

**FOUR PSYCHOSOCIAL DIMENSIONS OF  
CHILD LABORERS IN PAKISTAN**

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**FOUR PSYCHOSOCIAL DIMENSIONS OF  
CHILD LABORERS IN PAKISTAN**

by

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## LIST OF ABBREVIATIONS

SDGs	Sustainable Development Goals
IQ	Intelligence Quotient
EI	Emotional Intelligence
SI	Spiritual Intelligence
UN	United Nations
CPWB	Child Protection Welfare Bureau
NCCWD	National Commission for Child Welfare and Development
SPARC	Society for the Protection of the Rights of the Child
SIMPOC	Statistical Information and Monitoring Program on Child Labor
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization.

# **EMPAT DIMENSI PSIKOSOSIAL DALAM KALANGAN BURUH KANAK-KANAK DI PAKISTAN**

## **ABSTRAK**

Kajian ini memberikan wawasan mengenai dimensi psikososial buruh kanak-kanak di Pakistan. Buruh kanak-kanak merupakan masalah yang serius di banyak negara membangun. Pakistan adalah contoh yang paling teruk di mana negara tersebut berjuang dengan isu buruh kanak-kanak. Objektif kajian ini adalah untuk menyiasat empat dimensi psikososial iaitu penyesuaian mental, emosi, rohani, dan sosial dalam kalangan buruh kanak-kanak. Buruh kanak-kanak menghalang kanak-kanak daripada menjalani zaman kanak-kanak dan merosakkan harga diri mereka, yang memberi kesan negatif terhadap perkembangan keseluruhan mereka. Bagi menyiasat masalah penyelidikan ini, satu kajian kualitatif telah dilakukan untuk meneroka persepsi semua peserta daripada tiga kumpulan yang berbeza, termasuk buruh kanak-kanak, ibu bapa buruh kanak-kanak, dan pengurusan atasan institut buruh kanak-kanak, mengenai pengaruh aktiviti buruh kanak-kanak terhadap perkembangan psikososial mereka. Pengambilan sampel bertujuan digunakan untuk mengumpul data, dan temubual separa berstruktur telah dijalankan. NVivo 12 digunakan untuk menganalisis data. Kebolehpercayaan proses pengkodan dicapai melalui triangulasi data. Penemuan kajian menunjukkan bahawa buruh kanak-kanak mempunyai kesan negatif yang dominan terhadap perkembangan psikososial kanak-kanak di Pakistan. Ini menekankan keperluan pendidikan berkualiti untuk membina perkembangan psikososial positif di kalangan buruh kanak-kanak, ibu bapa, dan sistem pendidikan yang memainkan peranan penting. Kajian ini mengenal pasti empat dimensi psikososial (rasional, emosi, sosial, dan rohani) yang terjejas secara negatif oleh buruh

kanak-kanak, menyebabkan ketidakseimbangan dalam perkembangan psikososial buruh kanak-kanak. Penyelidikan masa depan perlu meneroka intervensi yang berkesan dan strategi dasar untuk menyokong dan melindungi buruh kanak-kanak meliputi dimensi-dimensi ini. Selain itu, akibat jangka panjang dan pendekatan menyeluruh yang menangani keperluan pelbagai aspek buruh kanak-kanak memerlukan penyiasatan lanjut. Mengiktiraf kepentingan dimensi psikososial ini dan interaksinya, pembuat dasar dan pemangku kepentingan perlu bekerja menuju garis panduan pendidikan yang merangkumi kecerdasan IQ (tingkat kecerdasan), EI (emosi kecerdasan), and SI (kecerdasan rohani) menggalakkan perkembangan psikososial buruh kanak-kanak.



# **FOUR PSYCHOSOCIAL DIMENSIONS OF CHILD LABORERS IN PAKISTAN**

## **ABSTRACT**

This study provides insight into the psychosocial dimensions of child laborers in Pakistan. Child labor is a significant problem in many developing countries. Pakistan is the most severe example of a country grappling with the issue of child labor. The objective of the study is to investigate four psychosocial dimensions: mental, emotional, spiritual, and social adjustment, among child laborers. Child labor deprives children of their childhood and self-esteem, negatively affecting their overall development. To investigate the research problem, a qualitative study was applied to explore the perceptions of all participants from three different groups, including child laborers, parents of child laborers, and top management of child labour institutes, about the influences of child labor activities on their psychosocial development. Purposive sampling was used to collect data, and semi-structured interviews were carried out. NVivo 12 was used to analyze data. The trustworthiness of the coding process is achieved through data triangulation. The findings indicate that child labor has predominantly negative effects on the psychosocial development of children in Pakistan. It emphasizes the need for quality education to foster positive psychosocial development among child laborers, parents and the educational system playing essential roles. The study identifies four psychosocial dimensions (rational, emotional, social, and spiritual) impacted negatively by child labor, resulting in an imbalance in the psychosocial development of child laborers. Future research should explore effective interventions and policy strategies to support and protect child laborers across these dimensions. Additionally, long-term consequences and comprehensive

approaches addressing the multifaceted needs of child laborers require further investigation. Recognizing the importance of these psychosocial dimensions and their interplay, policymakers and stakeholders should work towards educational guidelines IQ (Intelligence Quotient) EI (Emotional Intelligence), and SI (Spiritual Intelligence) to promote the psychosocial development of child laborers.

# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

This chapter introduced the background of the study and the problem statement in detail. This study outlined the research questions and objectives of this study. The significance of the study also developed the few limitations and delimitations of this study were discussed. Finally, a list of key terms' operational definitions was indicated to better understand the research processes.

The development of a nation and its growth depends on the education, health, strength, awareness, and wellbeing of its children (Banstola, Acharya, & Shin, 2019; Dewi, & Primayana, 2019). The child is the person under the age of 18, and the term "child labor" is usually defined as work that deprives children of their childhood, potential, and dignity and harms their physical and mental development (Das, 2015).

Child laborers have physical, educational, and psychosocial impacts on their development. Physical impacts refer to environmental hazards and associated ill-health, injuries, or disease. Educational impacts are about access to schooling and effects on literacy, numeracy. Psychosocial impacts cover mental, spiritual, moral, or social development (Woodhead, 2004). They suffer several physical and psychosocial problems and are involved in several risk behaviors (Ibrahim, Abdalla, Jafer, Abdelgadir, & de Vries, 2019).

This study focused on psychosocial dimensions of child laborers in Pakistan. Individuals experience different stages of development to become an adult, and childhood is one of the developmental periods (Erikson, 1968). Children must be psychologically, physiologically, and socially supported for healthy development

(Santrock, 2006). However, child laborers might not be appropriately supported for

their development. Child laborers are vulnerable who cannot experience a healthy developmental process (Eryilmaz, 2020; Woodhead, 1999).

Child laborers experience psychosocial hazards at work, and their experiences of exhausting work, neglect, and abuse can harm their health and wellbeing (ILO 2005). Moreover, these adverse effects of working at a very low age make them unable to take advantage of development opportunities and end up as unskilled workers for the rest of their lives.

Child labor activity is founded in low-income families, contributing to family income (Edmonds, 2015). UNCRC Article 32: recognize 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 to be harmful to the child's health or physical, mental, spiritual, moral, or social development United Nations (UN) Convention on the Rights of the Child, 1989, Article 32).

According to a United Nations Educational, Scientific and Cultural Organization (UNESCO) report, 152 million children have been involved in child labor worldwide-42% girls and 58% boys working in different forms. Child labor is remarkably higher in poorer and developing countries (Ali, Ali, & Abbas 2017). Child labor is one socioeconomic problem that negatively affects overall society and harms child development.

In this regard, a couple of literature mentioned, from the development perspective, education is an essential element and play a pivotal role in the success and an essential tool to eradicate poverty and socioeconomic development of a society to achieve sustainable human development (Satyani, 2015; Surya, 2020; Power, & Sophister, 2008). Education allows individuals to make knowledgeable decisions, make better

decisions and develop their abilities, values, attitudes, and behaviors (Afzal, Malik, Begum, Sarwar, & Fatima, 2012; Idris, et, al., 2012; Khan, & Irshadullah, 2018).

Childhood is the time for cognitive, psychological, and personality development. Therefore, the main aim of education is to provide a platform that creatively strives for self-realization as an interactive and cooperative activity (Aamer, 2009). An individual's success encompasses all aspects such as intellectual, spiritual, emotional, and physical. These individuals can participate effectively in society (Yusof & Yaacob, 2012; Zulfiqar, Syed, & Latif, 2019).

Child labor has been found to contribute to an increasing number of learning, emotional, and behavioral problems, which in turn negatively impact their academic and social development. Therefore, it is crucial to approach these vulnerable children holistically and provide them with appropriate support. Failure to address their situation effectively could heighten the risk of developing complex psychosocial and academic issues during adolescence (Kourkoutas & Xavier, 2010). By exploring in-depth the four dimensions of psychosocial development rational, emotional, social, and spiritual. we seek to uncover insights that can inform targeted interventions and support strategies tailored to the unique needs of child laborers in Pakistan.

## **1.2 Background of the Study**

Child labor is one of the socio-economic dilemmas, and the prevalence of child labor is a consequence of poverty, illiteracy, and family background, which has a harmful impact on child development. (Hamdan et al., 2013). The prevalence of child labor is not a new phenomenon in recent world. Children are employed in different human societies at different stages of their history and still it is growing and continues to flourish all over the globe. It started from the primitive age until the recent era; perhaps,

the poverty-stricken families have no choice except to compel their children to work. Indeed, child labor was not a social problem during the industrial revolution in 18<sup>th</sup> century and the industrial revolution played a critical role to boost this phenomenon (Edmonds & Pavcnik, 2005). During the industrial revolution, approximately 10 percent of 5 to 9-year-old children and more than 75 percent of 10 to 14 years old children were employed in the industrial sector and work for extraordinarily long hours (hours (Bachman 2000; Ramos, 2018; Vandergeest, & Marschke, 2020). In Great Britain, the factory owners were taking services of children from poverty-stricken families and orphan s at very low wages (Currie 1997).

Additionally, these practices created a large gap between the rich and the poor and child labor has been common practice throughout history and still children are employed in different human societies especially in developing and underdeveloped countries (Seddighi, Salmani, Javadi, & Seddighi, 2021). According to International Labor Organization (ILO) estimation, there are around 215 million children working worldwide between ages five to fourteen, while 179 million are engaged in hazardous and worst forms of labor, where they are illegally treated and worked for long hours (ILO, 2013).

However, UNCRC Article 32: recognize 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 to be harmful to the child's health or physical, mental, spiritual, moral, or social development (UN Convention on the Rights of the Child, 1989, Article 32).

Education a tool for transmitting knowledge and skills for the individuals and society or from one generation to the next through teaching, training and research (Ko

et al., 2019; Psacharopoulos, 1997). Similarly, Lodhi and Siddiqui (2014) found that, education is one of the most important factor that develop students towards social and moral practices (Ko et al., 2019). De Guzman et al.,(2019) and Holgado et al., (2014) Education has always been a major agenda in child's development program, it can bring about social, emotional and spiritual change towards better quality of life (Musrifah, 2019).

The educational process is related to the disciplining of the physical and spiritual aspects of an individual, which involves the acquisition of knowledge and the transformation of his personality (Yaacob, 2013). Education not only gives students a sound mind, but also it can satisfy their social, emotional and spiritual needs (Abdullah & Sharif, 2019). One of the renowned Islamic scholar Imam Al-Ghazali clarified that education means to increase IQ (Intelligence Quotient), EI (Emotional Intelligence) and SI (Spiritual Intelligence) spirituality which develop motivation (Musrifah, 2019). Holistic education, such as IQ, EI and SI which is a pedagogical approach that can meet the needs of all types of learners, focuses on the wholeness of the different aspects of an individual, i.e., intellectual, emotional, spiritual, social (Mahmoudi, Jafari, Nasrabadi, & Liaghatdar, 2012; Shaari & Hamzah, 2018). To develop the society, it needs to develop their coming generation and develop them with education (Verma, Daverey, & Sharma, 2017).

International reports show that underdeveloped countries attach less importance to the development of the next generation (UNHCR, 2018). Studies show that there is a significant link between education and poverty. If the country is poor, the education ration automatically drops, and the child labor ration is high because children work instead of education.



### **1.2.1 Sustainable Development Goals (SDGs) Education for all**

SDGs are a collection of 17 global goals set by the United Nations Development Program (Franco et al., 2018). The SDGs cover social and economic development issues, including poverty, hunger, health, education, global warming, gender equality, water, sanitation, energy, urbanization, environment, and social justice (Ibrahim, Abdalla, Jafer, Abdelgadir, & de Vries, 2019). In addition, sustainable Development Goals include a renewed global commitment to ending child labor by 2030.

The UN Sustainable Development Goals list the end of child labor in all its forms as one of the measurable objectives for goal 08: "Promoting inclusive and sustainable economic growth, employment and decent work for all" (Edmonds, 2015; & Aires, 2018). The 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs) bring an unprecedented opportunity to build on developments since the 2006 UN Study to end violence against children (UN, 2019).

Achieving the goals, especially related to poverty, quality education, and child labor, will help reduce the risk of violence in children's lives and provide adequate responses for child victims (Seddighi, Salmani, Javadi, & Seddighi, 2021). Therefore, take immediate and effective measures to eradicate forced labor, end modern slavery and trafficking in human beings, and ensure the prohibition and elimination of the worst forms of child labor, including the recruitment and use of child soldiers, and to end child labor in all its forms by 2030 (Geneva, 2017).

Further, with the above world organizations focused, child labor is not a new problem in this era. It has existed in every part of the world since ancient times (Holliday, Hennery, & Gammage, 2018). On the other hand, during the Industrial

Revolution, an issue emerged when the children were forced to hazardous work or serve in homes as laborers. Moreover, according to the UN report (2016), number of children are deprived of basic education in developing countries, and there is an increase in the numbers of child labor.

### **1.2.2 Child Labour: Global Trends**

Literature shows that the ratio of child labor is different from one country to another: the highest ratio of child labor shows in developing countries (Beegle, Dehejia, & Gatti, 2009). Equally, the ILO's (2002), United Nations International Children's Emergency Fund (UNICEF) and World Bank (WB), Statistical Information and Monitoring Program on Child Labor (SIMPOC) reported that 211 million children, or 18 percent under the age of 14 years children, are involved in the labor force all over the world.

A total of 152 million children, 64 million girls, and 88 million boys are involved in child labor worldwide, which corresponds to almost one in ten of all children worldwide. Almost half of all child workers, absolutely 73 million children, are in dangerous work that directly endangers their health, safety, and moral development (Ramos, 2018; Sámano-Ríos, Ijaz, Ruotsalainen, Breslin, Gummesson, & Verbeek, 2019). Working children, a broader measure that includes child labor and legal forms of employment involving children of adult age, is 218 million (Fuller, 2019).

According to Roser, (2020), there is 72.1 million child labor in Africa; 62.1 million in Asia and the Pacific; 11.7 million in America; 1.2 million in the Arab states, and 6 million in Europe and Central Asia, which includes the field of fisheries, forestry, livestock and agriculture and includes both subsistence and commercial agriculture (Abdalla, Jafer, Abdelgadir, & de Vries, 2019; ILO, 2017; Ibrahim; Sámano-Ríos, et, al., 2019; UN, 2019).

### **1.2.3 Child labor in Pakistan**

Like many other developing countries, Pakistan is one of the developing countries facing the child labor issue (AZHAR, 2020; Fahim, et, al., 2019) where 12.5 million or 61 percent under the age of 10 to 14 years, are involved in child labor (UNHCR, 2017).

However, Pakistan is one of the underdeveloped countries in the world where child labor ration is high (Ahmad, et, al., 2020). According to Maplecroft survey, Pakistan is ninth with an extreme risk of child labor. The Federal Bureau of Statistics, with technical assistance from the ILO, found that 3.3 million children out of 40 million children aged 05-14 works in Pakistan.

Child labor in Pakistan involves different economic actives such as street children, factory workers, mechanics, domestic workers, bonded labor, brick, carpet, and coal industries (Zahoor & Iqbal, 2022). According to Haq et al., (2020), it was found that approximately 6.7% of children in Pakistan, specifically those engaged in the labor market, fell within the age range of 10 to 14 years (Awan, 2018; Shamoan, 2019). In response to this concerning issue, the federal government of Pakistan, alongside numerous social organizations, is actively involved in initiatives aimed at combating and reducing child labor, aligning their efforts with the global objectives outlined in the Sustainable Development Goals (SDGs).

Pakistan was the first country to begin working on the SDGs as early as 2013 as its national development goals (Shabbir & Ansari, 2021). Nevertheless, in 2017, Pakistan has developed a sensible program to eliminate the child labor issue, and the government of Pakistan approved the free Compulsory Primary and Secondary Education Act (CPSEA). Like Primary Education Ordinance 1962, National Action

Plan for Children, National Centers for Rehabilitation of Child, National Education Policy. The purpose of these laws is to make education compulsory for students at risk.

For the development of child labor institutes in Pakistan are working such as National Commission for Child Welfare and Development (NCCWD), The Society for the Protection of the Rights of the Child (SPARC), Child Protection Welfare Bureau (CPWB).

#### **1.2.4 Education System in Pakistan**

From the personality development perspective, Pakistan's curriculum is essentially derived from the recommendations of the National Education Policy (Professional Training Ministry of Federal Education, 2018).

According to the Professional Training Ministry of Federal Education (2018-2017), Pakistan's National Education Policy is consistent with four periods that focus on developing an individual's intellectual, emotional, and spiritual aspects. The first one was 1947-1970, the second was from 1970 -1990, the third was from 1990 - 2009, and the last one was 2009 to till (Khushik & Diemer, 2018).

As for Pakistan, National Educational Policy (NEP) has objectives planned to meet through proper curriculum implementation are to develop curriculum Thaleem (Seek, Use and Evaluate Knowledge), Tarbiyya (Social, Technical, Moral and Ethical Training), and Tazkyya (Purification of Soul) these are known as three pillars of the policy (Siddiqui, Soomro, & Memon, 2020).

NEP is well designed for the holistic development of children. However, research has shown that despite the efforts made, the policy is not fully implemented in Pakistan, as the objective of education has not yet been achieved with all these developments in the National Education Policy of Pakistan (Siddiqui, Soomro, &

Memon, 2020). Nevertheless, the Pakistani school system consists of three main sectors: public, private, and Madrassah schools (Sheikh, & Ali, 2019).

The implementation of holistic education appears to be unclear, and there is a clear gap with the current education practice. The majority of the educational institutions in Pakistan emphasize more intellectual aspects and partially emotional aspects. The spiritual aspects are specified only to Madrassah students (Ahmad, 2014; Siddiqui, Soomro, & Memon, 2020).

In this context, some Pakistani child labor institutes are trying to help them, such as CPWB, NCCWD, and SPARC, which is a positive step for child labor development. However, the institutes still believe that IQ plays a crucial role in leading life to success compared to others, which can be seen as more significant emphasis on examination (Mamoon & Dawood, 2018).

Education is not only linked to gaining Knowledge and skills, but it is creative with a holistic approach to the development of individuals mentally, socially, physically, spiritually, and emotionally to integrate society and contribute to the development of individuals and rounded personalities (Zulfiqar, Syed, & Latif, 2019).

Given the background, the study mentioned that IQ, EI, and SI are significant for child psychosocial development, which will help to fulfill the psychosocial needs of child laborers that are rational, emotional, social, and spiritual.

### **1.2.5 Educational Philosophy and Developments**

Education and philosophy are closely related (Ezic, 2007). Philosophy is the way to achieve education's implementation and objectives (Muflihin, & Madrah, 2019). Education aims to shape individuals to achieve complete humanity. (Demircioğlu, 2000). However, philosophy is the creation of human thought (Sahan & Terzi, 2015).

Therefore, the philosophers mention Western and Islamic educational philosophies for human development (Hassan & Jamaludin, 2010). For the development of the child of the western point of view, which is based on their thinking and research on the subject, while the Islamic perspective based its study on the Divine Revelation, namely the Quran and the Sunnah (Ainslie, 2001; Razak, 2006; Hassan & Jamaludin, 2010; Yusoff, Mazwati, Preece, & Hamzah, 2018).

The content of the Quran encompasses all aspects of human life: the Knowledge of sciences and universe; the history of the past and other civilizations; the Knowledge of mathematics and jurisprudence; the psychology of human beings, and so forth (Abdullah, 1989). In addition, however, Islamic philosophy discuss human spirituality, morality, social, Knowledge, and physical development (Hashim, 1999; Hassan & Jamaludin, 2010). Quran philosophy is the way of life (Salili & Hoosain, 2006), which improves human psychology and motivates and increases spirituality (Sadiq, 2019).

In addition, it is derived from the discussion above that Western and Islamic educational philosophy focused primarily on increasing IQ, EI, and SI for child development. The literature mentions that meeting child psychosocial needs requires IQ, EI, and SI that improves the child's Knowledge, skills, abilities, motivation, and self-realization.

### **1.2.6 Child laborers Psychosocial Dimensions**

The term psychosocial has a close correlation between psychological aspects of the individual's experience and social experience. Psychological effects influence different levels of performance involving cognitive, emotional, and spiritual. Social effects involve family and community groups, economic status, cultural traditions, and life tasks such as school or work (Soliman, Mahdy, Fouad, Abbas & Fayed, 2020).

The literature mentioned that a psychosocial work environment could cause positive and negative effects on child labor. However, Siqueira (2013) claimed that child labor might have several positive effects on a child's ability; because practical and vocational skills can be learned and practiced during some types of work, and it may be a part of the socialization process, it may help develop a child's cognitive abilities.

Nevertheless, the previous study mentioned that child labor activities have more negative effects than positive ones on their psychosocial aspects, such as cognitive, emotional, and spiritual (Dinku & Fielding, 2021; Sim Suryadarma & Suryahadi, 2017). Child labor circumstances rob children of their youth and self-esteem, which is damaging and negatively impacts overall child development (Liranso, 2020). Child workers' emotional development begins in early infancy and continues into maturity, with joy, anger, fear, and sorrow being some of the earliest fundamental feelings detected, particularly in youngsters. Later, when children acquire a sense of self, more complex feelings such as shyness, surprise, embarrassment, shame, and guilt emerge.

Child labor activities negatively disturb children's social and emotional development and wellbeing. They face highly stressful environments and experiences such as injuries, sexual violence, harassment, long working hours, abuse, workload, and traumatic situations (ILO IPEC, 2014), which develop anxiety, depression, worthlessness, helplessness, and low self-esteem (Arshad et al., 2015; Sharma & Kiran, 2017; Woodhead, 2004) and reduced social relationships which lead to long-term effects on their social participation, involvement in school and future aspirations (Bharti & Agarwal 2013; Sharma & Dangal's, 2019).

However, child labor work against the physical and psychological nature of children then it produces a negative impact on their behavior which cause criminal

behavior in them, which lead to harmful social activities that is why they are engaged in activities like bagger, drug trafficking, and prostitution (Fatima et al., 2018). Child labor activities, directly and indirectly, lead to children's criminal behavior that hinders human development and national growth and development (Esiri & Ejechi, 2021; Patience, Otu & Ifeoma, 2015).

Literature mentioned spirituality develops and protects children against risky behavior, i.e., crime, sexual promiscuity, substance abuse, and emotional problems, such as depression, suicidality, and anxiety (King & Roeser, 2009; Kor et al., 2019; Okpa et al., 2021). Moreover, child cognitive and emotional aspects are closely related to the development of their spiritual aspect, which develops their self-realization, understanding, confidence level, encourage higher levels of emotions, and more satisfaction (Kim, Miles-mason, Kim & Esquivel, 2013; Kor, Pirutinsky, Mikulincer, Shoshani, & Miller, 2019; Kurniawan, & Syakur, 2017; Smith, Ortiz, Wiggins, Bernard, & Dalen, 2012).

In this regard, this study focuses on four dimensions of child laborers, cognitive, emotional, social and spiritual. Child labor development in psychosocial aspects (IQ, EI, SI) is important in education and associated with academic achievement.

### **1.3 Problem Statement**

Child labor is one of the socio-economic problems that deprives children of their childhood and self-esteem and harms overall child development (Liranso, 2020; Nawaz & Shaheen, 2017; Thévenon, & Edmonds, 2019). It is estimated that 152 million children, 64 million girls, and 88 million boys are in child labor worldwide (Rehman Cheema & Ali, 2017). In addition, 73 million child laborers work in



hazardous conditions, endangering their health, safety, and moral development (Anjum, Zafar, Maann, & Ahmad, 2015; Delprato, & Acheampong, 2019; Kaur, 2017; ILO, 2017; UNICEF, 2017, 2019).

On the other hand, child labor is a problem addressed in the Sustainable Development Goals, which explicitly call for the abolition of child labor by 2030. (United Nations, 2015). According to UNESCO, education is a practical tool for changing people's perspectives, that it promotes peacebuilding, eradicates poverty, and creates sustainable development around the world (Shahnawaz, 2018; UNESCO 2017). Unfortunately, UNICEF statistics, approximately one-third of the child population in developing countries does not complete four years of education, resulting in child labor situations (UNICEF, 2008).

In Pakistan, many children begin working at a very young age, forfeiting their right to an education, which is the age to play, mostly involved in informal and formal job sectors (John, Khan, & Mahesar, 2021). Child laborers are exposed to traumatic experiences as they grow up in unstable work environments that is why they are more at risk of developing psychological and behavioral problems (Bademci, Karadayı, Karabulut, Kurt, & Warfa, 2017). Different factors contribute to the prevalence of child labor. The factors include poverty, illiteracy, sociocultural factors, unemployment, orphans, large family size, Lack of awareness, lack of interest and motivation, and dissatisfaction from the education system (Ashraf & Hafiza, 2016; Awan, 2018; Hailu, Kassaw& Wondimu, 2019; Iqbal, Sajid, & Khan, 2020; Latif, Ali, Awan, & Kataria, 2020; Morrow and Boyden, 2018; Zafar, Sarwar, & Haider, 2016).

Academic literature found that child labor activities have adverse psychosocial effects on their academic performance (Chinyoka, & Naidu, 2014). However, it has to confirm child labor activities' psychosocial effects in Pakistan. Despite the growing

body of literature on child labor in Pakistan, there is a significant research gap in the area of four psychosocial dimensions (mental, emotional, social, and spiritual) of child laborers. While some studies have focused on the physical health and safety of child laborers, few have explored the broader psychosocial dimensions of child labor in Pakistan. Additionally, the available research primarily focuses on the prevalence and determinants of child labor, while few studies have examined the impact of child labor on children's psychosocial well-being. Moreover, there is limited research that has taken an integrated approach to understand the complex interplay of mental, emotional, social, and spiritual factors among child laborers in Pakistan. Therefore, this study aims to explore the psychosocial component of child laborers in Pakistan to understand the impact of child labor on their rational, emotional, social, and spiritual development.

Due to low socio-economic status, child laborers drop out of school at very low ages (Liranso, 2020). According to Pakistan Education Statistics 2016 -17, Pakistan has the world's second-highest number of out-of-school children, with an estimated 22.8 million children aged 5-16 who do not attend school (Department of Statistics, 2008). Similarly, Delprato and Akyeampong (2019) found that child labor activities reduce students' learning achievement, and their childhood experiences with work harm their education (Singh & Khan, 2016). The further study mentioned that poverty, child's Lack of interest in studying, death of one or both parents, parents' attitudes and illiteracy, Lack of public awareness, quality education, long working hours, untrained teachers, affect their education and reduce learning efficiency (Gharaibeh & Hoeman, 2003; ILO, 2004; 2002; Mughal, 2020; Musvoto, 2007; Musvoto, S2007; Rosati, & Rossi, 2003; Shah, Haider & Taj 2019)

Moreover, UNICEF 2014 reported that child laborers drop out school early when they face psychosocial problems and are exposed to violence, verbal abuse,

bullying, criticism, corporal punishment, sexual abuse, humiliation, gang violence, or other forms of cruel and humiliating treatment by their peers, teachers and other school staff which develop the Lack of interest in education (Hailu, Kassaw, & Wondimu, 2019; Khan, 2011). As a result, the child laborers' poor performance of school-going or dropout children has adverse psychosocial effects on their development.

Child labor is associated with several risk behaviors that are mentally, physically, socially, or morally harmful to children, such as working long hours, heavy work, social isolation, emotional abuse and neglect, drug abuse, peer problems, and coping problems (Bandeali et al., 2009; Gharaibeh and Hoeman, 2003; Hadi, 2000; Ibrahim et al., 2019; Liranso, 2020; Matalkeh, 2004; Musvoto, 2007; Woodhead, 2004). Child laborers face psychological issues such as anxiety, low self-esteem, self-efficacy, and feelings of helplessness, which are frequently accompanied by strong, sometimes negative feelings (Woodhead, 2004).

According to the Khan (2004) survey, 40% of child laborers in Pakistan experience abnormal psychological, emotional, and physical growth, and poor care is an essential determinant for the development of emotional stress. According to ILO (2008), child labor negatively impacts children's psychosocial health and development (Woodhead, 2004). It is a bitter reality that Children who work in different areas face exploitation that interferes with their education and harms their physical health and psychosocial development such as physical, mental, emotional, social, or moral development. (Ashfaq, Ali, Habiba, & Ashfaq, 2017; Chinyoka & Naidu, 2014; Khair, 2005). Long working hours breed feelings of frustration and inadequacy in child laborers. Their involvement in risky work eventually prevents them from developing emotional, cognitive skills, and they become withdrawn, introverted, and uncommunicative. (Ashfaq et al., 2017).

According to the 1973 Constitution of Pakistan and Human Rights Commission of Pakistan, Child labor creates negative psychosocial effects that hinder their intellectual, emotional spiritual and social development (Amar et al., 2008; ILO 1996). Further, studies show that different work and working conditions are harmful for the child's physical, social, intellectual, and holistic personality development (Liranso, 2020; Nardos, 2006; UNICEF, 2001). According to Sim Suryadarma and Suryahadi (2017), child labor harms cognitive abilities and educational attainment. In addition, according to Sequeira (2013), low socio-economic status is associated with lower IQ and poor academic achievement and harms a child's cognitive development and overall capability.

Emotional development starts and early childhood and continues into adulthood. Children's emotional development relates to the different experiences that children go through as they interact directly or indirectly with the environment. Child laborers are in a critical period of their psychosocial development during which some main features of their character and social behavior, like self-esteem and self-concept, are being molded and defined. In this case, the aspect of school, relationship with peers, and the family situation all become issues that affect the development of these significant personality concepts (Okala, 2019).

Child labor is a social and moral issue that constantly harms children and society by forcing them to lead adult lives (ILO 2005). When children's physical and psychological natures are violated by child labor, it harms their behavior and causes criminal behavior in them, which leads to harmful social activities such as beggar, drug trafficking, and prostitution (Ashfaq et al., 2017; CRC 1989, Art. 32; Fatima et al., 2018). Mohamed, (2001) study mentioned that the risks of involvement in drug use and crime are high in Hyderabad and Karachi, where the delinquent behavior of children is

high because of child labor issues. Child laborers were addicted to smoking cigarettes and, at the same time, hard drugs because of the interaction with bad character people exhibiting morally bankrupt lives like gambling, fraud, trafficking who attract them into immoral lifestyles (Ukwayi, Okpa & Akwaji, 2019). Education is widely recognized as a crucial factor in societal development. However, the current education system often fails to address the holistic development of individuals. According to Effendi, Matore, and Khairani (2016), education should be a balanced process that encompasses various dimensions, including the rational, emotional, social, and spiritual aspects of an individual. These dimensions are essential for the complete development of one's personality, emotional intelligence, spiritual growth, and social skills.

However, despite this recognition, there is a lack of emphasis on integrating these psychosocial dimensions into the educational framework. This omission limits the potential of individuals to develop fully and hampers their ability to contribute positively to society. Therefore, this study highlights the need to establish research concerning the incorporation of the four psychosocial dimensions into education to address this gap and promote comprehensive development among individuals.

The First World Summit for children in 1990 showed that education is a powerful life skill that can break generational cycles of poverty and play an essential role in reducing child labor (Harper, Marcus, & Moore, 2003; Haydar, 2017 p. 11; ILO 2017; Ornnert, 2018; Sasmal, & Guillen, 2015). Furthermore, education has the power to transform attitudes, behavior, values, skills, and giving thinking ability for the development of child labor (Shephard 2015). Therefore, education is highly valued support and opened better opportunities and ideas and changed the child laborers' perception to develop their lives with success (Haydar, 2017; Shahnawaz, 2018).

Furthermore, to develop education and reduce child labor activities, the Government of Pakistan adopted and implemented laws, either directly or indirectly, to make education mandatory for all (Ali, Bhatti & Dayan, 2021; Mamoon & Dawood, 2018). Nonetheless, curriculum approaches in Pakistan are an old and traditional education system that is not based on its goals of developing a child's thinking power. It has no direct connection to the practical life students will face when they become mature members of society (Ahmad, 2014; Rehman & Khan, 2011). It focuses on language and cognitive abilities while ignoring social, emotional, and spiritual development (Khan, 2018). The current curriculum in Pakistan is an ideological state based on Islamic ideology, but it is still unclear what the Islamic content of our curriculum (Rehman & Khan, 2011). The issue of child labor, where children are forced to leave school or have limited access to education, results in them being deprived of the best opportunities to nurture their psychosocial development across the four dimensions: rational, emotional, social, and spiritual.

Due to the lack of comprehensive information connecting existing educational practices for child laborers, it is necessary to inform educational authorities about the specific details of their psychosocial development. This information is crucial for developing educational guidelines specifically tailored to address the unique needs of this marginalized group of children.

By providing detailed information about the four psychosocial dimensions (rational, emotional, social, and spiritual), authorities can develop educational guidelines that encompass a holistic approach to child psychosocial development. These guidelines should aim to support child laborers in enhancing their rational thinking, emotional well-being, social skills, and spiritual growth.

Addressing the psychosocial development of child laborers through appropriate educational guidelines can help bridge the gap and ensure that they receive a well-rounded education that promotes their overall growth and well-being.

#### **1.4 Research Objective**

1. To determine the current situation of child laborers in Pakistan.
2. To identify the effects of child laborers activities on child education.
3. To study the four psychosocial dimensions of child laborers in Pakistan
4. To identify the components of educational guidelines that support the psychosocial development among child laborers.

#### **1.5 Research Questions**

1. What is the current situation of child labor in Pakistan?
2. To what extent do child labor activities affect their education?
3. What is the situation of four psychosocial dimensions of child laborers in Pakistan, and how does this situation affect them?
4. What are the components of educational guidelines that support the psychosocial development among child laborers?

#### **1.6 Significance of the Study**

The present study is critical because it provides an overall picture of four psychosocial dimensions among child laborers laborers in Pakistan. By examining these dimensions, the study aims to shed light on the mental, spiritual, and social

development of child laborers and the educational impact of their labor activities. The research will contribute to filling gaps in the existing literature and enhance understanding in the field of educational practices, specifically within the Pakistani context.

Through qualitative data collection, this study seeks to gain a deeper understanding of the psychosocial outcomes experienced by child laborers. By raising awareness of the psychosocial challenges faced by these children, including their impact on health, education, and overall development, the study aims to inform policies and interventions that can address these issues effectively. The research will provide updated data and insights on child labor in Pakistan and its consequences, prompting policymakers to recognize the urgency of reviewing existing policies against child labor.

Moreover, this research is pioneering in its exploration of including Spiritual Intelligence (SI) in the curriculum of child labor institutes. It holds great significance for the educational landscape in Pakistan, as it aligns with the goals of the Pakistan National Philosophy of Education (NEP), which emphasizes holistic education. By incorporating Spiritual Intelligence into the education of child laborers, this study seeks to place a strong emphasis on their overall development and pave the way for their success.

Additionally, Child labor development in psychosocial dimensions (IQ, EI, and SI) is important in education and associated with academic achievement. Therefore, this study is expected to practically contribute to the current literature on IQ, EI, and SI in the educational teaching context of Pakistan. Furthermore, in the future, educational guidelines are expected to be implemented in many child labor institutes, which will help the child labor institutes to fulfill the rational, emotional, and spiritual aspects.



Eventually, the components of educational guidelines will meet the psychosocial needs of child laborers while also being beneficial to their psychosocial development.

### 1.7 Operational Definitions of the key terms

In the context of present study, the key terms that are extensively implied are defined:

Table 1.1 Operational Definitions of the key terms

The current situation of child laborers in this study is the

Current situation of child laborers	Definitions
Psychosocial dimensions	information of child laborers by age, sex, occupation, level of education, reason of work, working conditions, i.e., Working hours. The psychosocial dimensions in this study are the child laborers' outcomes of psychological crises, including mental, spiritual and social adjustment. Mental dimension relates to cognitive and intellectual functioning, the emotional dimension relates to emotional responses and regulation, the social dimension relates to interaction with others, and the spiritual dimension relates to an individual's sense of meaning and purpose. Together, these four dimensions of psychosocial development contribute to an individual's overall well-being and are interconnected with each other.
Psychosocial development	psychosocial development is the development of personality, acquiring social attitudes from childhood through adulthood.
Child Labor	According to the 1973 Constitution of Pakistan and Human Rights Commission of Pakistan, any child under the age of 14 involved in any economic activity which is a danger for child health or harmful for their physical, mental, social, moral, and spiritual development, and interferes in child education and their schooling.
Child labors Education	Child labor education in this study is between primary and middle (level one to level eight) of the child's formal education and dropping out of school.
Components of Educational Guidelines	Components of Educational Guidelines include education, i-e Cognitive intelligence, Emotional intelligence, as well as Spiritual intelligence that promotes

the development of the child laborers, who identity, meaning, and purpose in life through connections to the community, to the natural world, and spiritual values such as compassion and peace. It will help child laborers grow and develop in all dimensions: intellectually, emotionally, psychologically, creatively, socially, physically, and spiritually.

Cognitive Intelligence	Cognitive intelligence refers to a person's ability to learn, understand, and apply knowledge and skills, as well as to think critically and solve problems effectively.
Emotional intelligence	EI is intelligence associated with how well we relate to and understand other people and the situations we encounter them. It is also associated with our ability to understand and manage our fear, anger, and aggression (Goleman, 1995). Emotional intelligence in terms of child laborers is the ability to react appropriately and successfully to various emotional stimuli arising from the inner self and the environment.
Spiritual intelligence	Spiritual intelligence is defined as the child laborer competence, dimensions of the self, such as spiritual body and mind, which purifies himself and is determined to achieve the highest ability by directing the spiritual resources that enable them to cope with problems in life.

## **1.8 Limitations of the Study**

This study is exploratory because it attempts to reach the participants and ask them to express their views of psychosocial risks and work-related stress issues and suggest components of educational guidelines that support psychosocial development among child laborers.

The choice of 18 participants for purposive sampling may limit the transferability, and the difference in the location and method of the interviews undertaken may be perceived as inconsistent. Nevertheless, although the method of interviewing is a time-consuming process, it proved to be a highly efficient means of