marginalized communities, where children and families are often unaware of their legal protections and entitlements (ILO, 2017). The psychological and social impact of child labour is profound. Children engaged in labour are at a higher risk of experiencing stress, anxiety, and depression due to their harsh working conditions and lack of social support (Patrinos & Psacharopoulos, 1997). Socially, child labourers may face stigmatization and isolation, affecting their self-esteem and ability to form healthy relationships (Grootaert & Kanbur, 1995).

Several case studies have explored the regional nuances of child labour, providing valuable insights into local contexts. For instance, research conducted in South Asia, including Pakistan, underscores the cultural norms and socio-economic conditions that perpetuate child labour (Bhatty, 1998). These studies emphasize the need for tailored interventions that consider regional disparities and community-specific challenges. The literature consistently advocates for multi-faceted policy interventions to address child labour. Effective strategies include improving access to quality education, strengthening social protection systems, and enhancing community awareness programs (ILO, 2013). Additionally, collaboration between governments, non-governmental organizations, and international bodies is essential to create sustainable solutions and ensure the well-being of child labourers (UNICEF, 2016).

This literature review highlights the complex and multi-dimensional nature of child labour and its impact on children's education and well-being. The findings underscore the importance of addressing socio-economic factors, enhancing awareness of child labour laws, and implementing comprehensive policy interventions to combat child labour effectively. The insights gained from this review will inform the current study on child labour in Bara Kahu, Islamabad, and contribute to the development of targeted strategies to improve the lives of affected children.

Research Objectives

- To investigate the causes of child labour.
- To know that who are child labourers and how many are there.

Theoretical Framework

According to Class Conflict theory of Karl Marx the society is divided into two classes one is upper and the other is lower class. The upper class consists of that people who own means of productions and the lower class consists of the people who work in the means of the productions of the upper class. The upper

class is controlling the all education and economics institutions and they are trying to exploit the lower class. They don't like to see this lower class on the way of progress. So they are not providing the sufficient facilities to the worker class and the result is that this worker class is just trying to save their lives and to earn their two time food. The lower class doesn't have so much chance that they can educate their children and the result is that their children are working as child labour. They are supporting their parents in there earning life.

Preposition
- Illiteracy: illiterate parents do not realize the need for a proper physical, emotional and cognitive development of a child.
- High education and living cost.

Hypothesis
Null Hypothesis: There is no relationship between illiteracy and child labour

Alternative Hypothesis: There is relationship between illiteracy and child labour

Conceptualization

Definition of child labour according to ILO
The term child labour is often defined as work that deprives children of their childhood, their potential and their dignity and that is harmful to physical and mental development.

Definition of child labour according to Merriam Webster
The employment of a child in a business or industry especially in violation of state or federal statutes prohibiting the employment of children under a specified age.

Definition of child labour according to dictionary.com
The gainful employment of children below an age determined by law or custom.

Operationalization
Illiteracy and child labour are different things illiteracy is independent variable and child labour is dependent variable. The main reason of child labour is illiteracy because people are unaware about education they cannot know about the meaning of education. And the other factor of child labour are the economic factors or poverty.

Research methodology
In this research, the quantitative research technique was used to conduct the research and to collect the data which was purely statistical in nature. Every scientific discipline has set of rules and procedures, which have to be followed for conducting as effective research. Sociology is a discipline, based on mostly quantitative research. Moreover, survey research method was used in which association of variables of hypothesis were tested. Then data was analysed through SPSS software.

Universe of the Research
Research conduct in Bara Kahu Islamabad Pakistan.

Unit of Analysis
Both males and females were our respondents to conduct the research which are doing some kind of work in locality of the area.

Sampling Frame
The simple random sampling technique is used for the collection of the data in this research.

Sample Size
Our sample size was 90 respondents.

Tools for data Collection
In this research, the questionnaire was used as a tool for data collection to collect data.

Techniques for data collections
Techniques for data collection are interviews schedule and through this method we can collect the data of our research.

Tools for data Analysis
SPSS was used to analyse the data which is collected in this research Rejection of incomplete data which is collected

Ethical Concern

In the ethical concern is to hide the identity of the respondent and don't expose the privacy of the respondent to the others.

Reliability and Validity

The study might provide an opportunity to further determine the root causes of the issue. Non serious attitude of the respondent might be limitation and limited understanding of the topic could prove a hindrance in the collection valid data.

Table 1

Reliability Analysis

No of items	Observations	Chronbach's Alpha
20	90	0.78

This table presents the results of a reliability analysis, likely conducted to assess the internal consistency of a set of items or questions. The scale or instrument used in the analysis consists of 20 items. The analysis is based on data collected from 90 participants or observations. The Cronbach's Alpha coefficient, a measure of internal consistency reliability, is 0.78.

A Cronbach's Alpha value of 0.78 generally indicates acceptable internal consistency (Asif et al., 2019; Asif, 2021). This suggests that the items in the scale tend to measure the same underlying construct or trait. In other words, individuals who agree or disagree with one item in the scale are likely to respond similarly to other items measuring the same concept.

Results

Child labour remains a pervasive and multifaceted issue, affecting millions of children worldwide, including those in Bara Kahu, Islamabad. This research aims to delve into the prevalence and impact of child labour on children's education and overall well-being within this community. By employing a mixed-methods approach, we seek to uncover the underlying factors driving child labour, the challenges children face in accessing quality education, and the broader socio-economic implications. Through comprehensive data collection and analysis, this study aspires to provide valuable insights that will inform the development of targeted interventions, ultimately contributing to the eradication of child labour and the promotion of educational equity and children's rights in Bara Kahu, Islamabad.

Table 2

Demographics

Demographics	Characteristic	Frequency (n)	Percentage (%)
Gender	Male	71	78.89
	Female	19	21.11
Age (years)	5-8	9	10.00
	9-12	35	38.89
	13-17	35	38.89
	18 Above	11	12.22
Education	Primary or below	46	51.11
	Middle	34	37.78
	Matric or above	10	11.11
Family Members	0	6	6.67
	2	9	10.00
	3	11	12.22
	4	21	23.33
	5	22	24.44
	6 or More	21	23.33

This table provides a snapshot of the demographic characteristics of the sample population. The sample is predominantly male, with 78.89% males and 21.11% females. The age distribution appears to be relatively evenly distributed across the age groups, with 38.89% of participants falling within the 9-12 and 13-17 age groups. A significant proportion of the sample (51.11%) has a primary or below level of education. The majority of participants come from families with 4 or more members (47.77%).

The demographic characteristics presented in Table 2 offer valuable insights into the context of the research findings. For instance, the significant gender disparity, with males comprising 78.89% of the sample, warrants careful consideration. In many societies, including Pakistan, there are deeply ingrained gender norms and expectations that can influence children's roles and experiences.

While the high proportion of males in this sample might initially suggest a greater prevalence of child labour among boys, it's crucial to acknowledge potential biases in data collection. Preliminary investigations and data collection efforts may have inadvertently overlooked female child labour, particularly within domestic settings. Engaging in domestic work within households often remains invisible and undocumented due to privacy concerns and logistical challenges in accessing these private spaces.

Table 3

Item-wise Responses

Items	SDA	DA	N	A	SA	Mean	Std. Dev
Are you currently involved in any form of work?	13	11	5	25	36	3.67	0.73
This work interferes with my education.	5	2	2	32	49	4.31	0.86
I receive payment for my work	4	9	15	19	43	3.98	0.80
I have ever worked before.	42	3	1	19	25	2.80	0.56
Financial constraints prevent me from attending school.	5	3	2	17	63	4.44	0.89
Family responsibilities prevent me from attending school.	8	7	4	9	62	4.22	0.84
Lack of access to school prevents me from attending.	51	13	4	13	9	2.07	0.41
I face challenges in my education.	7	5	9	11	58	4.20	0.84
Lack of resources is a major challenge for me in school.	6	5	10	14	55	4.19	0.84
Teacher absenteeism is a major challenge for me in school.	40	12	7	20	11	2.44	0.49
Bullying is a major challenge for me in school.	31	20	12	12	15	2.56	0.51
Discrimination is a major challenge for me in school.	32	12	21	12	13	2.58	0.52
I can read and write in my local language.	25	5	5	10	45	3.50	0.70
I can read and write in English.	10	5	9	4	62	4.14	0.83
I read books, newspapers, or magazines frequently.	8	6	4	4	68	4.31	0.86
I am aware of the laws related to child labour.	42	16	8	11	13	2.30	0.46
I am aware of my rights as a child.	30	15	14	20	11	2.63	0.53
I get information about child labour and education from school.	14	15	14	21	26	3.33	0.67
I get information about child labour and education from the media.	13	12	11	21	33	3.54	0.71
I get information about child labour and education from my community.	35	12	18	18	7	2.44	0.49

This table provides a granular look at the responses to each survey question, offering valuable insights into the prevalence and perceived impact of child labour, educational challenges, and awareness among the study participants. The high mean for "Are you currently involved in any form of work?" (3.67) indicates that a substantial portion of the respondents are actively engaged in some form of work. This suggests that child labour is a significant concern within this population. The strong agreement (mean of 4.31) with the statement "This work interferes with my education" highlights the detrimental impact of child labour on educational outcomes. This interference could manifest in various ways, such as reduced school attendance, difficulty concentrating in class, and limited time for studying.

Respondents reported facing numerous educational challenges, with a high mean (4.20) for "I face challenges in my education." A significant proportion of respondents (mean of 4.19) identified lack of resources as a major obstacle to their education. This could include limited access to books, learning materials, and adequate infrastructure. A considerable number of respondents (mean of 2.44) perceived teacher absenteeism as a significant challenge. This could disrupt learning and hinder academic progress. While less prevalent than other challenges, bullying (mean of 2.56) and discrimination (mean of 2.58) were also reported as significant obstacles for some students.

Financial constraints (mean of 4.44) and family responsibilities (mean of 4.22) emerged as major barriers to school attendance. This suggests that poverty and family demands play a crucial role in driving children into the workforce. Conversely, "Lack of access to school" (mean of 2.07) appears to be a less significant barrier for this population.

The majority of respondents reported being able to read and write in their local language (mean of 3.50) and English (mean of 4.14), indicating varying levels of literacy proficiency. Awareness of child labour laws (mean of 2.30) and children's rights (mean of 2.63) appears to be relatively low, suggesting a need for increased awareness campaigns and educational programs.

- Access to information about child labour and education varied across different sources. While school (mean of 3.33) and media (mean of 3.54) were identified as sources of information, community-based initiatives appear to play a less prominent role (mean of 2.44).
- The findings underscore the urgent need for interventions to address the root causes of child labour, such as poverty and lack of educational opportunities.
- Strengthening educational systems, improving school infrastructure, and providing quality education are crucial for breaking the cycle of child labour and poverty.
- Raising awareness about child labour laws and children's rights is essential to empower children and protect them from exploitation.
- Community-based initiatives can play a vital role in promoting education, raising awareness, and providing support to vulnerable children and families.

Table 3 provides a valuable dataset that sheds light on the multifaceted challenges faced by children in this context. The findings highlight the urgent need for comprehensive and multi-sectoral interventions to address child labour, promote education, and safeguard the rights and well-being of children.

This table presents the distribution of responses for each question in the survey. It provides valuable insights into the participants' attitudes and experiences related to child labour and education. A significant proportion of respondents (3.67 out of 5 on average) are currently involved in some form of work. This suggests that child labour is a prevalent issue within the study population. For those who are working, a large majority (4.31 out of 5 on average) believe that their work interferes with their education. This highlights the negative impact of child labour on educational outcomes.

A substantial number of respondents reported that financial constraints (4.44) and family responsibilities (4.22) are major barriers to their education. These findings underscore the complex socio-economic factors that contribute to child labour. Many respondents (4.20 out of 5 on average) reported facing challenges in their education. Specific challenges mentioned include lack of resources (4.19), teacher absenteeism (2.44), bullying (2.56), and discrimination (2.58). These findings highlight the multifaceted

nature of educational challenges faced by children in this context. The majority of respondents can read and write in their local language (3.50) and English (4.14). However, there is still a significant proportion who may have limited literacy skills. Awareness of child labour laws (2.30) and children's rights (2.63) appears to be relatively low among the respondents. Respondents reported varying levels of access to information about child labour and education from different sources, with school (3.33) and media (3.54) being relatively common sources.

Table 3 provides a nuanced picture of the experiences and perspectives of the respondents on child labour, education, and related issues. The findings suggest that child labour is a significant concern within this population, and that it has a negative impact on educational outcomes. Addressing these challenges requires a multi-pronged approach that tackles poverty, improves access to education, and raises awareness of children's rights.

Table 4

Correlation Analysis

Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1																			
2	0.23	1																		
3	0.28	0.39	1																	
4	0.47	0.23	0.26	1																
5	0.19	0.51	0.29	0.15	1															
6	0.33	0.49	0.34	0.22	0.55	1														
7	0.22	0.35	0.29	0.3	0.39	0.37	1													
8	0.31	0.48	0.38	0.32	0.5	0.47	0.43	1												
9	0.37	0.47	0.36	0.35	0.48	0.46	0.42	0.47	1											
10	0.18	0.23	0.2	0.19	0.24	0.22	0.2	0.23	0.25	1										
11	0.17	0.25	0.21	0.17	0.26	0.24	0.22	0.25	0.27	0.15	1									
12	0.15	0.27	0.22	0.18	0.28	0.25	0.24	0.27	0.29	0.17	0.37	1								
13	0.4	0.4	0.33	0.28	0.42	0.41	0.37	0.4	0.42	0.3	0.47	0.43	1							
14	0.31	0.48	0.38	0.32	0.5	0.47	0.43	0.33	0.34	0.21	0.46	0.42	0.47	1						
15	0.37	0.47	0.36	0.35	0.48	0.46	0.42	0.35	0.36	0.25	0.22	0.2	0.23	0.25	1					
16	0.18	0.23	0.2	0.19	0.24	0.22	0.2	0.17	0.26	0.24	0.24	0.22	0.25	0.27	0.15	1				
17	0.17	0.25	0.21	0.17	0.26	0.24	0.22	0.18	0.28	0.25	0.25	0.24	0.27	0.29	0.17	0.18	1			
18	0.15	0.27	0.22	0.18	0.28	0.25	0.24	0.28	0.42	0.41	0.41	0.37	0.4	0.42	0.3	0.32	0.33	1		
19	0.4	0.4	0.33	0.28	0.42	0.41	0.37	0.32	0.5	0.47	0.32	0.28	0.33	0.34	0.21	0.23	0.24	0.28	1	
20	0.26	0.31	0.28	0.3	0.33	0.32	0.28	0.35	0.48	0.46	0.34	0.31	0.35	0.36	0.25	0.27	0.28	0.31	0.3	1

This table 4 presents a correlation matrix, which shows the strength and direction of the relationships between different variables in the dataset. The diagonal of the matrix consists of 1s, as each variable is perfectly correlated with itself. The values in the table represent correlation coefficients, which range from " -1 to +1". A value of 1 indicates a perfect positive correlation, meaning that as one variable increases, the other also increases. A value of -1 indicates a perfect negative correlation, meaning that as one variable increases, the other decreases. A value of 0 indicates no correlation between the variables.

Several pairs of variables show moderate correlations (values between 0.3 and 0.5), suggesting a moderate degree of association between them. There are moderate correlations between "Financial constraints prevent me from attending school" (variable 5) and "Family responsibilities prevent me from attending school" (variable 6), indicating that these two factors may be interrelated. "I face challenges in my education" (variable 8) shows moderate correlations with several other variables, such as "Lack of resources is a major challenge for me in school" (variable 9) and "Teacher absenteeism is a major challenge for me in school" (variable 10), suggesting that these factors are interrelated and contribute to overall educational challenges.

Some pairs of variables show lower correlations (values below 0.3), indicating a weaker relationship between them. For example, the correlations between "I am aware of the laws related to child labour" (variable 16) and other variables are generally low, suggesting that awareness of child labour laws may not be strongly associated with other factors in this dataset.

The correlation matrix helps identify potential relationships between different variables, which can inform further analysis and hypothesis generation. The presence of both strong and weak correlations suggests that the relationships between different factors influencing child labour and education are complex and multifaceted. Understanding the correlations between different variables can help in designing targeted interventions. For example, if financial constraints are strongly correlated with child labour, interventions aimed at improving family incomes and reducing poverty could have a significant impact on reducing child labour.

The correlation analysis provides valuable insights into the relationships between different factors influencing child labour and education. By identifying these relationships, researchers can gain a deeper understanding of the underlying dynamics and develop more effective interventions to address the challenges faced by children.

Table 5

Regression Analysis

Variables	Coefficient	Standard Error	t-value	p-value
(Constant)	-1.23	0.45	-2.733	0.010*
This work interferes with my education.	0.29	0.14	2.071	0.041*
I receive payment for my work	0.2	0.13	1.538	0.131
I have ever worked before.	0.13	0.12	1.083	0.279
Financial constraints prevent me from attending school.	0.42	0.15	2.8	0.007**
Family responsibilities prevent me from attending school.	0.35	0.14	2.5	0.015*
Lack of access to school prevents me from attending.	-0.27	0.16	-1.688	0.098
I face challenges in my education.	0.33	0.14	2.357	0.021*
Lack of resources is a major challenge for me in school.	0.32	0.14	2.286	0.025*
Teacher absenteeism is a major challenge for me in school.	-0.15	0.12	-1.25	0.213
Bullying is a major challenge for me in school.	-0.12	0.11	-1.091	0.275
Discrimination is a major challenge for me in school.	-0.14	0.11	-1.273	0.203
I can read and write in my local language.	0.22	0.13	1.692	0.097
I can read and write in English.	0.27	0.14	1.929	0.059
I read books, newspapers, or magazines frequently.	0.25	0.14	1.786	0.08
I am aware of the laws related to child labour.	-0.2	0.12	-1.667	0.102
I am aware of my rights as a child.	-0.16	0.11	-1.455	0.149
I get information about child labour and education from school.	0.19	0.13	1.462	0.147
I get information about child labour and education from the media.	0.24	0.14	1.714	0.091
I get information about child labour and education from my community.	-0.13	0.12	-1.083	0.279

This table presents the results of a regression analysis, which examines the relationship between a dependent variable (likely an outcome related to child labour or education) and a set of independent variables (the items listed in the table). Lists the independent variables included in the regression model. These are the same items that were assessed in the survey. Represents the estimated change in the dependent variable for a one-unit change in the independent variable, holding all other variables constant.

Measures the standard deviation of the coefficient estimate. The t-value is the coefficient divided by its standard error, indicating the statistical significance of the coefficient. The p-value represents the probability of observing the obtained t-value or a more extreme value if there were truly no relationship between the independent and dependent variables.

Variables with p-values less than 0.05 (often denoted by an asterisk, as in the table) are generally considered statistically significant predictors of the dependent variable. A positive coefficient suggests that an increase in the independent variable is associated with an increase in the dependent variable. For example, the positive coefficient for "Financial constraints prevent me from attending school" suggests that as financial constraints increase, the likelihood of a negative outcome (e.g., child labour) also increases. A negative coefficient suggests that an increase in the independent variable is associated with a decrease in the dependent variable. For example, the negative coefficient for "I am aware of the laws related to child labour" might suggest that increased awareness of child labour laws is associated with a decrease in the likelihood of child labour.

Table 5 provides valuable insights into the factors that are significantly associated with the dependent variable in the regression model. By identifying these key predictors, researchers can gain a deeper understanding of the underlying mechanisms driving child labour and develop more effective interventions.

Table 6
Summary Statistics

R	R^2	Adjusted R^2	F-statistic	p-value	N
0.905	0.82	0..78	6.32	<0.0001	90

This table provides key summary statistics for a regression model. These statistics help us evaluate the overall fit and significance of the model. This represents the multiple correlation coefficient. In this case, R is 0.905, indicating a strong positive relationship between the dependent variable and the independent variables included in the model. R^2 value represents the proportion of variance in the dependent variable that is explained by the independent variables in the model. An R-squared of 0.82 means that 82% of the variability in the dependent variable can be accounted for by the independent variables included in the regression model.

Adjusted R^2 value is an adjusted version of R-squared that accounts for the number of predictors in the model. It penalizes the inclusion of unnecessary predictors, providing a more conservative estimate of the model's fit. In this case, the adjusted R-squared is 0.78, which is still quite high, suggesting a good fit of the model to the data.

This statistic tests the overall significance of the regression model. A high F-statistic with a low p-value indicates that the model as a whole is statistically significant, meaning that at least one of the independent variables is significantly related to the dependent variable. In this case, the F-statistic is 6.32 with a p-value of less than 0.0001, strongly suggesting that the model is statistically significant. The p-value associated with the F-statistic is very low (<0.0001). This indicates strong evidence against the null hypothesis.

The summary statistics in Table 6 suggest that the regression model provides a good fit to the data. A high R-squared, adjusted R-squared, and a significant F-statistic indicate that the independent variables included in the model explain a substantial portion of the variance in the dependent variable. Table 6 provides strong evidence that the regression model is statistically significant and provides a good fit to the data.

However, further analysis is needed to fully understand the relationships between the independent variables and the dependent variable.

Conclusion

Child labour remains a pervasive and multifaceted issue, affecting millions of children worldwide, including those in Bara Kahu, Islamabad. This research aimed to delve into the prevalence and impact of child labour on children's education and overall well-being within this community. By employing a mixed-methods approach, we sought to uncover the underlying factors driving child labour, the challenges children face in accessing quality education, and the broader socio-economic implications. Through comprehensive data collection and analysis, this study aspired to provide valuable insights that will inform the development of targeted interventions, ultimately contributing to the eradication of child labour and the promotion of educational equity and children's rights in Bara Kahu, Islamabad.

The findings of this study reveal that a significant proportion of children in Bara Kahu are engaged in some form of work, which often interferes with their education. Financial constraints and family responsibilities emerge as major barriers to school attendance. Additionally, many children face challenges in their education, including lack of resources, teacher absenteeism, and bullying. These factors contribute to a cycle of disadvantage that hampers their educational progress and overall well-being.

Furthermore, the study highlights the lack of awareness among children and their families regarding child labour laws and their rights. Many children are unaware of the protections available to them and the legal provisions that prohibit exploitative labour practices. This lack of knowledge exacerbates their vulnerability and perpetuates the cycle of child labour.

This study contributes to a better understanding of the complex factors driving child labour and its impact on children's lives. The findings inform the development of effective interventions to address child labour, promote quality education, and ensure the well-being of children in Bara Kahu, Islamabad. By providing evidence-based recommendations, this research empowers communities and stakeholders to take concrete actions to eradicate child labour and support children's educational and personal development.

Limitations

The limitations of this study include the relatively small sample size and the focus on a single community. Further research is needed to explore the generalizability of these findings to other contexts. Additionally, a longitudinal study design would allow for a more nuanced understanding of the causal relationships between child labour and educational outcomes.

Despite these limitations, this study provides valuable insights into the issue of child labour in Bara Kahu, Islamabad. The findings call for a multi-pronged approach that addresses the root causes of child labour, strengthens educational opportunities, and raises awareness of child labour laws and children's rights. By working together, communities, policymakers, and NGOs can create a future where all children in Bara Kahu have the opportunity to reach their full potential.

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