

ORIGINAL ARTICLE

**The Effects of Child Domestic Labor on Girls' Education
Focus on Primary School Evening Program in Jimma Town**

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Abstract

The main purpose of this study was to assess the effects of child domestic labor on education of girls' attending primary schools evening program in Jimma town. The study employed descriptive survey method. Girls attending primary schools evening program, teachers, directors, and school records were used as sources of data. Simple random, stratified and purposive sampling techniques were used. Questionnaire, interviews and focus group discussions were the main tools of data collection. Quantitative data were analyzed using percentage coupled with descriptive statements and narration for qualitative data. The study found out poor family conditions, lack of awareness and attitudes toward girls' on the parts of the parents and employers had pushed girls' to join the pool of domestic labor at too early in their age. Besides, the exploitative interests of most employers' and lack of effective law enforcement to protect the legal educational rights of girls had also contributed for the exploitation of girls' in domestic labor. Further, child domestic labor was found to be an impediment to girls' successful primary school completion in evening program. Moreover, school based supportive services offered to girls' in domestic labor were found to be very low. In conclusion, the effects of child domestic labor on the education of girls' attending primary schools evening program in Jimma town found to be; low rate of school attendance explained in terms of high frequency of late-coming, absenteeism and dropout, lack of active participation in classroom activities, lack of doing homework, low academic achievement with greater emphasis on grade promotion and lack of opportunity to participate in diverse co-curricular activities to enrich their academic experiences. The study recommended; education for attitudinal change and mobilization of the society, effective law enforcement, strengthening school based support and joint work with non-governmental organizations to tackle child domestic labor and to enhance the education of girls attending primary school evening program in Jimma town.

Key words: Child Work/Child labor / Domestic labor/

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INTRODUCTION

The development of human resources is a basic to the nation building. Children constitute the most vital base of human resource endowment. They are the most valuable future citizens of the country. Hence, more attention is now paid to the issues of children in the world. Recognizing the crucial position of children in the future of the society, the United Nations (UN) places a primary emphasis on the right of every child. The UN spelled out the full range of children's right in the convention on the Rights of the Child, adopted in 1989. This has been signed and ratified by most countries of the world. Among the UN convention articles 32; commits governments to recognizing (UNICEF, 2005: 12):

the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or harmful to the child's health or physical, mental, spiritual, moral or social development.

Besides article 28 of the convention, guarantees every child's the right to education and stresses the importance of equal opportunity for all children to have access to education. It requires governments, progressively and on the basis of equal opportunity to make primary education compulsory and available free to all children, takes measures to encourage regular school attendance and to reduce drop-out and make educational, vocational information and guidance available and accessible to all children. Further in 2002, the UN also released an agenda for the 21st century called "A world fit for children" (UNICEF, 2005). However, in practice, the

quest to safeguard children's rights to education remains largely unfinished for the majorities of children mainly in developing countries. In this regard, the International Labor Organization (ILO, 2000), has reported a millions of children in developing countries are living in exceptionally difficult and disadvantaged conditions deprived of the right to education. Besides as to UNESCO (2006), many groups of children engaged in or "at risks" of child labor actively excluded from education system. The risk is very serious for girls. Along this, African Regional Tripartite Meeting on Child (ARTMC, 1998), estimate indicates that the overall number of child laborers between the age of five and fourteen years in Africa is in the range of 80 million most of whom are girls out of school.

In Ethiopia, the civil rights of the child has been recognized and has distinct sections in the Constitutional Principles since 1955. Further, various social policy measures have been formulated and undertaken by government to benefit the most precious Ethiopian Children. In the country though adequate studies are scarce, the available ones indicate a millions of Ethiopian children are living in difficult circumstances. The widespread domestic labour exploitation and abuses among girls are indicative of the worst condition of children in the country. For instance, a study conducted by Alem in Addis Ababa (2001), found the existence of numerous child prostitutes between the age of thirteen to sixteen. These were often sexually abused and never allowed to go to school. Besides, a study made on domestic labour in Addis Ababa by ILO (2002), estimated that many girls below fourteen years of age were employed in domestic work earning on average US \$1.20 per month. They lived under "invisible" labour exploitation; most of them were as young as eight years and denied the right to schooling. Further, the Ethiopian Press (2004), notified that child

domestic labour is a wide spread phenomenon in the country. It mainly affected girls in hidden forms often involving abuse, health risks and violence. All the available evidences are indicative of the prevalence of child domestic labour and its potential risks to many girls in the country. Thus, this study was intended to assess the effects of child domestic labour on the education of girls' attending primary schools evening program in Jimma town.

Statement of the Problem

The future of any society rests on the attention given to its children. A key aspect of children's development is the right to be taken care of and to get education on the basis of equal opportunity. Education is not only a basic need of children but also it is a means of meeting other needs (Chowdhury & Choudhry, 2002). Thus, the issue of children's education is central to the national strategies of human resources development of any country. It is obvious that education is a basic human right. Yet, more than 130 million primary-school-age children in developing countries are out of school (Denes, 2003). Nearly, 60 percent of them are girls' saddled with domestic obligations. Too often, girls abandon their education when they are forced to work despite their young age (Chowdhury & Choudhary 2002). An increasing impediment to girls' education is they are victims of both sexual abuses and domestic labour exploitation which their bodies are not prepared for instead of attending school. As a result, the issue of child labour becomes a matter of international concern. Accordingly the Ethiopia constitution (1995), has also provided special rights for children to be protected from harm and exploitation. Besides the labor proclamation (1993), prohibits the employment of child less than 14 years old. Equally important, the Education and Training Policy of Ethiopia (TGE, 1994), considers education as a basic right of all

citizens. It also guarantees free primary school education for all school aged children and targeted at reduction of gender gap and wastage at every educational level.

However, in Jimma town girls' domestic labour exploitation continuous at an alarming rate, often exposing them to various risks. Many girls are found denied the right of access to formal primary school education and attend non-formal education sector. Therefore; cognizant to the legal rights of children and educational policy goal, the main purpose of this study was to assess the effects of child domestic labour on education of girls' attending Primary Schools Evening Program in Jimma Town. To this end, the study would answer the following basic research questions.

1. Why did girls' below the legal minimum age for admission of work, employed in domestic labour in the town?
2. How far the legal rights of girls' working in domestic labour were protected to enhance their successful completion of primary school education in the town?
3. What were the major effects of child domestic labour on the education of girls' understudy?
4. How far girls' in domestic labour obtain school based supportive services to succeed in their education?

Objectives of the Study

General Objective: The study was intended to assess the effects of child domestic labour on education of girls' attending primary schools evening program in Jimma town. The specific objectives of the study were:

- To find out the major reasons for girls' below the legal minimum age for admission of work, employment in domestic labour.

- To examine the extent to which the legal rights of girls' working in domestic labour were protected to promote their successful completion of primary school education.
 - To analyze the major impacts of child domestic labour on the education of girls'.
 - To explore the extent to which primary schools had provided school based supportive services to assist girls' in domestic labour success in their education.
 - To suggest ways or means by which the legal rights of girls' in domestic labour would be protected so that its impact on their education and life ahead minimized.
6. To serve as a bench mark for further and detailed issues to be addressed in the area understudy.

METHOD AND MATERIALS

Research Method

In order to assess the effects of child domestic labor on education of girls' attending primary schools evening program in the town, survey method was used. The method was selected for it is conducive to get adequate and pertinent data that could achieve the intended objectives of the study.

Data Sources

The main sources of data for the study consisted of Jimma town primary schools conducting evening program and pertinent officials from public administrative offices. In the schools teachers, directors, girls' attending, and documents (enrollment, attendance and rosters) were used. From public administrative offices pertinent officials from bureaus of labour and social affairs (women and children's focal person) from education bureau (primary school focal person) and from police station (children's focal person) were the main data sources.

Sampling Techniques

The study employed; simple random, stratified and purposive sampling techniques. Simple random was used for selecting the sample primary schools. Thus, six out of seven primary schools undertaking evening program in the town were selected using lottery method. Stratified sampling was employed to obtain the required samples of girls in each school and grade levels. This had been done by categorizing girls into their respective school and grade levels and determining the sample by proportional allocation method. Accordingly, out of one thousand,

Significances of the Study

In recent years, the protections of the legal and educational rights of girls' have attracted the attention of many nations. Accordingly, the findings and recommendations of the study would be significant in the following ways.

1. To promote the education of girls' working in domestic labor in Jimma town.
2. To provide a clear picture of girls' working in domestic labour in the town so that appropriate legal measures would be taken early to help them live and learn well secured.
3. To inform local government and non-governmental authorities so that essential support for girls' working in domestic labor would be provided.
4. To modify the attitudes of employers towards girls' working in domestic labor in Jimma town.
5. To strengthen the school-based supportive roles so that girls' working in domestic labour successfully completes their education at primary school level.

five hundred and forty (1540), six hundred (600) girls which accounted for 38.96% were selected randomly to fill the questionnaire. Purposive sampling was used for selecting primary school directors, teachers, girls and officials from public administrative offices (from labor and social affairs women and children's focal person (one), from education bureau (primary school focal person (one) and from police station children's focal person(one) were the main data sources who were considered decisive for the success of the study from the position they hold in the offices. Hence, six directors, twelve teachers, fourteen girls and three officials were selected for interview. In addition, thirty six girls were participated in focus group discussion six each selected from sample primary schools on purposive basis.

Data Collection Instruments

In order to assess the effects of child domestic labor on education of girls' attending primary schools evening program in the town both quantitative and qualitative instruments of data collection were used. Accordingly, questionnaire was used to secure quantitative data from girls' attending primary schools. Besides, interview was used to obtain pertinent data from school directors, teachers, girls and officials from public administrative offices using semi- structured interview guides. Further, focus group discussion was used to secure data from girls' attending primary schools who didn't get chance neither to fill questionnaire nor to be interviewed. Multiple instruments were used to strengthen and counter check the data collected through other instruments.

Data Analysis

Quantitative data collected through close-ended questionnaire items were analyzed using percentage coupled with descriptive statements. Besides, qualitative data were

analyzed using narration and summary of respondents' words so as to counter-check, supplement and explain quantitative data. Based on the data; discussion, analysis and interpretation were made to reach at a certain findings.

The Issues of Validity and Reliability

To achieve validity, an in depth and critical review of related literature was made to focus on pertinent issues in the development of instruments. Besides, the instruments prepared in English language were translated into Amharic and given to an expert in the area so as to check the grammatical clarity of the items. Then, it was shown to other colleague who had ample experience in the area of research in order to comment the extent to which the items were appropriate in securing relevant information to the research under study. Further, multiple instruments of data collection were used to achieve validity. To address the issue of reliability, the pre-testing of all instruments were made in one primary school conducting evening program. Then, the items were examined. Accordingly, from questionnaire items one was modified, two were added and some interview guides were modified. After making the necessary modifications, the instruments were retyped and administered. Further, all instruments were administered in face- to -face situations that enhanced the returns of all the distributed questionnaires.

Ethical Considerations

In the process of the study, the following ethical issues were seriously considered. Primarily, all the respondents were well oriented about the objectives of the study. Besides, the respondents were assured that the collected data would be kept confidential and used for research purpose only. Further, the provision of information was totally based on the willingness and anonymity of respondents well secured. In

sum, all instruments were administered after having permission from all concerned.

RESULTS AND DISCUSSION

Issues Related to Child Domestic Labour and Girls' Legal Rights The Age of Girls' Attending Primary Schools Evening Program

Children are characterized among other things by their age. Due to their age, convention on the rights of the child provides them ample protection. Thus, respondents were asked to indicate their age. The results are summarized in table 1 as follows.

Table 1. The age of girls' attending primary school evening program

The age of girls	Responses in	
	No	%
Less than 6 years	--	--
6-9 years	122	20.4
10-13 years	356	59.3
14-17 years	110	18.3
More than 17 years	12	2
Total	600	100

As indicated in Table 1 above, the majority of girls 356 (59.3%) were in the range of 10 and 13 years. The remaining 122 (20.4%), 110 (18.3%) and 12 (2%) were in the range of 6 and 9, 14 and 17 and above 17 years respectively. Besides, the school enrolment and achievement records revealed the ages of most girls were less than 14 years. This shows that the ages of the majority of girls were lower than 18 years. Thus, they were considered as children based on the convention on the Rights of the Child (1989) and the Ethiopian Civil Code (1960).

Age is crucial factor because children need special care, support and protection during childhood. Childhood is taken as a key time in which even very small either positive or negative change can generate long term impact (Chowdhury & Choudhury 2002). Accordingly, the Universal Declarations of Human Rights recognized the fact that children are entitled to special care and protection. In general, based on the responses obtained the majority of girls'

attending primary schools evening program in Jimma Town were younger than 18 years and regarded as children.

The Forms of Work Girls' Undertake at Home

Based on their age, girls were asked to indicate the forms of work they undertake in the household. Obviously, there are two forms of work. These are waged employment and non-waged work (Orazem & Gunnarsson, 2005). Hence, respondents were asked to identify which form of work they undertake. The results are shown in table 2 below.

Table 2. The forms of work girls’ undertake at home

What form of work do you undertake at home?	Responses in	
	No	%
For waged employment	588	98
For non-waged work	12	2
Total	600	10

As revealed in Table 2 above, almost all girls 588 (98%) undertake work for waged employment. Only very small number of girls 12 (2%) undertake for non-waged work. When asked for whom they work, those who engaged in waged employment said in the house of employers. Whereas, those who engaged in non-waged said in the house of guardians, sisters, brothers or relatives. As to their earning those employed were paid on average 230 Eth. Birr per month and some were negotiated but not paid at all.

In this regard, ILO underlined that children should not be employed before reaching the legal minimum age which is 14 for developing countries. The Ethiopian labour proclamation (1993) also prohibits the employment of children less than 14 years of age. In Ethiopian context, children between 14 and 18 years of age are categorized as young workers. Hence, the proclamation provides this category of children to undertake light work that can never interfere with their education.

In the same vein, it is reasonable for girls’ below the legal minimum age for admission of work to help out their family at home as long as they can enjoy their fundamental childhood right at the same time. The work need not jeopardize their basic right for education and expose them to harm. Hence, based on the evidences from table 1 and 2 it is rational to argue that the great majority of girls’ attending primary schools evening program in Jimma town were employed in domestic services. Besides, the legal minimum age for admission of employment was not taken into account for most girls’ understudy.

Reasons for Girls’ Below the Legal Minimum Age for Admission of Work, Employment in Domestic Labour

In order to find out the main reasons for girls’ below the legal minimum age for admission of work, employment in domestic labour respondents were asked. Accordingly, the results are summarized in table 3 below.

Table 3. Reasons for girls' below the legal minimum age for admission of work, employment in domestic labour

What was the main reason for your employment in domestic labor?	Responses in	
	No	%
Poor family condition	464	77.3
Divorce of family	84	14
Death of either one or both parents	39	6.5
Lack of awareness	13	2.2
Others (specify)	--	--
Total	600	100

As shown in Table 3 above, the majority of girls 464 (77.3%) identified poor family condition as the main reason for their employment in domestic labour. The remaining number of respondents 84(14%), 39(6.5%) and 13 (2.2%) were said divorce, death of families and lack of awareness respectively. Most of the interviewed girls explained that for their families unable to sustain the costs of life or unable to cover school costs, they were employed in domestic labour coming from rural areas. They said, some parents were also believed that girls' are less powerful and easily offered jobs than boys. Besides, some other parents and girls themselves were unaware of the potential dangers of working in domestic labour. Others viewed that working in domestic labour was not so different from working in their own home. Further, as to the interviewed the employers' also prefer girls for most domestic tasks have been done by them. Employers' also found it easy to order and control girls' than boys or adult workers. In this respect, the participants of focus group discussion had confirmed with the ideas of interviewed. They added the fact that some girls were decided for themselves to leave home to seek better work, or to better serve themselves elsewhere.

In general, based on the data obtained it could be said that poor family condition was the main reason for most girls'

employment in domestic labour. Besides, divorce, death of parents, attitudes toward girls, lack of awareness and employers preferences had also contributed for girls' below the legal minimum age for admission of work, employment on full-time working basis in domestic labour. Consequently, for the girls' have no options of access to formal primary school education, they attend evening program. This implies cognizant the value of education, girls' understudy have been attending primary schools evening program.

The Types of Domestic Work Performed by Girls'

Related to the forms of employment, the types of domestic work performed by girls are another vital issue to be considered as far as their age was concerned. Accordingly, they were asked to specify the types of domestic work they do most often. They were given options from which they indicate more than one. The results are shown in table 4 as follows.

Table 4. The types of domestic work girls’ do

What type(s) of domestic work do you do most often?	Responses in	
	No	%
Preparing meals (breakfast, lunch, support and dinner)	596	99.3
Washing household utensils and clothes	592	98.7
Cleaning house	590	98.3
Babysitting	22	3.7
Others (specify)	--	--

As demonstrated in Table 4 above, almost all girls more than 590(98.3%) engaged regularly in preparing meals, washing household utensils, clothes and cleaning house. Only very limited number of girls 22 (3.7%) engaged in babysitting. Besides, the participants of focus group discussion argued that preparing meals and washing household utensils among domestic work take up most of their time. The participants said that preparing meals and washing household utensils are time bounded that can be done at a fixed time around the family meal time. As soon as the time for breakfast was over, the time for lunch soon comes and the time for supper or dinner too. The cycle is continuous. As a result, they have no spare of time for rest or relaxation.

It is clear that girls’ understudy had engaged in a wide range of household chores. The work demanded careful planning, timing, calculations, and a range of physical skills giving them sole carrier of too much responsibility of all home tasks. UNICEF identified such works that assign too much responsibility at an early age as an exploitative and destructive child labour. ARTMC (1998) had also categorized such domestic services as the most hazardous work and targeted at elimination. Therefore, based on the data obtained it could be said that girls’ attending primary schools evening program in the town were overloaded by domestic

services. These under pressure work and heavy burden did not provide stimulation for their normal personality development. It might expose them to health risks or stunt their physical, psychosocial and intellectual development.

The Length of Time Girls Spend on Domestic Work

In relation to the forms and types of domestic work done by girls under- study, they were asked to estimate the length of time they spend in doing domestic work. Accordingly, the results are presented in table 5 below.

Table 5. The length of time girls' spend on domestic work

For how long do you do domestic work per day?	Responses in	
	No	%
Less than 4 hours	--	--
4-7 hours	36	6
8-11 hours	246	41
12-15 hours	318	53
More than 15 hours	--	--
Total	600	100

As depicted in Table 5 above, almost half number of girls 318 (53 %) spend 12-15 hours on domestic work per day. Again, significant number of girls 246 (41%) spend 8-11 hours on domestic work per day. Very small number of girls 36 (6 %) said they spend 4-7 hours. None of them spend less than 4 nor more than 15 hours on domestic work per day. Besides, the participants of focus group discussion explained that they began work at 5:30 A.M and continue until in the midnight. Working more than 12 hours per day was viewed as a norm. For they were employed as a domestic worker, full time work was an obligation. Employers' primarily claimed that girls' should agree to work on full-time basis for employment. Further, the interviewed had also indicated that they were the first to rise and the last to go into bed or sleep, permanently working without rest for all days in a week.

In this respect Kuenning (2007), found that working one or two hours per day is harmless to the health or education of children. But, many hours working per day bear a paramount negative impact on their education. In the same way Larsen (2003), argued that work of a very long duration, more than 7 hours per day denies children's right to relaxation, play, access to friends and education. UNICEF (2004), viewed many hours working at too early an age as exploitative child labour. ILO (2000), reports also revealed that children who

work for longest hours as the case in point are the worst paid of all laborers. Moreover, it was against the labour proclamation of Ethiopia (1993) that set normal hours of work for young workers (aged 14-18) not to exceed seven hours per day. The proclamation also prohibited over time work, working on weekly rest days or public holidays. Accordingly, based on the data obtained it could be easy to infer that girls attending primary schools evening program in Jimma town were working for very long hours in domestic services. This is regarded as unacceptable working hours. Undoubtedly, this would harm their education and normal personality development. Therefore, appropriate working hours for girls under study was not taken into account in the town.

The Condition under which Girls' Work in the Household

Another vital issue related to girls' domestic labour is the condition under which they work in the household. Thus, respondents were asked to express their opinion regarding the extent of suitability of conditions under which they work in the household. Accordingly, the results are summarized in table 6 as follows.

Table 6. The condition under which girls’ work in the household

The condition under which you work in the household is	Responses in	
	No	%
Most suitable you	--	--
Suitable you	37	6.2
Unsuitable to you	563	93.8
Total	600	100

As shown in Table 6 above, the vast majority of the respondents 563(93.8%) said the condition under which they work in the household was unsuitable for them. Only very limited number of respondents 37 (6.2%) said suitable. This revealed that the condition under which they work in the household was unsuitable for the majority of girls working in domestic labour. Besides, the participants of focus group discussion, agreed with the prevalence of nagging, scolding, name-calling and insulting in the household. Often strikingly, they faced slapping, kicking or having their hair pulled-out by one of family members, or they might be hit by any conveniently available object.

To sum up, the available data evidenced that girls’ attending primary schools evening program in the town were found in humiliating home environment that most likely inculcate low regard or inferiority status in their life. The combined effects undoubtedly would cause a profound risk to their education.

Girls in Domestic Labour and Protection of their Legal Rights

These days, protections of the legal rights of children living and working in difficult circumstances have been an important agenda of many nations. Hence, respondents were asked to indicate the existence of law enforcement to protect the legal rights of girls’ in domestic labour. The results are presented in table 7 below.

Table 7. Law enforcement area(s) to protect the legal rights of girls’ in domestic labour

Area(s) of law enforcement to protect the legal rights of girls’ in domestic labour?	Responses in	
	No	%
In the age of employment	11	1.83
In working hours	7	1.17
In wage payment	4	0.67
In working condition	3	0.5
None at all	575	95.83
Total	600	100

As demonstrated in Table 7 above, almost all girls 575 (95.83%) said there was no law enforcement to protect the legal rights of girls' working in domestic labour. In addition, evidences under tables (1,2,4,5 and 6) indicated that most girls' in domestic labour were employed under the legal minimum working age, they work for very long hours, under pressure and inadequately paid. Along this, most of the interviewed girls said that employers consider them as if they were their own property not as children who have the same needs as their own children or normal human being who need time to rest from work. Further, the interviewed suggested that they have lived the life that is not their own. This could be seen from the words of one of thirteen year's girl attending in grade 3.

I work, eat, sleep and dress in the way my employer's see it fit They never allow me to watch TV or to listen to the radio. I am often told not to speak with their children and stay away from family members. In most cases, I ate food left from them.

More amazing, a fourteen years old girl attending in grade 4 said that:

I am employed in a family of seven members. Among these one is an adolescent boy. He usually troubles me to have sexual intercourse with him. He warned me not to expose the secret to anybody. On one "bad day" he forcefully achieved what he intended. This leaves me a sense of shame in the household. More shameful, I got pregnant and went for abortion. He gave me the money. From the moment of that abortion I am always feel tired and sick. I don't know why? For I lost my

parents with HIV/AIDS; I am still living in that home with "devilish" boy.

In this respect, from Jimma town police station and labour and social affairs children's and women focal persons were interviewed. Both admitted the lack of special attention to protect the legal rights of girls working in domestic services. They never had hidden the fact that officials support at any level was not more than just verbal recognition of the legal rights of girls' working in domestic services. On the whole, all the above information justify the fact that child domestic labour is invisible and can take many forms. Girls' understudy had lived and worked in hidden, exploitative and disturbing real life situations, where there was no effective law enforcement to protect their fundamental childhood rights.

Domestic Labor and Girls' Education Girls' in Domestic Labour and School Fee Payment

Related to primary school evening program attendance, respondents were asked about school fee. Thus, the results are summarized in table 8 as follows.

Table 8. Whether girls’ attending primary school evening program pay school fee or not

Do you pay monthly school fee for attending primary school evening program	Responses in	
	No	%
Yes	600	100
No	--	--
Total	600	100

As indicated in Table 8 above, all girls (100%) pay monthly school fee for attending primary schools evening program. The amount of payment varies from grade to grade levels and from school to schools ranging from 10 to 20 Eth. Birr in grade one and grade eight respectively. The interviewed were asked to indicate the source of money for paying school fee. They said that for their families unable to cover the costs of life and schooling, they were employed in domestic labour as a source of income to pay school fee and cover other school costs (uniform, stationary materials). In this regard, the Ethiopian Education and Training Policy (1994), guarantee all primary school aged children free of charge school attendance. Though, the policy is practical in the formal sector it remained theoretical in the non-formal sector at this level. Free of charge school attendance in the non-formal area has not yet made an integral part of

primary school system in the town. Such an approach may in fact enhance the vulnerability of primary school age girls’ to join the pool of child laborers rather than serving as preventive or remedial measures. On the whole, based on the data obtained it could be said that girls’ attending primary schools’ evening program in the town pay school fee sacrificing their valuable labour. The educational system at this stage remains a weak hold to girls’ understudy to arrange alternative means of free of charge school attendance. This had prepared a better ground for employers’ exploitative child labour basis depriving their rights in many ways.

Domestic Labour and Girls’ School Attendance

At this point, respondents were asked how often they attend regular classroom in the school system. The results are shown in table 9 as follows.

Table 9. Girls’ regular classroom attendance

How often do you attend regular classroom in the school system	Responses in	
	No	%
Always	--	--
Sometimes	521	86.83
Rarely	79	13.17
Total	600	100

As depicted in Table 9 above, the great majority of girls 521 (86.83%) sometimes attend classroom in the school system. The remaining proportion of girls 79 (13.17%) said rarely. None of them said always. Besides, all the interviewed directors reported the existence of high frequency of absenteeism or missing parts of the days' period. Attendance register for most schools have also shown that many girls were absent in most of school days. Only a very limited number of girls regularly attended classroom. When girls were asked the reasons for their absenteeism or late coming, most of them said that heavy work load at home. The participants of focus group discussion had also confirmed that high responsibility at home coupled with absence of permission from employers, as the main reasons for their absenteeism and late coming. When girls' were asked how they cope up with absenteeism, they said that the most usual patterns were to absent themselves and explain the reason later when asked by the teacher. Further, as to

the attempts made by the school to reduce absenteeism or late coming, most school directors said it was very meager for the problem being beyond their capacity. To sum up, based on the information obtained it could be said that once girls' were registered in the school there were clearly a problem of absenteeism and late coming. The greater home burden placed upon them appeared to be an obstacle for their regular classroom attendance. Besides, employers' negative attitude toward girls' schooling further complicated their regular school attendance. As a result, there was lower rate of girls' school attendance explained in terms of high frequency of absenteeism and late coming in the school system.

Domestic Labour and Girls' Dropping-out of School

Associated with regular school attendance, respondents were asked to replay whether they were experienced dropping-out of school or not. Hence, the results are presented in table 10 below.

Table 10. Whether girls' had experienced dropping-out of school or not

Have you ever experienced dropping out of school	Responses in	
	No	%
Yes	564	94
No	36	6
Total	600	100

As revealed in Table 10 above, nearly all of girls 564(94%) had experienced dropping out of school at least once. The rest respondents 36 (6%) had not experienced dropping-out of school. Attendance records for most schools had also shown that high entry rate at the beginning of the academic year and low completion rate at the end of the year . When asked the reason for dropping-out of school, the interviewed

girls said that lack of school fees and other school costs. The participants of focus group discussion also raised high responsibility at home and low payment which unable to cover the costs of schooling as the prominent reasons for dropping out of school.

Significant proportions of participants underlined that timely change in the view that employers' held about girls' education leading to dropping-out of school. Some others said that a number of young girls drop-out of school due to health problem caused by over working in domestic services. Similarly, the interviewed directors confirmed in the prevalence of girls' dropping out of school due to huge amount of responsibility at home and inadequate payment they receive to cover the costs of schooling. In addition, most directors stressed the impact of absenteeism and late coming which gradually grow into low achieving and dropping out of school. As a result, most

girls did not complete the academic year as expected. On the whole, based on the response obtained it could be said that many girls drop-out of school directly as a result of their domestic live and working condition at home.

Domestic Labour and Girls' Academic Work at Home

In order to estimate the amount of time girls' devote on their education, respondents were asked to indicate the length of time they spend on academic work (studying, doing homework, etc) at home. The results are depicted in table 11 below.

Table 11. The length of time girls' spend on academic work at home

How much hours do you spend on academic work (studying doing homework, etc) at home per day	Responses in	
	No	%
More than 4 hours	--	--
3-4 hours	--	--
1-2 hours	108	18
None at all	492	82
Total	600	100

As shown in the Table 11 above, the great majority of respondents 492 (82%) said they spend no time on academic work at home. Only small number of respondents 108 (18 %) spend 1-2 hours per day on studying or doing homework. This indicates that the great majority of girls hardly do academic work at home. The participants of focus group discussion argued that for employers' required them to work on full time basis; they spend all time available doing domestic tasks. They were agreed on the fact that employers' very much concerned for their domestic work and never worried about the academic demands on girls. In addition, when girls were asked how they cope up with the demands of doing homework or studying, some of them said that they did it either at school before returning home or after household chores had been completed after 11:30 p.m. Some others said that they did it after everybody else was asleep. While the rest suggested, as they never did it at all. In sum, they never had hidden the fact that doing homework and studying at home had not been an important feature of their daily living. The interviewed teachers had also indicated that the majority of girls' never engaged in doing homework on a regular basis. They said that having given

homework to perform it at home, some were observed while doing it in the classroom. Others never do at all. When asked by teachers why they fail to complete homework, they usually responded as they had no time or permission from employers to do academic work at home. To this end, based on the data obtained it could be said that doing academic work at home was not a priority for most girls' understudy. They have no time to devote on school work. Therefore, the amount of time girls' reasonably spend on academic work on each day at home hardly existed. This verifies the absence of supportive home environment for their academic success. Employers' had not given due attention to the education of girls' and the overall benefit it provides them. The priority had been given to the domestic services. This might lead to girls' thwarted attainment and would become poor achievers for they did not do homework and neglected private study.

Domestic Labour and Girls' Classroom Activity

In order to find out the extent to which girls participate in classroom activities, respondents were asked. The results are revealed in table 12.

Table 12. Girls' participation in classroom activity

Do you work hard and participate actively or fell tired and less participant when at school	Responses in	
	No	%
I work hard and participate actively	97	16.17
I feel tired and less participant	503	83.83
Total	600	100

As indicated in Table 12 above, the vast majority of girls 503 (83.83 %) said, they feel tired and less participant in the classroom. Small number of respondents 97 (16.17%) claimed that they worked hard and participates actively. The participants of focus group discussion argued that for they worked hard longer hours at home, they become too tired and fatigued to work well in the classroom. The only time they had for rest was in the classroom. So, they remained less attentive; sometimes taking nap for the rest they enjoyed rather than participating in classroom activities. The interviewed teachers had similar view in this regard. Teachers said that many girls had been observed sleepy, less participant and tired. They argued that for most girls worked more than they could outside the school, they remained less participant, inattentive and sleepy in the classroom. The available evidence verified the facts that girls were working hard at home for

longer hours, they were too tired to learn efficiently or participate in the classroom actively. This is because young girls are less physically able to combine excessive work with school activities. Much more risks, children who are too tired by over work are easily prone to illness that can retard their academic achievements or that lead to dropping -out of school. In general, the great majority of girls were found to be less participants, inattentive and often sleepy in the classroom for they were working hard at home.

Domestic Labor and Girls’ Academic Achievement

In order to identify the effects of child domestic labour on the academic achievement of girls, respondents were asked to rate their own overall academic achievement in the school. Accordingly, the results are shown in table 13 below.

Table 13. The extent of girls’ academic achievement in the school

How do you rate your academic achievement in the school	Responses in	
	No	%
Very high (85-100%) yearly average	--	--
High (65-84%)	204	34
Low (50-65%)	396	66
Very low less than 50%	--	--
Total	600	100

As demonstrated in Table 13 above, the majority of respondents 396 (66%) rated their academic achievement as low. While the remaining 204 (34%) rated their academic achievement as high. No respondent rated her academic achievement neither very high nor very low. Besides, the academic records (rosters) for most girls in schools had shown that 68% of grade 5, 72% of grade 6, and 67% of grade 7, had scored 50-65% in 1999 E.C. academic year. For the same year, only 7% of the total number of girls who sat for final examination repeated grade from grade 5 up to grade 7. Again, only 16% of grade 8 students detained in national examination in all schools understudy. This implied low academic achievement and low grade repetition rate at the same time. When girls' were asked the main reasons for their low academic achievement, most respondents ascribed the fact to the heavy work load and longer hours of work at home. In reality, as observed in table 3, most girls' spends 12 – 15 hours per day on domestic work. This undoubtedly could have a serious negative impact on their academic achievement. Thus, it could be taken as a prominent factor for low academic achievement of most girls for the hours that they spend on domestic work were not hours available to spend in school work. A further trend worth nothing here is that high work load and longer hours of work at home, high frequency of

absenteeism and late coming on one hand, and low grade repetition rate on the other. In this respect teachers were interviewed. In fact, they never denied the general low academic achievement of most girls due to the greatest home burden placed upon them. But, they claimed that repetition rate was low for most girls were better attended school near final examination than any other time. Thus, they had scored pass mark but which remained still low. In addition the interviewed directors also confirmed that repetition rate was low for most girls regard going to school more important for the paper qualification it provides. Hence, directors said that teachers were not as such strict for the pass mark. In general, based on the evidence obtained it could be said that though academic achievement for most girls was low, repetition had not been a big issue. Consequently, passing examination was considered as more important than the schooling outcomes at the end of the cycle for most girls understudy.

Girls' School Based Supportive Services

Another vital issue related to girls' success in education was the school based supportive services. Hence, respondents were asked to indicate the presence of support at school level other than regular classroom instruction. Accordingly, the results are summarized in table 14 below.

Table 14. The presence of girls' school based supportive services

Is there any school based supportive services to you other than regular classroom instruction	Responses in	
	No	%
Yes	9	1.5
No	591	98.5
Total	600	100

As depicted in Table 14 above, almost all respondents 591 (98.5%) indicated the absence of any school based supportive services other than regular classroom instruction. Only 9 (1.5%) of respondents indicated the availability of support. Besides, the participants of focus group discussion quite clearly confirmed the absence of support in terms of school fee reduction, tutorial provision, advisory and guidance services and make -up to compensate the missed work. When girls were asked how they cope up with the missed work in the school, they argued that the most usual pattern to catch up on the missed work was copying out of note. Further, school directors were interviewed regarding what school had done to support girls' success in their education. Most directors admitted the fact that school based supportive services were very meager. According to their opinions, many schools had attempted to organize tutorial program, make up to compensate the missed work and planned co-curricular activities on Saturday and Sunday, when conducive for both teachers and girls. But, most schools were failed to do so for the employers' could never allow girls to go to school on Saturday and Sunday. As a result, girls had no an opportunity to participate in diverse supportive and co-curricular activities to enrich their academic experiences. In addition, Jimma town education office primary school focal person was interviewed regarding what the office had done to promote the education of girls' concerned. He said that effort in this respect was non-existent. To sum up, the available data made clear that girls' school based supportive services other than regular classroom instruction hardly existed in the schools understudy. Girls were denied an opportunity to participate in various supportive and co-curricular activities which were vital to their academic success. Hence, it could be said that well organized and structured school

based supportive services were uncommon to move girls' as efficiently as possible for successful completion of at least the primary school level in the town understudy.

Major Findings, Conclusions and Recommendations

Major Findings

In brief, the study revealed the following findings.

- A. Poor family condition was found to be the main reason for most girls' below the legal minimum age for admission of work employment in domestic labor. Besides; divorce, death of parents, lack of awareness (on the parts of parents and girls themselves), and attitudes toward girls (both on the parts of parents and employers) had also contributed for girls' employment in domestic labor. Because the findings indicated that the majority of girls (77.3%) were employed in domestic labor due to poor family condition. In addition, divorce (14%), death of parents (6.5%) and lack of awareness (2.2%) had contributed for girls' employment in domestic labor. This finding coincides with a study conducted by (Eldring, 2000; Ishumi & Sambo, 2001) where most of the child laborers belong to families that are poor.
- B. The extents to which the legal rights of girls understudy protections were found to be very low in the town. Because, the findings disclosed that the legal minimum age for admission of employment was not taken into account for most employed girls (79.7%) were younger than 14 years. Besides, many girls' were inadequately paid and some were negotiated but not paid at all. Further, almost all girls

(98.3%) were engaged in a wide range of domestic tasks, overloaded with too many responsibilities and obligations. 53% were engaged in domestic services for very long hours (12-15) per day and (41%) were engaged for 8-11 hours that was regarded as unacceptable working hours. Above all most girls (93.8%) were found in a deplorable home environment with extreme violations of their rights that most likely inculcate low regard or inferiority status in their life. The made on domestic labor in Addis Ababa by ILO (2002), come out with similar result findings where many girls below fourteen years of age were employed in domestic labor.

- C. Child domestic labour was found to be an impediment to girls' successful primary school attendance in the evening program. Because, the findings depicted that all girls (100%) were subjected to school fee payment against their educational policy right of free of charge primary school attendance in the formal sector. Besides, the greater home burden placed upon girls' and employers' exploitative interests were the main obstacles for most girls (86.83%) regular school attendance. Further, the majority of girls (94%) had experienced dropping out of school due to their domestic live and working conditions at home. Thus, they spend no time on academic work at home. Moreover, for most girls (83.83%) had worked hard more than they could at home; they remained less participants, inattentive and often sleepy in the classroom. Though academic achievement for most girls (66%) was low, grade repetition had not

been a big issue. UNICEF (2000) also found out that in developing nations child domestic labor often results in late-coming, absenteeism and dropping-out-of school. Similar study conducted by Assaad, et al. (2001), in Egypt and Heady (2003) in Ghana come out with similar result. In the same vein Post (2001), Sanchez, Orazem & Gunnarsson (2005), in Chile, Mexico and Peru revealed a significant negative effect of child domestic labor on academic achievement of primary school children. Though academic achievement for most girls was low, grade repetition had not been a big issue. This was against the findings where child domestic labor has been linked to greater grade repetition (Psacharopoulos,1997 and Sedlacek, et al. 2003; Rosati & Rossi 2003).

- D. School based supportive services offered to girls' attending primary school evening program were found to be very low. Because, the findings revealed that in most schools (98.5%) well organized and structured school based supportive services were uncommon. This was against the findings of (Heady, 2003 & Suriyasarn, 2006) where schools could provide supports in many ways for girls in domestic labor attending evening program.

CONCLUSIONS

Children are the most precious assets of any nation. The protection of children's educational rights is not only vital to nation building but also a necessary fact of life. Accordingly, the study indicated that poor family conditions and attitudes toward girls' (on the parts of parents and employers) had pushed girls' attending primary school evening program to join the

pool of domestic labor in the town. Besides, girls' in domestic labor had worked where effective law enforcement to protect their basic educational rights was minimum. Further, school based supportive services offered to girls under study were scarce. In conclusion, the effects of child domestic labor on the education of girls' attending primary school evening program in Jimma town were found to be; low rate of school attendance explained in terms of high frequency of late coming, absenteeism and drop-out, lack of active participation in classroom activities and lack of doing homework, low academic achievement with greater emphasis on grade promotion and lack of opportunity to participant in diverse co-curricular activities to enrich their academic experiences.

RECOMMENDATIONS

Progress in girls' education can never be achieved without a concomitant reduction of the effects of domestic labor. Accordingly, to minimize the effects of child domestic labor on the education of girls' attending primary schools evening program in Jimma town the following measures needed to be taken.

1. Education for attitudinal change and mobilization of the society is needed. It is obvious that the primary task of combating child domestic labour rests on Jimma town civil society. Education is the most potent force to bring attitudinal change and to mobilize the society. Thus, Jimma town Labour and Social Affairs and Education Bureaus must jointly work on the education of the society to build social awareness. Besides, continuous sensitization efforts are vital to enhance society's popular participation to accept more responsibility. This can be done by:
 - a) The use of child domestic labour as a standing item on the agenda of public meetings so that the issue will be addressed on regular basis.
 - b) Preparing and distributing posters, pamphlets, newsletters, etc, on selected rights of children and the impacts of child domestic labour.
 - c) Organizing workshops, seminars and panel discussions for all religious and community, leaders, local authorities, employers, parents, girls, non-governmental organizations, schools, etc.
2. Effective law enforcement is required. The exploitative interests of most employers' were partly responsible for the denial of the educational rights of girls' in domestic labour. This had been accentuated due to the lack of attention to enforce law on the part of public governance in the town. Hence, government officials at every level must make their priority to enforce laws, and take concreate actions required to ensure that all the rights of girls in domestic labour will be protected and become a social norm in the town.
3. Strengthening the joint work of government and non-governmental organizations is essential. Non-governmental organizations play a vital role in human rights protection and public sector service provisions. They can actively take part in the provisions of educational services and alternative means of survival to support government efforts. As a result, Jimma town Labour and Social Affairs need to strengthen the close co-operation and joint work with non-governmental organizations on the effort to reduce school associated costs.

4. Strengthening school based supportive services to assist girls' in domestic labour is vital.

Among a number of alternative strategies to support girls' in domestic labour:

- a. Removal of school fee or reduction is needed.
 - b. Provisions of continuous advisory services to girls and discussion with employers' to address late-coming, absenteeism, drop- out, etc. is also recommended.
 - c. Building the interests of school teachers to offer professional supportive services (tutorial, make-up, guidance, etc) on voluntary basis is required.
 - d. An alternative free of charge school attendance schemes that can take girls' in domestic labour into account based on concrete reality of each school can also be helpful to promote girls' success in their education.
5. Further research is also recommended by all interested researchers in the area.

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