

Analysis of factors motivating students to come to National child labour project center in Tirunelveli District.

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Abstract

Child labour is a major challenge in developing countries. Bringing child labourers and dropouts back to school is a major challenge. In this situation, the child labour rehabilitation program brought by the central government understand their basic problems and to meet them, to solve their basic problem of poverty provide them with allowances, to satisfy the hunger of children provide them with lunch, to provide vocational education to children, etc. These efforts of central government has been a driving force for children rescued from work to visit National Child Labour Project rehabilitation centre through special training centre. The main purpose of the study is to analyse the factors motivating students to come to National child labour project center in Tirunelveli District. Various factors like stipend, mid day meal, vocational training, teacher's approach etc were analysed in this study. The stipend, mid day meal and teacher's approach came as top three factors in this study.

Keywords: Child labour, rehabilitation, NCLP, special training centre, program, education, student

Introduction

Child labour is not new emerging issue. It is known fact that Dr. Ambedkar used education as a his strategy to liberate oppressed castes. A child getting his basic rights education, nutrition and security can only feel free, think free and live free. So education can be used as a tool to rehabilitate child workers in order to eradicate Child labour problem. Education, for example, has high inverse correlation with child labour. The ‘human capital’ theory suggests that inadequate access to education not only give rise to child labour in a region but they also create an ‘inter-generational dynamic trap’ of child labour. Likewise, prevailing ‘social norms’ are the reason for existence and continuance of child labour in a society. Given the framework of ‘welfare economics’ and ‘human capital theory’, education is the right of children and children should get education. The underlying problem in getting education is poverty. The Government of India to address this issue has enacted child labour laws and has amended timely. The Constitution of India not only secures compulsory primary education to all children but has, through its 86th Amendment, made Right to Education a fundamental right for all children in the age group of 6-14 years. The National Policy on Child Labour was formulated in 1987, setting out objectives and priorities to eradicate child labour and to protect all children from exploitation. The NCLP was first initiated in 1988, as a part of a larger plan of action arising out of the National Policy on Child Labour. For Rehabilitation providing education to children rescued from work through special schools, and subsequently mainstreaming them in regular schools are the major activities under the NCLP at the ground level. Apart from providing abridged education in the special schools children are imparted with vocational training, giving nutrition meal , monthly stipend, regular health check-up, etc., and later on are subsequently mainstreamed in formal education or move to the next level through self-employment. The Child labour has reduced from 1,12,85,349 (1991) to 47,52,332 (2011). Since inspection.i.e . 1988 ,14,63,612 children have been rehabilitated under NCLP scheme out of this 8,95,529 children have been rehabilitated till 2011. So the impact of NCLP scheme in reducing child labour cant be ignored. National Child Labour Project was introduced in Tirunelveli District from December

1999. Special Schools were started from 01.03.00. 5586 children were mainstreamed in Tirunelveli district under NCLP Scheme. 5514 children have been completed life skill training along with Vocational Training and used for their life. Nearly 600 children purchased sewing machine with the help of the stipend given to them.

Objectives of the Study –

- (i) To Analyse the factors motivating students to come to Rehabilitation centers
- (ii) To study that satisfaction level of students and their encouragement factor for visiting special training centres regularly.

Hypothesis -

There is no significant difference among mean rank with regard to the Motivation factors.

Research Problem –

The motivating factors which encouraged students to come to NCLP special training center for rehabilitation cause. This study tries to find out which is the most influencing factor of their motivation.

Methodology-

The researcher has obtained data from primary source from 48 respondents rehabilitated from the NCLP special training Centers at Tirunelveli. The respondents were selected through snow ball sampling method. A structured questionnaire was designed and used to collect primary data from the rehabilitated students. This study covers only the motivating factors which encouraged students to come to NCLP special training center for rehabilitation cause. Secondary data were collected from books, journals, magazines and from reports.

Data Analysis and Interpretation -

Table 1- Demographic Distribution of Respondents:

Sr No	Particulars	Respondents	Frequency	Percent
1	Age	10.00	9	18.8
		11.00	10	20.8
		12.00	9	18.8
		13.00	11	22.9
		14.00	9	18.8
		Total	48	100
2	Gender	Male	26	54.2
		Female	22	45.8
		Total	48.0	100.0
3	Caste	SC	16	33.3
		ST	9	18.8
		BC	23	47.9
		Total	48	100
4	Religion	Hindu	37	77.1
		Muslim	6	12.5
		Christian	5	10.4
		Total	48	100
5	Mother Tongue	Tamil	34	70.8
		Telugu	6	12.5
		Vaagaribooli	8	16.7
		Total	48	100
6	School Studied	V	11	22.9
		VI	11	22.9
		VII	8	16.7

		VIII	11	22.9
		Primary	7	14.6
		Total	48	100
7	Last attended work	Beedi Making	9	18.8
		Selling beads	8	16.7
		Rag Picking	6	12.5
		Grazing Cattle	3	6.3
		Shop	7	14.6
		Helper	4	8.3
		Adal Padal	2	4.2
		Brick Making	5	10.4
		Beedi Co	1	2.1
		Flower making	3	6.3
				Total

Table 1 Interpretation -

➤ **Age**

22.9 % respondents fall in the age of 13 years. 20.8% of respondents fall in the age of 10 years. 18.8 % respondents fall in the age of 10 years, 12 years and 14 years respectively.

➤ **Gender**

54.2 % respondents represent the male population and 45.8 % of respondents represent the female population.

➤ **Caste**

47.9 % respondents represent the backward class, 33.3 % respondents represent the schedule caste and 18.8 % respondents represent the schedule tribes.

➤ **Religion**

77.1 % respondents represent Hindus, 12.5 % respondents represent the Muslim and 10.4 % respondents represent the christian.

➤ **Mother tongue**

70.8% respondents represent Tamil, 16.7 % respondents represent the Vaagribooli and 12.5 % respondents represent the Telugu.

➤ **School Studied from Rehabilitation centre**

22.9 % respondents each represent students studied V, VI and VIII. 16.7 % of respondent studied VII. 14.6% of respondents represent students studied Primary education.

➤ **Last attended work**

18.8 % respondents represent students who worked as beedi making before joining the centre . 16.7 % respondents each represent students who worked used to sell beads making before joining the centre. 14.6 % respondents respresent students who used to work at shop making before joining the centre. 12.5 % respondents respresent students who used to do Rag Picking making before joining the centre. 10.4 % respondents respresent students where involved in brick making making before joining the centre. 8.3 % respondents represent students who worked as helper making before joining the centre. 6.3 % respondents each represent students who worked as flower making and grazing cattle respectively making before joining the centre. 4.2 % respondents represent students involved Adal padal making before joining the centre. 2.1 % respondents represent students used to work at beedi company making before joining the centre.

Table 2- Motivation Factors that encouraged to come to Center regularly.

Sr No	Particulars	Respondents	Frequency	Percent
1	Stipend	Strongly Agree	28	58.3
		Agree	18	37.5
		Neutral	2	4.2
		Total	48	100
2	Midday Meal	Strongly Agree	16	33.3
		Agree	25	52.1
		Neutral	7	14.6
		Total	48	100
3	Vocational Education	Strongly Agree	6	12.5
		Agree	26	54.2

		Neutral	16	33.3
		Total	48	100
4	Customized Syllabus	Agree	25	52.1
		Neutral	23	47.9
		Total	48	100
5	Teacher's Approach	Strongly Agree	16	33.3
		Agree	22	45.8
		Neutral	10	20.8
		Total	48	100
6	Created Interest in studies	Agree	10	20.8
		Neutral	38	79.2
		Total	48	100
7	No Inferiority complex	Strongly Agree	10	20.8
		Agree	16	33.3
		Neutral	7	14.6
		Disagree	15	31.3
		Total	48	100
8	Legal Enforcement	Agree	13	27.1
		Neutral	21	43.8
		Disagree	14	29.2
		Total	48	100
9	Attendance Flexibility	Strongly Agree	12	25.0
		Agree	6	12.5
		Neutral	7	14.6
		Disagree	23	47.9
		Total	48	100

Table 2 Interpretation -

➤ **Stipend**

58.3 % of respondents strongly agree that stipend given by central government of Rs. 400 p.m was very helpful for their family. This amount was directly credited to bank account.

18 % of respondent agree that stipend is a motivation factor and 4.2% of respondent had neutral opinion.

➤ **Midday meal**

52.1 % of respondents agree that Midday meal was a major factor motivating them to come to school as it had nutritional meal. 33.33 % respondent strongly agree that midday being motivation factor especially for single parent or no parents students while 14.6% of respondent had neutral opinion.

➤ **Vocational Training**

54.2 % of respondents agree that vocational training gave them an opportunity to learn a skill along with basic education which will helpful to them in future from economic prespective. 12.5 % of respondent strongly agree that vocational training is the most important factor as it has shown a path to develop their career if they are not interested in studies. While 33.3% respondent had neutral opinion.

➤ **Customised syllabus**

52.1 % of respondents agree that customised syllabus has removed the fear in them. In this center main focus is laid on make them read, learn and write. They use activity based teaching technique which creates interest among the students and keep them active in the centres. While 33.3% respondent had neutral opinion.

➤ **Teacher's approach**

45.8 % of respondents agree that teacher's approach is factor which motivates them as the teacher's create a very friendly environment in the class. They are very polite and down to earth. 33.3 % of respondents strongly agree that teacher approach being a major factor. They give each student individual attention. Sometimes even teachers visit the respondents house to bring them to center if required. While 20.8% respondent had neutral opinion.

➤ **Created interest in studies**

79.2% respondent had neutral opinion on factor of creation of interest in studies. But 20.8 % of respondents agree that it has given them an opportunity to continue their studies and teacher motivation has created interest in studies.

➤ **No Inferiority Complex**

33.3 % of respondents said that there is no inferiority complex in them as the teacher’s treat very student equally. All students has come from similar background of child labour or drop out so this help them easily mingle with other students. 20.8 % of respondent strongly agree that there is no inferiority complex in them and between other students which motivates them a lot. While 14.6% respondent had neutral opinion and 31.3% of respondent disagreed to fact this being a motivation factor.

➤ **Legal Enforcement**

29.2 % of respondent disagreed being law being a motivation factor while 43.8 % respondent has neutral opinion on this. 27.1 % respondent agree that legal enforcement has given them the opportunity to continue their education along with vocational training so it an motivation factor to them.

➤ **Attendance Flexibility**

47.9 % of respondent disagreed being flexibility in attendance being a motivation factor while 14.6 % respondent has neutral opinion on this. 25 % of respondent strongly agree to the fact the flexibility allowed in attendance motivates them to come to centres even if they are late. 12.5% of respondent agree this being a motivation factor.

Table 3 - Testing Of Hypothesis

Friedman Test

Sr No	Factors	Mean Rank	Ranks
1	Stipend	7.36	I
2	Middy Meal	6.38	II
3	Vocational Training	5.34	IV
4	Customised Syllabus	4.41	VI
5	Teacher Approach	6.14	III
6	Interest in Studies	3.70	VIII
7	No Inferiority Complex	4.43	V
8	Legal Enforcement	3.29	IX
9	Attendance Flexibility	3.96	VII

Test	Value	df	Asymp. Sig.
Chi-Square	114.661	8	.000

The calculated significant value (.000) is less than the table value 0.05. So, the null hypothesis is accepted. Hence it is concluded that, there is no significant difference among mean rank with regard to the factors of motivation to come to NCLP special centers regularly.

The mean rank shows that Stipend is the most important factor with highest mean rank of 7.36 followed by Midday meal with mean rank of 6.38 and Teacher's approach with mean rank 6.14. As we know that poverty is one of reason for child labour and drop out of students which deprives them with education most of the respondents considered stipend as the prominent factor for coming to special training centre.

Findings

1. There is no significant difference among the mean rank regard to the Motivation factors.
2. Poverty deprives children with education most of the respondents considered stipend as the prominent factor for coming to special training centre with the mean rank of 7.36 followed by mid day meal with mean rank of 6.38 and Teacher's approach with mean rank 6.14.
3. The law i.e legal enforcement seems to least motivation factor with mean rank of 3.29.

Conclusion

To analyse the success of NCLP programme opinion of students was predominant factor. The study reveals that motivational factors which encouraged students to come to NCLP special training centre regularly. NCLP scheme was approved for implementation up to 31.03.2021 and since then the scheme has been subsumed/merged with the Samagara Shiksha Abhiyan (SSA) Scheme of the Ministry of Education. Hence, it is recommended that the Government of India should continue to provide stipend, impart vocational training and give their family a financial support through convergence and co-ordination amongst existing government departments.

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