

**IMPACT OF CHILD LABOR ON PSYCHOSOCIAL DEVELOPMENT OF
UNDER FOURTEEN YEARS IN ASSIUT CITY, EGYPT.**

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ABSTRACT

Background: Child labor is a pervasive problem in Egypt. For the last two decades there has been growing concern for child labor across the globe and several efforts are being made by the governments and civil society organizations to eliminate child labor. It has a great impact on child health whether psychosocially or physically. **Objectives:** this study aimed to assess the impact of child labor on the psychosocial development of under fourteen years in Assiut. **Design:** A descriptive research design was used in this study. **Subjects and Methods:** The study was conducted on 248 children divided equally into two groups (working children and school children). Data are collected using an interview questionnaire sheet. **Results:** the present results revealed that children work because the family is in need of financial support or children fail in school. Also, the results revealed that working children had lower score of anger control and had elevated scores regarding excessive suffering and weak ego strength. **Conclusion:** Even work has negative effect on their Psychosocial condition, but it also has positive effect as the children become independent. **From the study results the researcher recommended** that the ministry of manpower must have strict enforcement and real application of existing law against all forms of child labor. **Key words:** child labor, psychosocial development and under fourteen school children.

INTRODUCTION

Childhood is perhaps the most blessed stage in a human life. It is that phase of life where, children are not really aware of any form of worldly responsibilities, they are free from all the tensions and they can learn a whole lot of new things. No wonder, people keep having this wistful desire of going back to their childhood and relive all those beautiful memories. So no one can deny their rights to grow and develop in a healthy and normal manner, to benefit from social security including adequate nutrition, adequate housing, recreation, and medical services, as well as to receive education and be protected against all forms of neglect, cruelty and exploitation. Children are made to work in factories, mining, and agriculture, on streets and as domestic helps. Child labor is an attack on basic rights of the children (Nuwayhid et al., 2005).

Child labor is a persistent problem throughout the world, especially in developing countries. Child labor, according to International Labor Organization (ILO) conventions, is work that harms children's well-being and hinders their education, development and future livelihoods. One out of six children in the world is involved in child labor, doing work that is damaging to his or her mental, physical and emotional development (ILO, 2004). Because children's bodies , minds are still growing and developing, exposure to workplace hazards and risks can be more devastating and long-lasting for them (Hurst, 2007).

Child labor is defined in ILO Conventions. It is work that children should not be doing because they are too young to work, or – if they are old enough to work – Because it is dangerous or otherwise unsuitable for them. (**International Program on the Elimination of Child Labor (IPEC) 2000**). Also, child labor is defined as work that impairs the health, disrupts the education, and violates the rights of children. According to International Labor Organization (ILO), approximately 250 million children between the ages of five and fourteen work worldwide (Reggero et al., 2007)

Child labor is an important global issue associated with poverty, inadequate educational opportunities, gender inequality and a range of health risks **(Mahmoud, 2004)**. The number one factor that contributes to child labor is parental poverty. Another major factor is the need for supplementary income. Other contributing factors include landlessness of the family, family size, the presence of handicapped parents, and the acquisition of skills at an early age for better employment prospects later in life and inadequate education **(Reggero et al., 2007)**.

There are many forms of child labor worldwide. Children are engaged in agricultural labor, in mining, in manufacturing, in domestic service, types of construction, scavenging and begging on the streets **(International Program on the Elimination of Child Labor (IPEC) 2008)**. The harmful nature of many kinds of child labor is not always readily apparent. Some work may seem harmless but can cause damage that manifest itself later in life. Determining whether work done by children is harmful requires careful assessment in light of the particularities of childhood development. **(Child labor public education project, 2002)**.

The effects of working conditions on children can be devastating, causing irreversible damage to their psychological and physiological development. Children employed as laborers spend most of their waking hours working. They are condemned to a life of poverty, illiteracy, and prolonged misery with no end in sight. They are required to perform grueling and physically demanding tasks and in return receive only meager wages. Poor working conditions cause severe health problems to such children. A child labor not just suffers physical torture but also becomes mentally and emotionally mature too fast which is never a good sign **(International labor organization, 2000)**.

Child labor has a great effect on psychosocial development of children as abuse, neglect, tension, fear, frustration, separation from family and peers and the burden of premature responsibility. These hazards affect both physical and mental health of children leading to disorders as poor preparation for adult life and antisocial behavior among these children (**Haggag, 1995**). Furthermore, child labor interferes with normal and necessary play of children and exposes them to undesirable and adverse habits like smoking, drinking and drug abuse (**Reigart et al., 1995**).

Significant of the study:

The Egyptian Child Law (**Law No. 12, 1996**) prohibits the employment of children below the age of fourteen. Child labor is also addressed in the Egyptian Labor Code **Law No. 12, 2003**, which states that "employing children under the age of fourteen or children who have not completed elementary education yet, is prohibited". Poverty is the main cause of child labor in Egypt (**Mattar, 2007**).

Although child labor is globally recognized as a health problem, research into the health impacts of child labor in Egypt has been limited to some areas (**El-Gilany et al., 2007; Kishk et al., 2004**). It is hard to imagine, how we as a country are going to prosper when a significant population of the nation suffers from such huge problems. So, the current study aimed at shedding light on the child labor in Assiut city and its impact on psychosocial development of under fourteen children.

Aim of the study:

The study aimed to assess impact of child labor on psychosocial development of under fourteen years in Assiut city.

Subjects and method

Study Design:

A descriptive design was utilized.

Study Setting:

This study was conducted at Hai El-Sadat and Reuad Streat for industrial workshops, El-Azaher and behind the factory of said areas for agricultural fields and El-Emam Ali and El-Weledia governmental Primary schools for school group (last three grades of primary school who understand the questionnaire).

Sample:

The study populations were 248 children divided equally into two groups (working and school children). School group represent as 5% of the total number of the student at last three grads of governmental primary school. Children in both groups were selected according the following criteria:

A-Inclusion criteria for working group:

- 1-Working on a regular basis (full time).
- 2-Not attending school beside the work.
- 3- Under fourteen years old.

B-Inclusion criteria for school group:

Children from governmental primary school.

C-Exclusion Criteria:

Children with mental and physical handicap.

Tool (1): A structured interview questionnaire sheet was developed by the research investigator after reviewing the related literature. It contains:

a) - Child personal data: such as child's age, birth order and level of education.

b) - Child's family profile: such as parent's education, job, family income, source of family income, number of siblings, number of rooms.....else. **Abd El-Twaab (1998) scale** was used to assess the socio-economic status of the children. It included four items; level of parents' education (8 items), family income (6 items), job of parent, life styles (3 items). Each item have one score, the total items was divided into three classes as high degree of social class from 85-100%, moderate from 60-84%, low less than 60%. The item of income of

social class was modified by the researchers as following; according to the rate of inflation and increase to be conforming with recent income through comparing difference of the value of the golden pound at 1998 to that at 2010 and multiplying the rate of inflation to the scale.

c)-Occupational features of working children: which included questions about when start to work, reasons for assuming this work, wage taken from this work, working hours/day, length of rest period and nature of his work.

Tool (2): Data about psychosocial status of children included questions about pattern of spending leisure time, presence of friends, hobbies, having time for sharing his\her family's problems, effect of work\school on psychological status, type of effects, discrimination between him and his brothers and types of this discrimination. **Burk's behavioral scale (Burk, 1980)** which used to assess behavior of children. This scale was translate and modified by **(El-Behiary, 1982)** it consists of 24 items related to four parts:

1. Anger control	5 items
2.weak physical strength	5 items
3. Excessive suffering	7 items
4. Weakness the power of the ego	7 items

Every items answered with yes or no and answered with yes was scored one, and no was scored zero. The scoring was reversed for negative items. The scores of items were summed up and divided by the number of items into score; these scores were assumed up and converted into percentage. Range less than 60% low, from 60% -69% moderate and 70% and more elevate.

METHODS

Before conducting the study, an official letter was obtained from the dean of the Faculty of Nursing, Assiut University to the administrators of schools to carry out this study, after explanation of the aim of the study for them.

Pilot study:

The pilot study is carried out after the development of the tool and before starting the data collection. It is carried out on 10% of the sample. Its aim to test the applicability and clarity of the study tool, estimate the time needed to complete the questionnaire, and to add or omit questions. After that appropriate modifications were done.

Ethical Considerations:

An oral consent was taken from all of the children participated in the study and also from supervisors of working children. The researcher assured the children (school and working) and their supervisors that the information obtained was confidential and would be used only for the purpose of the study.

Data collection:

Data was collected from the beginning of January 2010 till the end of May 2010 by the researcher through interview sheet to field for child (four to five). Students were interviewed per day from 9.00 AM to 1.00 PM in two days each week within average of one hour for each child. The researcher met the students when they were available and stressed on the issue of confidentiality and all students were requested to fill out the questionnaires anonymously. To control for variations in reading ability, the questionnaire was read aloud to students; the instrument required between 45 and 60 minutes. Student participation was voluntary, however, no student refused to cooperate in the research. For working children from two to three children were interviewed personally on breaks each day and sometimes one per day. The researcher read the questions of the sheet to worked child and wrote

the child's answers (because of the most of working children can't read and write). The approximate time spent with each child during the interview to complete the sheet was 45 to 60 minutes according to the child age.

Statistical design:

Data were analyzed using SPSS (version 16). The frequencies, percentages, the mean and standard deviation were computed. Chi squared test was used as the test of significance; $P < 0.05$ was considered significant.

RESULTS

The present study included 248 children, divided into 2 groups (working group and school group). About three quarter of working and school children aged from 10 to below 14 years (79.0% and 71.0% respectively), with mean age 10.95 ± 1.33 and the higher percentage of the studied children were male 56.5 %. About half of working children were drop out of school. According to birth order about one quarter (24.2%) of working children was the second child in the family compared to 32.3% of school children were the first. More than half of studied children were come from middle social class. There are a statistical significant differences between both groups regarding sex ($X^2=7.23$, $P=0.007$), and level of education ($X^2=37.85$, $P=0.000$).

Table (2): shows characteristics of the work, concerning the type of work, it was found that forty percent of children (40.3%) work in agricultural work, and more than one third of them in industrial work. Nearly two third of those children (64.5 %) worked less than eight hours. As regards of the wages of working children, it was noted that more than fifty percent of them (54.8%) receive 200 pounds or more per week. It was found that 74.2% of working children take part of wages and gives another part to the family and only 6.5% gives whole wage for his their family.

Figure (1): clarifies Reasons which given by children (for working. It is obviously noted that nearly half of them (44%) were worked for earn own money followed by contribute to family income (27.0 %).

Table (3): deals the effect of work on psychological status of children. More than two thirds of working children (69.4 %) mentioned that the work affect on their personality and the majority of them (75.0 %) stated had negative effects. It was found that the higher percent of those children felt continuous tired and was nervous (27.9 % and 20.9 %, respectively). On the other hand, it was noticed that worked children being dependant and patient 9.3% for both, as a positive effects. Regarding management of child mistakes by owners of works, about two thirds of working children (56.5%) are insulted and punished verbally by owners of works when making mistakes. Concerning child reaction toward punishing, the highest percentages of them not respond and feel upset (37.3%, and 28.8% respectively). 38.8% Of working children mentioned that there was a difference between them and their sibling and the majority of them (66.7%) stated that complete studying to the sibling was the most difference.

From **table (4)** it is obviously noted that the majority of working children were being dependent, physical argue with others and facing problems in their work (82.3%, 61.3% and 61.3% respectively) compared to 66.1%, 58.1% and 29.0%, respectively in school children. While the most of school children were hating school and having time for helping the family in home activities (80.6% and 75.8% respectively) compared to 59.7% and 51.6% of working children with statistically significant differences. Also, the table indicated that most of school children (90.3%) had greater leisure time for playing than working children (79.0).

As a result of the comparison between both groups (working and school children) regarding Burk's Behavioral Scale, **table (5)** shows the working children

had low score of anger control and elevated scores regarding excessive suffering and weak ego strength (58.1%, 43.5% and 32.3% respectively) while school children had elevated score in Anger control and low scores in excessive suffering and weak ego strength (37.1%, 56.5% and 67.7%, respectively) , with statistically significant differences between both groups ($P= 0.028$, $P=0.020$ and $P= 0.013$, respectively). About half of children in both groups had low score in physical fitness (58.1% and 46.8%) with no significant difference ($P=0.242$).

Table (1): Socio-demographic characteristics of the studied children.

	Worked children (n= 124)		School children (n= 124)		X²	P-value
	No.	%	No.	%		
Age: (years)					1.08	0.300
8 – 10	26	21.0	36	29.0		
10 – 14	98	79.0	88	71.0		
Mean ± SD	10.95± 1.33					
Sex:					7.23	0.007*
Male	98	79.0	70	56.5		
Female	26	21.0	54	43.5		
Birth order:					5.93	0.204
First	24	19.4	40	32.3		
Second	30	24.2	34	27.4		
Third	18	14.5	14	11.3		
Forth	26	21.0	26	21.0		
Fifth	26	21.0	10	8.1		
Level of education:					37.85	0.000*
Primary	66	53.2	124	100.0		
Drop-out	58	46.8	0	0.0		
Social class:					3.36	0.186
Low	30	24.2	16	12.9		
Middle	66	53.2	84	67.7		
High	28	22.6	24	19.4		

Chi-square test

* Statistical significant difference (P < 0.05)

Table (2): Characteristics of the work.

	No. (n= 124)	%
Type of work:		
Agricultural	50	40.3
Industrial	48	38.7
Others	26	21.0
Duration of work:		
< 8 hours	80	64.5
≥ 8 hours	44	35.5
Mean ± SD (Range)	7.47 ± 2.47 (5 – 10)	
Wages/ week: (LE)		
< 200	56	45.2
≥ 200	68	54.8
Methods of spending wage:		
All on himself	24	19.4
On himself and his family	92	74.2
All on his family	8	6.5

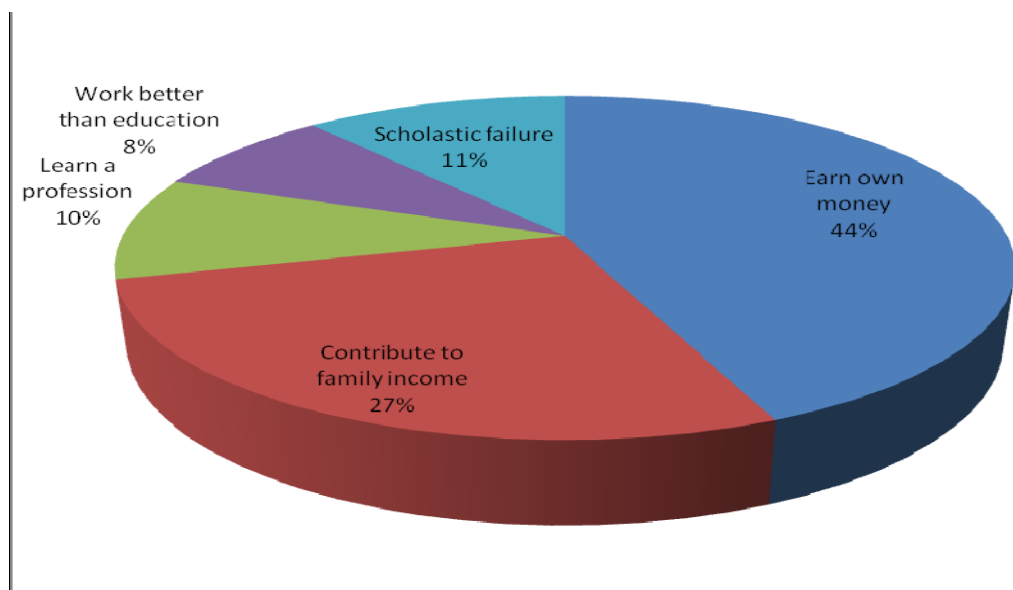


Figure (1): Reasons given by children (under 14 years) for working.

Table (3): Effect of work on psychological status among working children

	No. (n= 124)	%
Effect of work on the personality:		
Yes	86	69.4
No	38	30.6
Type of effect:		
Positive:		
Dependent	8	9.3
Feel important and gain money	6	7.0
Be patient	8	9.3
More mature	4	4.7
Negative:		
Be nervous	18	20.9
Learning bad languages	4	4.7
Learning bad behaviors(smoking, drinking and drug abuse)	14	16.4
Feel continuous tired	24	27.9
Owner's action in case of mistakes:		
Physical punishment	14	11.3
Expelled from work	12	9.7
Deprivation from part of wage	16	12.9
Verbal abuse	70	56.5
Discussion with child	8	6.5
More than one item	4	3.2
Child reaction:		
Not respond	44	37.3
Reply to employer bad words	20	16.9
Leaving work place	12	10.2
Feel upset (sadness and depression)	34	28.8
Pay money	8	6.8
Presence of difference between child and his sibling:		
Yes	48	38.8
No	76	61.2
Type of difference:		
Prefer the school sibling	14	29.1
Complete studying	32	66.7
Learning only	2	4.2

Table (4): Distribution of the studied children according to social status

	Working children (n= 124)		School children (n= 124)		χ^2	P-value
	No.	%	No.	%		
Being dependent:					4.21	0.040*
Yes	102	82.3	82	66.1		
No	22	17.7	42	33.9		
Presence of leisure time for playing:					3.05	0.081
Yes	98	79.0	112	90.3		
No	26	21.0	12	9.7		
Physical argue with other:					0.13	0.714
Yes	76	61.3	72	58.1		
No	48	38.7	52	41.9		
Hating work/ school:					6.51	0.011*
Yes	74	59.7	100	80.6		
No	50	40.3	24	19.4		
Way of spending day-off:					4.13	0.248
Playing in the street	24	22.6	44	35.5		
Staying at home	36	29.0	34	27.4		
Go to picnic	36	29.0	20	16.1		
With his friends	24	19.4	26	21.0		
Presence of time for helping the family in home activities:					7.85	0.005*
Yes	64	51.6	94	75.8		
No	60	48.4	30	24.2		
Facing problem in work/ school:					13.03	0.000*
Yes	76	61.3	36	29.0		
No	48	38.7	88	71.0		

Chi-square test

* Statistical significant difference ($P < 0.05$)

Table (5): comparison between both groups(working and school children) regarding Burk's Behavioral Scale.

	Worked children (n= 124)		School children (n= 124)		χ^2	P-value
	No.	%	No.	%		
Anger control:					7.13	0.028*
Low	72	58.1	44	35.5		
Moderate	28	22.6	34	27.4		
Elevate	24	19.4	46	37.1		
physical fitness:					2.84	0.242
Low	72	58.1	58	46.8		
Moderate	36	29.0	54	43.5		
Elevate	16	12.9	12	9.7		
Excessive suffering:					7.85	0.020*
Low	40	32.3	70	56.5		
Moderate	30	24.2	24	19.4		
Elevate	54	43.5	30	24.2		
Weak ego strength:					8.74	0.013*
Low	54	43.5	84	67.7		
Moderate	30	24.2	24	19.4		
Elevate	40	32.3	16	12.9		

Chi-square test

* Statistical significant difference (P < 0.05)

DISCUSSION

There are a number of health and safety issues directly related to child workers. First of all, children are not the same as adults physically and emotionally. Child workers are at a greater risk than adult workers of suffering from work-related problems. Furthermore, occupational hazards and work conditions may have permanent effects on the development of children who work. In spite of these facts, little researches are available concerning the actual conditions under which these children work (**Forastieri, 2002**).

Regarding socio-demographic characteristics, the present study revealed that child labor is gender biased as the higher percentage of working children were boys. This may be justified to the traditions and cultural believes which say that work is useful for boys, for the formation of their personalities and development of their skills. These findings are in agreement with **El-Smman, et al., (2008)** who reported that the majority of working children were boys. Also **Soliman (2003)** who studied the injuries among children under 16 years in a rural area in Ismailia governorate, found that more than half of working children were boys.

Although the Egyptian child labor law (1996) bans the employment of children who are less than 14 years of age, the result of the current study revealed that the majority of working children aged from ten years to below fourteen years. Similar finding was reached by **El-Smman, et al., (2008)** who found the majority of working children are ages between 10 to 12 years.

Regarding birth order, about one quarter of working children were the second child in the family compared to one third of school children were the first. It may be justified as parents usually intend to educate their eldest child as he is usually surrounded by special attention and care. This agrees with **Mohamed**

(1995) and El-Smman, et al., (2008) who found that most of the working children were the second or third child in the family.

As for type of work, the highest percentages of children worked in agricultural fields, perhaps because working children have friends or relatives in the same work or because fathers select the work and join their children to it. The result agrees with Ali *et al.* (2002) who found that agricultural sector was the largest illegal sector. According to Major General Abu Bakr Al-Gendy head of the Egyptian Central Agency for Public Mobilization and Statistics, the agriculture sector accounted for the largest share of child labor ([www. Yallafinance.com](http://www.Yallafinance.com), 2004).

It is noticed from the present study that the highest percentage of working children receive weekly wages on work. This finding supported by the results of www.aucegypt.edu/src (2005) that found the majority of working children taking weekly wages. Also, the present study shows that the highest percentage of them receives 200 pounds or more weekly. This is in contrast with El-Komy (1996) and Mahmoud (1997) who reported that most of children received less than 100 pounds. From the point of view of the researcher, the difference in the wages is related different of the time (since 13 years) and to the decreases of the power of pounds recently. The result of the current study revealed that about three quarter of children give part of their wages to the family and keep a part for themselves. This result assures that children work is mainly due to financial support. These results are in the same line with Boyden, et al., (1998) and Nuwayhid et al., (2005) .

Concerning the underlying causes of labor reported by the working children, socioeconomic standards of the families represents the majority of stated causes; similarly, in a survey conducted in Egypt by Helmy and Ismail (2005) they reported that poverty is often a chief cause of child labor. Also, according to findings of a survey conducted by UNICEF (2002) in collaboration with the National Centre for Sociological and Criminology Research in Egypt (NCSCR),

half of the working children in Egypt claimed that they had to work in order to increase their family income and one third of them said that they work to support themselves.

And from table (3) it is clear that more than two thirds of working children have an effect from work on their personality development, and the higher percent of those children felt continuous tired, were nervous and learning bad behavior or language as a negative effects. These results were consistent with the findings of **Heady (2003)** who stated that these results are directly related to the fact that the child works several hours at the work, is exhausted and cannot concentrate. Also, **(Nuwayhid et al., 2005)** reported that the work changes the child's personality either positively or negatively and found the child may be more nervous, learning bad language or bad behavior.

On the other hand, the present study revealed that working children experience positive effect of their work as they were independent, feel important and earn money. This aspect is underlined especially by parents who indicate that by taking part in the work activities children learn responsibility, reliability, work ethics, new skills and coping with problems. Similarly, **El-Araby (2000)** who studied "Social Effect of Child Labor in El-Menia" as they found that the majority of working children became more independent, mature and took responsibility toward their families. Also, **Lachowski (2009)** reported that positive effects of children's work are perceived primarily in the perspective of education and socializing.

From this study, it is clear that more than half of working children complain of verbal abuse as this is the way of owner of work to manage child's mistake. This way of punishment may encourage the child to reused bad verbal words and behavior; develop feeling of upset or most of times child not responding due to

fears. This finding supported by **El-Smman, et al., (2008)** who found that about three quarters of working children complain of insulting and corporal punishment.

According to the parent's attitude toward working child and non working sibling, it was found that more than one third of working child reported there was difference between them and their sibling and the main form of this difference was compete studying. This result goes in line with **Haggag, (1995)**.

Concerning, social effect of work or school on children, the present study found that the school children had greater leisure time for playing than working children. This finding may explain that the work resulting in excessive tired and deprivation children from playing and recreation. The previous finding may clear the reason of preferring working children of the present study to stay at the home in their day off. This result in congruent with **Ali et al. (2002)** who found that the majority of working children stayed at home.

Regarding presence of time for helping family in home activities, our results show a significant difference between working and school children. It was found that the majority of working children do not help their families in home activities. From the researcher's point of view, this is due to long hours of work and children become exhausted. On the other hand, the majority of school children help their families in home activities; this is due to the fact that they return earlier to home. This result agrees with **El-Smman, et al., (2008)** who found that a few number of working children helped their families as they got home demands.

Moreover, the present study recorded that about two thirds of working children had problem during their work compared to school children with highly significant difference. This may be attributed to the work leading to those children becoming to more nervous. This result goes in line with **Nuwayhid et al., (2005)**.

As unexpected, the current study revealed that the most of school children hated school. In a trail to explain that finding, those children are spend all the

school hours in classes and the home hours in doing homework or with special home teachers.

In the present study, when compare results between both groups (working and school children) regarding Burk's Behavioral Scale, it was found that working children had lower score of anger control than school children. These study results supported by **Nasr El-Din (2001)** who studied "Behavioral Problems towards Working Children, Comparing Study" and found that anger were more obvious among working children.

From results of the current study, working children had elevated scores regarding excessive suffering and weak ego strength, this may be due to their exposure to many stressors even at work or at home. While school children had low scores in excessive suffering and weak ego strength, this may be due to their exposure to low stressors in home or school, with statistically significant differences. This is congruent with **Mahdy (2000)**.

Finally, we believe that our study represents one of the most comprehensive attempts to document the effect of child labor on psychosocial development of under fifteen years children. As with any research, however, there are limitations to this study that should be considered when interpreting our results. The questions were read and explained to working children and unclear points were discussed. This was very difficult due to many of the owners of workshops refused to complete the questionnaires. In addition, absent of place to complement the questionnaires.

Conclusion:

Based on the results of the present study, it was concluded that children work because the family is in need of financial support from their children; in addition,

those children fail in school. Even work has positive effect as the children become independent, but it also has negative effect on their psychosocial condition, in the form of feel continuous tired, nervous or learning bad languages, having no time to share in home activities and being exposed to punishment from the owner of the work. Also, the results revealed that working children had lower score of anger control and had elevated scores regarding excessive suffering and weak ego strength. School children are in better condition than working children but they are spend all the school hours in classes and the home hours in doing homework.

Recommendation:

In the light of the study findings, the following recommendations are suggested:

- Increase awareness of all children and their families of the importance of education and encourage children to complete it.
- Ministry of education must adjust and develop an educational system to be appropriate for children's age and capabilities to decrease burden of studying on them.
- Schools should have suitable playgrounds and enough equipment for playing to encourage children to go to school.
- School nurse must share in early detection of pupils who dislike school and manage their problems.
- The ministry of manpower must have strict enforcement and real application of existing law against all forms of child labor.
- All community agencies must share in improving conditions of
- working children and their families till eradication of this problem.
- Financial and social support for poor families.
- Increase awareness of the causes and negative effects of labor on children.
- Comprehensive surveys should be undertaken to determine the scope and scale of child labor and to detect the long term affect.

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أثر عمالة الأطفال على التنمية النفسية والاجتماعية لمن دون الرابعة عشرة في مدينة أسيوط، مصر.

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عمالة الأطفال منتشرة بشكل مقلق في مصر وعلى مدى العقدين الماضيين كان هناك قلق متزايد لعمالة الأطفال في جميع أنحاء العالم والعديد من الجهود التي تبذلها الحكومات ومنظمات المجتمع المدني للقضاء على عمالة الأطفال . وكان لعمالة الأطفال تأثيرها السلبي على صحة الطفل النفسية والاجتماعية والجسدية. تهدف هذه الدراسة إلى تقييم تأثير عمالة الأطفال على الصعيد النفسي والاجتماعي لمن دون الرابعة عشر عاما في أسيوط. تم استخدام تصميم البحث الوصفي في هذه الدراسة . وقد أجريت الدراسة على 248 طفل مقسمين بالتساوي إلى مجموعتين (الأطفال العاملين وأطفال المدارس) . وتم جمع البيانات باستخدام استمارة استبيان المقابلة. كشفت النتائج الحالية عن أن سبب عمالة الأطفال أن الأسرة في حاجة إلى الدعم المالي أو لفشلهم في المدرسة. أيضا، أظهرت النتائج أن الأطفال الذين يعملون لديهم درجة أقل من السيطرة على الغضب ، ودرجات مرتفعة من المعاناة المفرطة وضعف قوة الأنا . وخلصت الدراسة الي بالرغم من ان للعمل تأثير سلبي على حالة الطفل النفسية والاجتماعية، ولكن له أيضا تأثير إيجابي حيث يشعر الأطفال بانهم اكثر استقلالا . وأوصت الدراسة بأنه يجب أن يكون لوزارة القوى العاملة التطبيق الصارم والتطبيق الحقيقي للقانون القائم ضد جميع أشكال عمالة الأطفال .