EFFECTS OF CHILD LABOUR ON PARTICIPATION IN PUBLIC PRIMARY EDUCATION IN KAYOLE DIVISION, NAIROBI COUNTY, KENYA

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E55/22738/2011

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JULY 2015
DECLARATION

This is my original work and has not been presented for a degree or any other award in any university

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Almighty God for giving me strength, wisdom and life. To my late dad John Lele whose philosophy was “education is the best strategy for life”. My husband Jackson for his support and my daughters Michelle, Kelsey and Lexie you are my inspiration.
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I sincerely thank God for his grace to allow me pursue this course. My sincere heartfelt gratitude to Dr. Jackline K. Nyerere and Dr. Mukirae Njihia my supervisors for their guidance, knowledge, encouragement and generous support that made this study possible. I thank my family too for their ceaseless support morally and financially. All those who took part in provision of required data God bless you all.
TABLE OF CONTENTS

DECLARATION ........................................................................................................... ii
DEDICATION ............................................................................................................. iii
ACKNOWLEDGEMENT .............................................................................................. iv
TABLE OF CONTENTS ............................................................................................... v
LIST OF TABLES .......................................................................................................... viii
LIST OF FIGURES ....................................................................................................... ix
ABBREVIATIONS AND ACRONYMS ........................................................................ x
ABSTRACT ................................................................................................................ xii

CHAPTER ONE: INTRODUCTION ........................................................................ 1
  1.1 Chapter Organization ............................................................................................ 1
  1.2 Background of the Study .................................................................................... 1
  1.3 Statement of the Problem .................................................................................... 7
    1.3.1 Purpose of the Study ................................................................................... 8
  1.4 Study Objectives ................................................................................................. 8
  1.5 Research Questions ............................................................................................. 8
  1.6 Significance of the Study ................................................................................... 9
  1.7 Delimitations of the Study .................................................................................. 10
  1.8 Limitations of the Study .................................................................................... 10
  1.9 Assumptions of the Study .................................................................................. 10
  1.10 Theoretical Framework .................................................................................... 11
  1.11 Conceptual Framework .................................................................................... 13
  1.12 Operational Definition of Terms ...................................................................... 15

CHAPTER TWO: LITERATURE REVIEW ......................................................... 16
  2.1 Introduction ......................................................................................................... 16
  2.2 Child Labour ....................................................................................................... 16
  2.3 Forms of Child Labour in Kenya ......................................................................... 19
  2.5 Child Protection from Child Labour in Kenya .................................................. 23
  2.6 Factors Affecting School Attendance in Primary Education ............................. 25
  2.7 Child Labour and Participation in Education ..................................................... 28
CHAPTER THREE: RESEARCH METHODOLOGY ...........................................33
  3.1 Introduction.................................................................33
  3.2 Research design ..........................................................33
  3.3 Location of the Study......................................................33
  3.4 Target Population..........................................................34
  3.5 Sampling Procedure.......................................................34
  3.6 Research Instruments .....................................................36
    3.6.1 Questionnaire for Pupils (Appendix 2)..........................37
    3.6.2 Questionnaire for Teachers (Appendix 3).......................37
    3.6.3 Interview Schedule for Local Leaders (Appendix 4)..........37
  3.7 Pilot Study.........................................................................38
    3.7.1 Validity ...................................................................38
    3.7.2 Reliability ...............................................................39
  3.8 Data Collection Procedure...............................................40
  3.9 Data Analysis Techniques...............................................40
  3.10 Logistics and Ethical Considerations.................................41

CHAPTER FOUR: FINDINGS AND DISCUSSION.................................42
  4.1 Introduction......................................................................42
  4.2 Background Information..................................................42
  4.3 The Nature of Child Labour in Kayole Division....................43
  4.4 Factors Contributing to Child labour in Kayole Division........48
    4.4.1 Discussion ..................................................................52
  4.5 Effects of Child Labour ....................................................54
    4.5.1 Effects of Child Labour on Participation in Class ..........54
    4.5.2 Effects of Child Labour on Participation in Games ..........58
    4.5.3 Effects of Child Labour on Performance in Examinations ....59
    4.5.4 Discussion ..................................................................62
  4.6 Ways of Reducing Negative Effects of Child Labour .............63
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS ...........................................................................66
5.1 Introduction..................................................................................................................................................66
5.2 Summary of Findings.................................................................................................................................66
  5.2.1 Response Rate.......................................................................................................................................66
  5.2.2 Background Details..............................................................................................................................66
  5.2.3 The Nature of Child Labour in Kayole Division .................................................................67
  5.2.4 Factors Contributing to Child labour in Kayole Division ..................................................68
  5.2.5 Effects of Child Labour on Participation in Public Primary Education ........................................68
  5.2.6 Ways of Reducing Negative Effects of Child Labour on Participation in Primary Education in Kayole Division ........................................................................69
5.3 Conclusion ................................................................................................................................................70
5.4 Study Recommendations ..........................................................................................................................71
5.5 Recommendation for Further Research ..................................................................................................72

REFERENCES .................................................................................................................................................73

APPENDICE ....................................................................................................................................................78
Appendix 1: Letter of Introduction ..............................................................................................................78
Appendix 2: Questionnaire for Pupils ...........................................................................................................79
Appendix 3: Questionnaire for Teachers .......................................................................................................86
Appendix 4: Interview Guide for Interviews with Local Leaders .............................................................92
Appendix 5: Research Permit .........................................................................................................................93
# LIST OF TABLES

Table 3.1: Sampling Frame used in the Research ................................................. 36
Table 4.1: General Class Characteristics ............................................................... 43
Table 4.2: Absenteeism and Drop out Levels in the Schools ................................. 44
Table 4.3: Causes of Absenteeism according to the Pupils .................................. 45
Table 4.4: Factors that Lead to Missing School According to the Pupils ............... 49
Table 4.5: Factors leading to Child Labour Activities ........................................... 51
Table 4.6: Teachers’ rating of factors that influence participation in class ............ 54
Table 4.7: Issues that hinder pupils from doing their homework ........................... 57
Table 4.8: Pupils’ participation in games across the targeted schools .................. 58
Table 4.9: ANOVA Test ......................................................................................... 61
Table 4.10: Actions taken by teachers in dealing with the effects of child labour . 64
LIST OF FIGURES

Figure 1.1: Schematic Conceptual Framework ...................................................... 13
Figure 4.1: Showing Longest Time Pupil has ever been absent from school ..........44
Figure 4.2: Activities the Pupils engage in when not in School..........................46
Figure 4.3: Teachers Rating of Causes of Absenteeism among Pupils ..............47
Figure 4.4: Money Generating Activity Engaged in by the Pupils .....................50
Figure 4.5: Pupils rating of their participation in Class .....................................56
Figure 4.6: How often Pupils fail to do Homework ...........................................56
Figure 4.7: Pupils’ Dissatisfaction with their Performance ..............................59
Figure 4.8: Pupils Opinion on Factors Influencing Performance in Exams .......60
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED</td>
<td>Academy for Education</td>
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<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<td>FAWE</td>
<td>Forum for African Women Educationalists</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>GDP</td>
<td>Gross Domestic Product</td>
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<td>GNP</td>
<td>Gross National Product</td>
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<td>HDR</td>
<td>Human Development Report</td>
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<td>HIV</td>
<td>Human Immune Deficiency Virus</td>
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<td>ILO</td>
<td>International Labour Organization</td>
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<td>IRIN</td>
<td>International Research Initiative</td>
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<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<tr>
<td>NACOST</td>
<td>National council for science and technology</td>
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<tr>
<td>NGO</td>
<td>Non – Governmental Organizations</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNDP</td>
<td>United Nations Development Program</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UNGEI</td>
<td>United Nations Girls Educational Initiative</td>
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ABSTRACT

Despite the gains achieved through free primary education, there are still factors that hamper participation in education by children in Kenyan primary schools. For children from poor backgrounds, one such issue is child labour. The purpose of this study was to establish the effects of child labour on participation of children in public primary education in Kayole Division Nairobi County. It was informed by the following objectives: to determine the nature of child labour in Nairobi County, to find out the reasons why child labour persists in Nairobi County, to examine the effects of child labour on participation in primary education in Nairobi County and recommendations. Thorough literature review was done of both theoretical and empirical literature. Two theories were identified based on their explanatory power of child labour and participation of children in school; the human capital theory and Abraham Maslow’s Needs Hierarchy theory. Empirical literature showed the extent of child labour and evidence of how child labour affects participation in education. This study employed a descriptive survey design. The study adopted Kayole division in Embakasi district as the locale. The research population consisted of pupils from class 5 and 6 and class teachers of the two classes in the 7 public primary schools in Kayole. The total target pupil population was 926, out of which a sample population of 279 pupils was drawn. In addition 14 teachers out of a total population of 138 teachers and 7 community leaders constituted the total sample population. Purposive sampling technique was used to sample the respondents. Pilot study was carried out in pupils in class 7 in one of the schools and inconsistencies reviewed to ensure validity. Reliability was tested through split half method, the correlation coefficient for this study was 0.78. Data was collected through structured questionnaires administered by the researcher and interview schedule for local leaders. Data from the field was analyzed using both quantitative and qualitative methods. The quantitative data was input into statistical software (SPSS). The qualitative data was summarized and analyzed thematically. Data was presented through narratives, tabulation, charts and graphs. This study concluded that domestic child labour is more pronounced than waged labour; the effects of the two notwithstanding. This means that domestic chores affect more children than waged labour. This research recommended more focus on domestic labour in the Fight against child labour and its effects on child participation in education. While waged child labour may have decreased, the challenge remains in the homes where children have to handle many chores that compromise their education. It further recommended measures aimed at lowering poverty effects for children who come from poor families. Finally, the study recommended that a consultative approach that ensures all stakeholders are involved in promoting children’s access and participation in education is adopted.
CHAPTER ONE
INTRODUCTION

1.1 Chapter Organization

This study looks into the effects of child labour on participation of children in public primary education. The aim of the study is to show the relation between child labour and children’s participation in primary education in Nairobi County. This introductory chapter gives a background to the study, the research problem, the research objectives, the research questions, and the significance of the study, the scope and limitations of the study, the theoretical and conceptual framework and the definition of central terms.

1.2 Background of the Study

Education is an issue of primary concern in most countries (Pellegrin, 2005). Most governments are concerned about education because it is taken as one of the main drivers of development not only at national level but also at family and individual level. The human capital theory puts individual capacity building to be a major variable in development (Becker, 1993). The understanding that people are the wealth of the nations led to development of non-economic index for measuring development in nations called the Human Development Index (UNDP HDR, 2010).

Human Development was defined in the 1990 report as “the process of enlarging people’s choices” (UNDP HDR, 2010). It has to be noted that Amartya Sen who is famed for the concept of development as freedom is the one who worked on criterion for measuring human development. Therefore, characteristically, human development consists in enhancing a people’s capability thus increasing their
choices (Martinussen, 1997). In Amartya Sen’s conception, one is developed if he or she has capacity to afford a life he or she has reason to value. In Adam Smith’s conception, one has a life he or she has reason to value if “one can go about it without shame” (Martinussen, 1997). For this to happen, given instrumental freedoms also seen in terms of entitlements have to be availed by society and the state (Martinussen, 1997).

Such instrumental freedoms include political freedom, economic freedom, and social freedom, transparency in society and security or protection. Therefore, in assessing human development, focus is on the capabilities of a people as provided by the instrumental freedoms.

A review of progress since the early 1970’s, as presented in the HDR report (UNDP HDR, 2010), shows remarkable progress in the area of general well being of the world’s populations. Consequently, it is fair to conclude that people are having more empowered lives today than they did in the 1970’s (UNDP HDR, 2010). This improvement in wellbeing was facilitated by improvements in education, health care services and in terms of disposable incomes. The global human development index has grown significantly by about 18% and 41% since 1990 and 1970 respectively (UNDP HDR, 2010).

Education is well known to expand individual’s horizons and to enhance creativity towards more fulfilling lives. Vision 2030, Kenya’s development blue print recognizes education as key to life. Once educated, one is able to access new opportunities for self-perpetuation and growth (Republic of Kenya, 2008a). Improvements in education translate into innovations in healthcare. Improvements in
healthcare are critical as they enable people to live free from diseases and other dysfunctions. Diseases and malnutrition have a huge crippling effect on families, individuals, societies and a nation’s economy (Becker, 1993). Finally, education and healthcare become more accessible when individuals have higher disposable incomes. The higher the income, it can generally be argued, the freer access one has to other opportunities.

The multiplier effect of education on development as evidenced over the years has resulted in private and state investment in education being highly encouraged and supported (Becker, 1993). Internationally, there have been many declarations that urge governments to provide basic education for all citizens. The shift from looking at the wealth of a nation simply in terms of produce shifted with the introduction of the human development index.

UN Conference (1948) Article 26 states that everyone has a right to basic education. EFA has been discussed in international forums for example UNESCO Conference at Jomtien, Thailand. The Jomtien conference was followed up with and conference in Dakar in 2000. The Dakar conference led to the birth of MDGS that sought to attain UPE by 2015. However, despite being signatories, African governments are yet to achieve most of the objectives set out by these international declarations (UNESCO, 2013).

One persistent challenge hampering the attainment of UPE across Africa is high level of drop outs at all levels of education. In Kenya the enrolment ratio by gender in primary schools, Male: Female is 51:49 (HDR, 2010). The introduction of Free Primary Education for all children in Kenya gave children in Kenya an opportunity
to learn than before. Traditionally, although the law e.g. the Children’s Act outlined education as a children’s right, many parents had the excuse of not taking their children to school claiming that they could not afford school fees for their children. With the introduction of FPE, parents do not have school fees as an excuse for not taking girls and boys between the ages of six and thirteen years of age to school. Free Primary education enhanced enrolment rates in primary schools in Kenya (UNESCO, 2012). For instance, Primary school enrolment levels rose from 5.9 million in 2002 to 7.5 million children in 2006, with Net Enrolment Rates increasing from 77 percent in 2002 to 86 percent in 2006 (UNESCO, 2012). The primary completion rate also increased from 62 percent in 2002 to 77.6 percent in 2006 (UNESCO, 2012).

Despite the said increment in enrolment rates occasioned by free primary education, about millions of children still do not access education in Kenya (UNESCO, 2012). UNESCO (2012) noted that while the number of children who still did not access education was half of those that did not access education in 1999, the size of children not attending education to total number of children in a population placed Kenya at number nine in the world among countries with highest education access needs. The introduction of free primary education was part of government effort to realize MDGs (UWEZO Kenya, 2013).

The UNESCO, (2012) report notes that those most affected when it comes to unmet education access needs are the poor and girls. Considering wealth based differentials, in 2008, in Nairobi, very few children whether boy or girl from rich households failed to attend and participate in school programs (UNESCO, 2012).
Contrasted with North Eastern, half of the girls and almost half of boys from poor households did not access education (UNESCO, 2012).

The continuous school dropouts in Kenya, according to Dasiana (2004), are mainly a factor of poverty. The government of Kenya has provided FPE and has heavily subsidized secondary education. It has used substantial amounts of finances in an effort to equip the schools with facilities. Despite all these efforts, premature withdrawal among pupils is still rampant. Apart from dropout, general participation of pupils in schools is affected due to them not attending school regularly or going to schools when they are not in the right state of mind to participate.

There is a link between withdrawal of pupils from school and their engagement in child labour. In this study, child labour refers to any work engagements that interferes with access and participation in school activities. Work is good for the development of children; however, some forms of work have negative effects on children due to the way they are structured or what it entails. Any form of work, which negatively affects children is considered to be harmful child labour. As presented by Kiiru et al (2009), past research in the area of child labour in Africa indicates links between the divisions of labour within the household and child labour. For instance in an African household, girls are expected to undertake all household chores like cooking, washing, cleaning and taking care of siblings. Such work is supposed to prepare the individual for motherly roles in the future (Kiiru et al, 2009). Ndewga (2009) also demonstrates the link between cultural practices and child labour. In a rural African setting, boys are expected to look after cattle and assist parents as a form of apprenticeship in providing for the family. In the urban areas, boys are socialised towards becoming providers in the future. This means that
generally in African households, children are expected to perform given tasks as part of the general division of labour within a household. However, while such engagement of children in domestic work is beneficial, it often hampers children’s participation in school. Child labour also persists due to trade off between education and household needs. This issue is explained by Odada (2009) who sees child labour as resulting from competing expenditure in a household. Every family has various pressing needs and money is used on priorities. Consequently, parents measure the opportunity cost of spending on any given item. Even though Kenya introduced FPE, it is not entirely free due to levies and other requirements like school uniform. For poor parents have to make a trade off between meeting the basic needs of whole households against paying school levies. Poverty also leads to need for children to engage in work to supplement household revenue.

Kiiru et al (2009) explain that the need for children to work arises from household need due to poverty in households. For many poor households in Nairobi, there is an immediate and urgent requirement for all members of the household to work in order to earn enough for family sustenance. In such families, there is a trade-off between long-term benefits that are realizable through education and short-term benefits of children providing labour to meet presenting household needs. Consequently, such parents have no problem with their children dropping out of school, being absent or even repeating class due to poor performance.

This study aims at exploring the relation between child labour and participation by pupils in public primary education in Nairobi County. This study is motivated by concern that in spite of efforts by different actors, both at the National and at international level, Kenya still experiences high dropout rates in primary education.
This is evidenced by the increasing number of street families / children popularly known as “chokora”. Children of school going age are evident in the streets, shopping malls or residential areas, engaging in some form of child labour like petty trade, begging, garbage collection and sale of scrap metal. Moreover, with the introduction of free primary education, there is growing concern about performance of pupils in primary schools. There are many factors that affect school performance by pupils and child labour is a major hindrance to good grades.

1.3 Statement of the Problem

In Kenya, since independence, there has been numerous efforts to enhance opportunities for eradication of ignorance through access to education both for children and for adults (Republic of Kenya, 2008). In 2003, universal free primary education was adopted. Educationists and other stakeholders in the education sector have invested in ensuring all Kenyan children of school going age participate fully and enjoy quality education (Republic of Kenya, 2008). The gains from introduction of FPE have been studied and well documented. For instance, enrolment rates have increased from 77% before introduction of free primary education to 86%.

Despite gains made due to FPE, child labour is still a challenge that hampers children’s participation in primary education. Child labour remains a concern due to the trade off children and parents make due to the benefits that come from engaging in child labour. This research sought to enrich thinking on free primary education by focusing on child labour. Child labour can be reduced through making primary education affordable. However, it requires more than just education affordability to ensure school going children are not affected by child labour. This study sought to
determine, in concrete terms, how child labour affects pupils’ participation in the learning processes in public primary education in Nairobi County.

1.3.1  Purpose of the Study
The purpose of this study is to establish the effects of child labour on learner participation in public primary education in Kayole Division, Nairobi County.

1.4  Study Objectives
The specific objectives of this study include:

i. To determine the nature of child labour in Kayole Division.

ii. To find out the factors that contributes to labour in Kayole Division.

iii. To examine the effect of child labour on participation in public primary education in Kayole Division.

iv. To identify ways of reducing negative effects of child labour on participation in primary education in Kayole Division.

1.5  Research Questions
This study responds to the following research questions:

i. What forms of child labour affect participation in primary education in Kayole Division?

ii. What factors contribute to child labour in Kayole Division?

iii. To what extent does child labour affect school attendance in primary schools in Kayole Division?

iv. How does child labour affect homework completion by pupils in Kayole division?
v. What is the effect of child labour on performance of pupils in exams in Kayole Division?

vi. How does child labour affect pupil’s engagement in co-curricular activities in schools in Kayole Division?

vii. To what extent does child labour contribute to school drop out in public primary schools in Kayole Division?

1.6 **Significance of the Study**

This study was significant because its findings were aimed at contributing in three key ways. First, the research work contributes to the literature on how child labour influences participation in primary education in Kenya. This literature is important to further debate on how to improve free primary education in Kenya.

Secondly, the findings from investigations on effects of child labour on education can inform those doing advocacy work in the area of child welfare to develop relevant plans and lobby relevant stakeholders to improve the welfare of the children. This is in line with The Hague Child Labour Conference (2010) resolution of “Elimination of the worst forms of Child Labour by 2015 through free compulsory and quality education.”

Finally, the findings of this study can guide policy makers in ensuring equity in education sector. This is important because only equity in education can enhance general social equity for harmonious co-existence. If poor children are left behind due to poor performance in class occasioned by child labour, the social fabric suffers in the end.
1.7  **Delimitations of the Study**

This study is limited in terms of geographical reach. The study is carried out in public primary schools in Kayole Division of Nairobi County. The study area is an informal urban settlement and findings may not be generalized to suit areas with differing characteristics like the rural areas. In terms of subject scope, this research focussed on effects of child labour on participation in public primary education. Other factors influence participation of children in school. However, this study limited its scope to child labour.

1.8  **Limitations of the Study**

This study was affected by time constraints given the researcher is a full time employee. To collect data, the researcher had to take leave from work to facilitate data collection within the leave period. This meant having to work quickly in order to fit the research work into available time. Some head teachers were resistant initially to the researcher collecting information from their school. The researcher had to convince them about the purpose of the study by producing introduction letters and assure them of anonymity.

1.9  **Assumptions of the Study**

This study assumed that there is a correlation between a child’s engagement in child labour and the performance of such a pupil in class work. Consequently, it was assumed that children affected by child labour are more likely to be poor performers in class than the high performers. This study also assumed all forms of child labour have effects on the children. Consequently even forms of widely considered as healthy were investigated.
1.10 Theoretical Framework

Human capital theory and Abraham Maslow’s Hierarchy of Needs theory are the primary theories informing this research. The human capital theory holds that people are the primary drivers of economic prosperity in a country. Therefore, countries have to approach their citizens as a form of capital (Becker, 1993). Once a country has a critical mass of well-developed individuals, it is best positioned for development. Human development consists in equipping individuals with requisite skills, knowledge, attitudes and values for meaningful engagement in economic development (Becker, 1993). Human development is critical because it determines quality of research, innovativeness, levels of productivity and general competitiveness in a country.

Schultz, (1971), explained that the main argument in the Human Capital Theory is that education is necessary as a facilitator of capacity building for individuals who engage in production processes that lead to wealth creation in a state. Education helps to equip individuals with skills, knowledge and behaviour patterns necessary for engagement in production activities. National development is dependent on how individuals are productively operating in the market. It is for this reason that education and training are emphasized (Becker, 1993). Through education and training individuals, acquire the necessary capacity for participation in the economy. Schultz (1971) argued that education facilitates towards growth of the economy but also enhancing of democracy in a society. As a result, child labour, which effects negatively on education has a multiplier effect on the development of a nation.
On the other hand, the Hierarchy of Needs theory holds that human needs are hierarchical in nature (Maslow, 1962). This means that needs are met through successive stages. The needs pyramid by Maslow has five levels. Unless the lower level needs are met, higher-level needs are not considered by individuals. Individuals would have to deal with basic needs before considering education (Maslow, 1962). This explains the trade off between education and child labour.

These two theories inform this research in the sense that universal education is premised on the human capital theory. The goals of free and compulsory primary education are to empower people so they become more productive and live better lives. However, based on the Needs Theory, individuals are likely not to focus on higher needs, e.g., the need to enhance their capacity if their basic livelihood needs are not being met. Pupils and students may not focus on school when their basic needs are not met. It is for this reason that they engage in child labour, which in turn affects their participation in school.
1.11 Conceptual Framework

Orodho (2009) explained that a conceptual framework is a diagrammatic or graphical representation of a relationship between different research variables as conceptualized in a study. Two important variables in a study are the independent and dependent variable. In this study, forms of child labour are the independent variable while participation to primary education is the dependent variable.

![Conceptual Framework Diagram](image)

**Figure 1.1: Schematic Conceptual Framework**
Based on Hindman (2011), child labour in the conceptual framework is operationalised as the different forms of harmful labour that children engage in. Child labour includes any harmful work done at home (domestic labour) e.g. family chores that are often tiring thus affecting pupil’s concentration on studies. Some children are engaged in waged commercial labour in people’s homes or in industries (Hindman, 2011).

Other children are exploited through non-waged labour in commercial enterprises (Hindman, 2011). For instance, children who lack food at home may engage in fetching water for a hotel owner in exchange for some food. Irrespective of the forms of child labour, any form of child labour influences engagement in education processes for children (Manda, 2003). Child labour, as per the conceptual framework, leads to increased absenteeism given children attend to work elsewhere rather than attending school and eventually they drop out of school.

Child participation in education is hampered by level of absenteeism, being tired and thus not completing class assignments, not doing homework, being sleepy in class and poor participation in co-curricular activities. For those that go to school after engaging in child labour, there is a high likelihood that they are tired, they thus tend to be sleepy in class. Such factors affect children’s participation in class activities and ultimately their performance in class. Poor performance in class discourages pupils who lose interest in schooling. This culminates to poor performance or drop out in school and engaging full time in child labour. It is true to conclude that child labour is among other factors that affect efficiency and equity in education at national level.
1.12 Operational Definition of Terms

Child Labour: Child labour in this research refers to any type of work that interferes with children’s schooling.

Chokora: A child who has been abandoned in Kenya and fend for himself / herself.

Drop Out rate: To the percentage of pupils who left school prematurely against those initially enrolled.

Drop Out: To falling out or withdrawal from school by pupils before completion of an educational cycle.

Educational wastage: To incidences of pupils dropping out of school or repetition of classes.

Enrolment: The act of pupils joining or registering into a primary school.

Local leaders: these represent the community leaders {chief, sub-chief, children rights officers, district education officer, area education officer}.

Manpower: Qualified personnel in various fields.

Participation: Children’s involvement in school activities aimed at developing the pupil. Such activities include games, class work, and homework.

Poverty: a state of deprivation of necessities of life and capacity.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter examines the literature based on studies that have been done and are related directly or indirectly to this study. The literature is presented thematically. The various themes captured in this literature review section are child labour, child protection in Kenya, access to education in Kenya, participation of pupils in education. The reviewed literature has been obtained from various sources such as published research reports, books journals and report proceedings of workshops and seminar papers consequently the gaps in the literature are given.

2.2 Child Labour

Child labour is defined by Hindman (2011) instances characterised by children engaging in forms of work for payment either in kind or in cash. Children have to engage in work for their own development. However, any instance where a child’s work contributes to gain an individual or institution is considered as child labour (Hindman, 2011). This means that it does not matter whether the service provided is contractual or not. As long as a child is offering a service that gains other individuals or institutions, it is considered child labour. Article 3 of ILO Convention No.182 defines child labour as “work that deprives children their childhood, their potential, dignity, and that which is harmful to their mental and physical development”. In other words, child labour is engagements that interfere with a child’s normal growth and often deprives them of right to education access. (ILO, 2013)
According to ILO (2013), not all work done by children is considered as harmful. Engagement in work helps children to develop and learn to be productive members of society. However, engagement in work should not compromise a child’s physical, emotional, mental or social development. Any form of work that interferes with normal child growth is considered harmful and immoral (ILO, 2013). Such forms of child labour, which have negative effects have to be eliminated and children protected against engagement in such (ILO, 2013).

This view is supported by UNICEF (2013), which points out that health work helps in children development. In Kenya, many children participate in such healthy work within the family. Such engagement are part of the overall socialization process by which children learn social processes and engagements that mould them into productive adults. Children learn the value of contribution by helping their parents in accomplishing tasks within the home or in businesses. As long as such engagements do not interfere with a child’s development, they are good for the child (ILO, 2013).

Internationally, therefore, work is only described as child labour if children engaging in such work their childhood and development are compromised (ILO, 2013). The same international standard applies in Kenya. As Onyango (1988) explained, “any child in Kenya working in any economic activities which affect their schooling by either making them not to attend school, by making them leave school prematurely or by requiring them to combine school attendance with excessively long and heavy work, is experiencing child labour”.
As per the Kenyan law, anyone under 18 years of age is considered a child. Two important instruments address child labour in Kenya. The Employment Act, 2007 and the Children Act 2001, spell out the need to protect children from child labour (Kenya Law Reports, 2013). Part VII of the Employment Act expressly indicates that children should be protected against harmful forms of labour. (Kenya Law Reports, 2013). While a child is anyone below 18 years of age, section 56 of the employment Act, only prohibits hiring of children under 13 (Kenya Law Reports, 2013). The employment Act legalizes employment of children between 13 to16 in a learning type of engagement such as internship, apprenticeship or attachment. Such children are only supposed to be engaged in light work does not interfere with their development. The employment act allows for full employment of individuals from age 16 (Kenya Law Reports, 2013).

The Employment Act seems to be in contradiction with the Children Act, which clearly spells that a child is under the age of 18. However, while children above 13 and below 18 are still considered as children under the Employment Act, they are considered old enough to be introduced into the labour market as interns, apprentice or employees (Kenya Law Reports, 2013). The Act stipulates that such children should only carry out light work especially for learning purposes. However, the Employment Act does not spell out the terms and conditions that should govern the envisaged kind of employment (Kenya Law Reports, 2013). The Act does not define what light work constitutes. This implies employers have discretion in determining what light work is. Additionally, the Act does not spell out the rights of children engaged in such forms of labour consequently not providing legal protection for children in such forms of employment. (Kenya Law Reports, 2013).
The employment act addresses itself to employment in industrial activity and does not address itself to employment in family endeavours. There is a thin line between children helping in the family and children labour being harnessed for economic gain of parents (Kenya Law Reports, 2013). Given there are no legal restriction for child engagement in the agricultural sector, the service sectors and in domestic work, there are loop holes that allow for exploitation of children in a manner that compromises their future (Kenya Law Reports, 2013).

2.3 Forms of Child Labour in Kenya

In 2013, UNICEF estimated that 150 million of children across the world were involved in some harmful forms of child labour. According to UNICEF (2013) estimates, Sub Saharan Africa 1 in 4 children aged 5-17 provide labour in homes or in productive sectors of the economy. The estimates showed that more boys than girls were involved in child labour. However, such gender differentials arose due to bias in measuring child labour by focussing more on sectors of the economy while neglecting girls’ contribution within homes. Girls’ engagement in homes is an invisible form of child labour that is often not measured; 90% of children affected by domestic labour are girls (UNICEF, 2013).

Child labour across the world takes many different forms. The commitment by nations of the world is to eliminating worst forms of child labour. Such forms of child labour are defined by Article 3 of ILO Convention No. 182. These forms of child labour include slavery, child trafficking, forced labour, use of children as soldiers, child prostitution and involvement of children in pornography related activities (ILO, 2004). Other worst forms of child labour include engaging children
in crime, sale or trafficking of drugs, industrial work and any other work that has detrimental effects on development of children (ILO, 2004).

UNICEF (2013) supports the ILO Convention and explains that engagement of children in any form of work that is not age appropriate is morally wrong. However, in classifying child labour there is need to consider the age of the children involved, the type of work they do, the conditions under which they work, the effects of the work and the objectives of the work (UNICEF, 2013).

Child labour was introduced in Kenya by white settlers who had cash crop plantations during the colonial era (Manda, 2003). While there is desire to eradicate all forms of harmful child labour, often, contextual issues lead to difficulties in combating the problem. In Kenya, as explained by Manda (2003), child labour can be associated with high levels of poverty, child headed households due to effects of HIV/AIDS, numerous conflicts that displace children, high prevalence of domestic violence leading to family breakdown and traditional practices such as sending children to herd cattle or marrying them off at an early age.

The HDR of 2012 indicated that in Kenya, half of boys and a third of girls, of school going age, attend school after age of 16. There are differentials in terms of effects of child labour on education along gender lines. Culture and resultant perceptions have played a big role in influencing girl child access to education. Gender roles and patriarchal society values tend to consign women to domestic duties and subsidiary role. This in effect influences parents’ attitudes towards girl child education and the attitude of girls towards their studies.
As discussed in ILO (2010b), successive governments in Kenya have used poverty reduction as a broad strategy of tackling child labour. Majority of the initiatives have aimed at reducing adult unemployment to ensure parents can take care of their children. The Jubilee (current) government in its election manifesto promised to come up with social protection programs that would reduce inequality and alleviate chronic poverty.

As presented by Manda (2003), the main traditional forms of child labour in Kenya include high involvement in tedious domestic work, children in the streets engaging in waste picking or scavenging in dustbins for survival, heavy use of child labour in agriculture and child prostitution. Children in Kenya are also used in crime, drug trafficking, children used in smuggling illicit goods and minimal industrial engagements (Manda, 2003). Child labour affects negatively on the child as it results into physical injuries, mutilations, long term illnesses, HIV AIDS, pesticide poisoning and growth deficiency (UNICEF 2012).

2.4 Reasons for child labour
Child labour persists in the Kenyan society due to a number of factors. Manda (2003) explained some of the factors that contribute to child labour as poverty in the villages and slum settlements in towns, diseases like HIV/AIDS, which orphans children, conflicts such as tribal clashes in Kenya and domestic violence. Poverty in Nairobi remains real as evidenced by the number of people staying in informal settlements. Additionally, high levels of insecurity are a product of poverty and unemployment. The activities of extortionist groups like the Mungiki and prevalence of armed robberies in Nairobi lead to many people losing lives. When such
incidences happen, many household loose a breadwinner leading to children engaging in waged or non-waged labour. Domestic violence on the other hand leads to divorces and separations. Single parents without proper livelihoods encourage their children to work and the earnings are used to improve household livelihood.

Ndegwa (2009) demonstrates that cultural practises like division of labour and early marriages exposes children to child labour. In households, there are culturally stipulated roles for men, for women and for children. In most communities, there are certain tasks that can only be accomplished by a male member of the household. For instance, cooking is the preserve of females while splitting firewood is often a man’s job. Consequently, should the mother or father not be able to perform such tasks, they are left for the children in the family e.g. the male child performing the male roles in a household.

Despite the introduction of FPE, which is not entirely free since levies are continually charged, child labour persists. UNICEF (2012) gives other factors that contribute to child labour. One major factor that predisposes children to child labour is parental ignorance of the negative effects of child labour on the development of their children. Parents love their children and would often do anything to ensure children are out of harm’s way. However, some parents put children in harm’s way out of ignorance. The second factor contributing to high levels of child labour is inefficient enforcement of the legal provisions pertaining to child labour (UNICEF, 2012).
Children on their own may prefer child labour activities due education due to irrelevant and non-attractive school curriculum. Poverty, unattractive school exercises and high demand for cheap labour by contractors contribute to many children choosing child labour as cool way out (UNICEF, 2012). Moreover, even children interested in education often find the going tough due to persistent levies (UNICEF, 2012). Moral standards across the globe have plummeted and growth in international sex trade that places great value on child prostitutes has increased children involvement in prostitution (UNICEF, 2012). Finally, many people involve children in child labour due to lack of awareness on child rights and girl child education.

The issues outlined by UNICEF are prevalent in Nairobi. Many individuals migrate from the rural areas after their secondary education to search for jobs. Fourth form leavers often do not have the relevant literacy to enable them know what is harmful for their children or not. They do menial jobs and to supplement the income, they do not see anything wrong with their children working. Thus, the level of the parent’s education is a recipe for child labour and HIV AIDS where the orphaned children must fend for their siblings.

2.5 Child Protection from Child Labour in Kenya

Child protection in Kenya is catered for under the Children Act of 2001. The law provides for protection from child labour and armed conflict (Kenya Law Reports, 2013). The Children Act identifies protection of children from any forms of economic exploitation and any work or engagement that interferes with their education, growth, development or puts the child on the way of harm (Kenya Law Reports, 2013).
As per the employment act, any cases of child labour are supposed to be handled by labour officers or police officers (Kenya Law Reports, 2013). The officers are mandated to carry out investigation and take legal redress through the courts or through line ministry action. Remedial actions in cases of individuals exploiting children or putting children in harm’s way are heavy fines or imprisonment. For instance, inducing children to engage in sexual activity attracts a minimum of 6 years imprisonment. Child prostitution and related defilement attracts a life sentence.

Kenya ratified the “UN convention on the Rights of the Child (UNCRC)” in 1990 (Hindman, 2011). This important international instrument was instituted in 1989 and it provides a comprehensive framework or policy for child protection. It spells out the rights of the child, reinforces fundamental human dignity, highlighting and reinforcing the family’s role in children’s lives. As discussed in the sector plan for labour, Kenya has further ratified and implemented the ‘Optional Protocol to the Convention on the Rights of the Child on the Sale of Children’ among other international treaties on protection and rights of the child (Manda, 2003).

To ensure the rights of children are protected, the Kenyan government has established Child Protection Centres and children welfare officers posted to every administrative division in Kenya. The Children Officer works closely with communities to ensure children needs are met by their parents and are protected from any harm.
2.6 Factors Affecting School Attendance in Primary Education

Economic feasibility is the first consideration in the planning strategy for universalizing education such that educational policies should consider if citizens effectively demand education. Noor (2005), points out educational expansion in developing world has been closely matched with the economic growth measured in terms of gross domestic product (GDP) or Gross National Product (GNP). This is the trickledown effect of economic growth; the assumption is that as the economy grows, resources are available for investment in education. Trends of GNP growth in the 1990’s against investment in education confirm the truthfulness of Noor (2005)’s assertion.

In many countries educational expenditure per capital doubled over 25 years until 1999 (Psacharopoulous and Woodhall, 1999). This trend has been recorded across the globe given the HDR reports (2010) and HDR (2012) show that government budget allocation to education has been on the increase across the world. As early as 1947 the United Nations declared education as a basic human right. According to the UN Declaration (1947), everyone regardless of income level, gender, race or social status has the right to acquire basic education. Despite the UN declaration, universal education is far from being achieved across the globe.

The capacity of pupils to attend school regularly is dependent on household circumstances. As established by Alwin and house (1973), the level of parents’ education, occupation and income levels were the most significant factors determining school attendance; thus worsening the welfare of the vulnerable groups. Alwin and house (1973) used the path analysis technique and looked at various
variables affecting efficiency indices. The path models used established the direct and indirect effects of various variables on access to schooling.

This study hypothesized that the community’s level of development has direct effect on opportunities to access education and attend school regularly. The path model presented therein reflected a higher co-efficient from social economic status of parents as affecting access to schooling. This scenario is true of Kenyan schools given household circumstances affect class attendance by pupils. Majority of pupils do not attend school because they slept hungry, they had to take care of siblings, they had to run errand for parents and relatives or have to engage in child labour to supplement earnings by parents.

Across Africa, the benefits of growing GDP and GNP in most countries have not trickled down to the masses, to allow for equal access to educational facilities thus worsening the welfare of vulnerable groups (World Bank, 2005). As a result, there has been a significant difference between rich children going to school and the children of the poor attending school regularly. Levels of absenteeism are higher among the poor than the higher due to the poor not affording basic school requirements. This raises the issue of private costs and benefits as perceived by parents.

Parents enrol their children depending on their judgments of educational investment; balancing between the costs and benefits (Lock head, 2001). These judgments, in turn are based on systematic comparison of economic benefits of education and its opportunity cost, which is measured not by actual monetary expenditure but by the alternative opportunities foregone when scarce resources are invested in education.
(Odada, 2009). It is for this reason that most parents suffering from deprivation are not keen on ensuring their children access education even in the cases where the education is subsidized or fully paid up by the government. Jolly (2009) observed that low economic endowments of most countries have, greatly hampered the set target of achieved universal education in African countries before the year 2015. He further points out that lack of funds among the poor has for long served as a limiting factor towards achieving one hundred percent efficiency in education.

Fields (1990) and World Bank (1990) concur that school attendance and poverty are inversely related. This means higher education attainment in a population lowers poverty levels and the reverse holds. Psacharopoulos and Woodhall (1985) argued that poverty directly influences education outcomes. Despite introduction of free education, children from poor households are still likely to suffer and drop out of school. Poverty is a major cause of inequality in access to schooling. This fact is well corroborated by the situation in Kenya where some areas have achieved universal enrolment while others have not.

The UNDP human development report (2010) provides that when it comes to education, the average years spend by Kenyans in school is 7 years. The percentage enrolment into educational institutions against those who do not access education is 59%. Government has increased spending on education over the years and expenditure due to introduction of FPE and subsidizing of secondary education has had increased total public spending on education stand at 7% of the total GDP in 2010.
Briggs (1980) argued that for poor parents, there would always be a trade-off between meeting children’s educational needs and other household needs like food. Poor parents decide not to invest in educating their children and opt to spend their resources on necessities like food and shelter. They perceive the returns from education, for example higher incomes in future or more productive household and prestige, as a mirage.

Consequently, children fail to access basic school requirements leading to irregular school attendance. Children who cannot attend school regularly due to competing household needs are likely to end up engaged in child labour.

2.7 Child Labour and Participation in Education

Access to education is important but pupils’ participation in education is an important factor that determines performance. As discussed by ILO (2013) child labour affects all dimensions of development in children (social, emotional, moral, and physical). Child labour interferes with the mental capacity thus; they are not able to concentrate in class (Manda, 2003).

Child labour interferes with the physical health of the children through injuries and exhaustion. When the children are injured or exhausted, they cannot enthusiastically engage in classroom activities. Participation in class is a social activity. It requires the children to form friendship and be free enough psychologically as to freely engage their friends. Child labour interferes with this process through causing worries, injuries and denying children time for social bonding with their friends (Manda, 2003).
As discussed by Farrant (1980) learning is a social process. This means that interaction is very important in education. If child labour leads to pupils being pre-occupied, tired, and sleepy or in withdrawal mode, it affects their interaction with friends and teachers. Lack of connection with fellow pupils would result in withdrawal behaviour by the children. Child labour affect access to education by denying children the time and energy to attend and actively engage in class activities. Absenteeism affects progressive grasp of concepts and study content (Manda, 2003). This interferes with learning because whenever they miss school they report when classmates are tackling new issues.

Poor participation in class has a multiplier effect especially on the child’s performance and motivation to be in school. Poor performance contributes to children resorting to child labour. Dasiana (2004), in his study of K.C.S.E exam performance in Ikolomani, argues that there is a positive correlation between dropout rate of pupils and their performance in examinations. His study having focused on the performance of girls, he noted that some girls in the rural areas do not perform well in examinations due to environmental factors like poor lighting, domestic duties, and family or community demands on girls so they fail to prepare adequately for examinations.

In this regard, he noted that they tend to fear examinations and dared not to wait until they sit for them hence dropout early. Achievement levels of pupils determine the child’s interest or excitement with the school process. This motivation or excitement with school process then determines whether a pupil passionate participates in school activities or opts to drop out of school. The achievement is directly linked with the extent of participation in the learning process.
Those pupils who are free enough to participate and are academically blessed are likely to endure the difficulties that are part of a school unlike low achievers, who are more likely to get frustrated and view education as a waste of time.

2.8 School Environment on Child Participation in Education

The environment around the school and within the school has a major effect on what happens to a student. According to UNESCO (2012), children in war torn areas or conflict zones are denied education due to the turmoil in the community. Nairobi County is not a conflict zone but it has many individuals who have migrated to it because of conflicts. In Nairobi, one finds refugees and victims of political clashes that lead to separation of families.

Additionally, insecurity due to kidnapping of children and general robbery in neighbourhoods leads to school development in such areas being hampered. Apart from security concerns in the community around school that affects learning processes, there are extrinsic factors such a harsh climate, way of life of the community, proximity to the market centre, religion, and politics that directly effects on the learning environment. Muinde (2009) examined the influence of learning environment on education in study done in Mitaboni Secondary school. The findings from the study show if the community around the school is involved in some distracting business like brewing illicit, students are easily lured to such like malpractices. Drug addiction and alcoholism lead to students leaving school on their own volition but also if caught some decide to quit school and engage in child labour as a way of sustaining their illicit activities. May (2011), attributes girl drop out to an environment that discourages learning by glorifying marriage and girl circumcision. This means that the culture of the community around a school
determines whether individuals have interest in participating in learning or not. The activities that go on around leaning institutions are very important. For instance, in Kayole division, which is the study area, scrap metal dealers and garbage dealers are within reach. The availability of these alternative activities, which children participate in rather than going to school, promotes child labour.

2.9 Summary of the Literature Review

Reviewed literature shows that education is very important in national development. Consequently, there are global and national efforts to ensure pupils access and participate in learning processes. In Kenya, the rolling out of FPE in 2003 proved to be a game changer in enhancing education access. Free primary education has helped drastically increase the enrolment rates in schools. However, enrolment rates do not translate into retention and proper participation of pupils in the learning process. High enrolment without proper retention in the education system waters down the gains of access to education.

Literature shows that child labour is a key variable affecting the participation of children in primary education. Children have to engage in work for health development and thus not all work is child labour. However, work that affects children harmfully has to be eliminated. Numerous studies have been done on the subject of school access and participation. Studies done on equity and access in the Kenyan education sector focus on gender disparities and gender inequalities. However, there is no evidence of a study done to determine how different forms of child labour affect the participation of children in primary education in Nairobi County of Kenya. Since the introduction of FPE, studies on primary education have focused on quality of education due to the increased numbers. Studies like the ones
that are done by Uwezo Kenya have focused on performance of students in various study areas.

Reviewed literature shows that child labour is a reality because it serves many purposes. There are many who gain from the economic activities that children engage in. Moreover, domestic work due to traditional division of work at the household level remains a key factor that can affect children participation in education. Therefore, there is need to carry out a primary research to determine in concrete terms how child labour is affecting pupil’s participation in public primary education in Nairobi County.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
Kothari (2004) notes that research methodology refers to the various steps that are generally adopted by a researcher in studying research problem informed by logic. This chapter discusses the procedures and strategies used in the study.

3.2 Research design
Considering the objectives of study that require both general and in-depth information to address, triangulation of methods was considered appropriate for this study. A mixed method design which involves combination of both qualitative and quantitative methods of data collection and analysis was used. This design is thus adopted to facilitate both qualitative and quantitative inquiry. As argued by Kothari (2004), qualitative approach is used in in-depth assessments aimed at capturing feelings, opinions and attitudes the quantitative orientation is good in capturing general characteristics of a phenomenon. Quantitative approach involves the generation of data in form of numbers, while qualitative approach generates data in the form of words. This study captures qualitative data in the form of pupils’ behaviour in the learning process. Quantitative data to be captured was in the form of attendance rates and numerical attributes.

3.3 Location of the Study
The study location was Kayole division in Nairobi County. Kayole is an area on the eastern outskirts of Nairobi. The division was selected because it is an urban setting with many public primary schools. The division has a huge low income population
that makes the tradeoffs between child labour and education participation most likely. The division has many schools catering for pupils from poor households, who live in informal settlements where the likelihood of them engaging in child labour is high. The division was chosen because it is centrally positioned in Embakasi Sub-county in Nairobi; it is accessible and is representative of the Sub County

3.4 Target Population

This study targeted 926 pupils in class five and six in the seven public primary schools in Kayole Division. Going by the stipulations in the employment act, child labour applies to work imposed on children below the age of 16. Going by the Uwezo Kenya (2011) report, 84% of children in Class 5 and six in public Kenyan primary school are between ages 12 and 15. This is the age most vulnerable to child labour thus the researcher’s choice to focus on class 5 and 6 in primary schools in Kayole. Apart from school going children, the study also targeted teachers from the selected primary schools and community leaders of areas around the school. The target population included 926 pupils, 138 teachers and 35 community leaders as shown in Table 3.1.

3.5 Sampling Procedure

The research targeted pupils in class 5 and 6 and their class teachers and community leaders. This is because, pupils in those classes are between ages 12-15 and more vulnerable to child labour practices (Uwezo Kenya, 2011). To obtain the sample size, the formula developed by Yamane (1967) cited by Kothari (2004) was used.

\[ n = \frac{N}{1 + N(e)^2} \]
In the formula \( n \) is the sample size, \( N \) is the population size, and \( e \) is the level of precision (Kothari, 2004). The level of precision is determined by choosing the desired confidence level. If the confidence level of 95% is assumed, the level of precision was 0.05%. The total target pupil population is 926 and when the formula is applied, the sample to be drawn is 279, which is 30% of the total population. When 279 are distributed evenly across the 7 schools, a total of 40 pupils, who form 14% of total sample population, were drawn from each school. This sample is adequate because based on statistics in Uwezo Kenya (2011), 20 pupils from each class are more than 20% of the population in a normal public primary school in Nairobi County. Lancaster and Williamson (2004) illustrated that a sample size of between 10% and 20% of the population is adequate for a study but the bigger percentage the better.

To identify the pupils for the survey, class teachers assisted in providing lists of pupils in class five and six. Using stratified sampling, a proportionate number of pupils was drawn from each class list. To draw a sample from the teacher population, purposive sampling was used given the research is targeting class five and six class teachers. Additionally, through purposive sampling, seven community leaders out of the 35 chiefs and sub-chiefs of areas considered to be the catchment area for the 7 schools were identified for key informant interviews. The sample frame is as shown in Table 3.1.
Table 3.1: Sampling Frame used in the Research

<table>
<thead>
<tr>
<th>School</th>
<th>Type of respondent</th>
<th>Population</th>
<th>Sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Pupils</td>
<td>142</td>
<td>40</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>22</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>B</td>
<td>Pupils</td>
<td>128</td>
<td>40</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>16</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td>C</td>
<td>Pupils</td>
<td>138</td>
<td>40</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>21</td>
<td>2</td>
<td>9.5%</td>
</tr>
<tr>
<td>D</td>
<td>Pupils</td>
<td>134</td>
<td>40</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>24</td>
<td>2</td>
<td>8.3%</td>
</tr>
<tr>
<td>E</td>
<td>Pupils</td>
<td>145</td>
<td>40</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>22</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>F</td>
<td>Pupils</td>
<td>118</td>
<td>40</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>16</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td>G</td>
<td>Pupils</td>
<td>121</td>
<td>40</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>17</td>
<td>2</td>
<td>11.7%</td>
</tr>
<tr>
<td>Total</td>
<td>Pupil</td>
<td>926</td>
<td>280</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>138</td>
<td>14</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Community leaders</td>
<td>35</td>
<td>7</td>
<td>20%</td>
</tr>
</tbody>
</table>

3.6 Research Instruments

Field data in this study was collected from teachers, pupils and community leaders. Primary data from class teachers was obtained through a self-administered questionnaire. The pupils required explanation of words and probing to get the right answers. Therefore, information from the pupils was obtained through personally administered structured questionnaires.
3.6.1 Questionnaire for Pupils (Appendix 2)

The research instruments used to collect data from the pupils was a detailed structured questionnaire. The questionnaire for pupils has five sections. Part A of the questionnaire seeks general information about the school and class of the pupil. Part B has both open and closed ended questions aimed at exploring education attendance related issues such as absenteeism and causes of absenteeism. Section three has questions on forms of child labour, if any, engaged in by the pupils and the factors that lead to their engagement in the child labour. The last part of the questionnaire has questions aimed at evaluating the pupil’s participation in class and games as well as factors that affect pupil’s participation.

3.6.2 Questionnaire for Teachers (Appendix 3)

The second instrument in this research is a questionnaire targeting class teachers. The first section of the questionnaire has general questions aimed at understanding the classes. The second part has questions that tackle issues of pupil participation in class while the third and final section deals with school policy and measures applied in tackling access and participation related issues.

3.6.3 Interview Schedule for Local Leaders (Appendix 4)

Data from community leaders was collected through holding interviews with leaders of areas within which the school is located. An interview guide was used in discussing issues surrounding child labour, how child labour affects pupil’s participation in education and what government agencies are doing about it.
3.7 Pilot Study

Lancaster et al (2004) explained that a piloting involves engaging in small-scale data collection prior to the actual study in order to improve the research methodology and research tools. The pilot done helped in improving the research design as well as the questionnaires used for data collection. The pilot helped in determining whether the questions asked and language used were comprehensible by the target respondents or not. For the purpose of this study, a pilot was done in Kayole 1 primary school.

The target population were class five and six pupils, thus, the pilot targeted class 4 and 7 pupils to ensure the subjects were not be part of the sample. Difference in classes did not affect the pilot given children in class four and seven have close proximity in terms of characteristics with children in class 5 and 6. After which the instruments was revised appropriately for final data collection.

3.7.1 Validity

The questionnaires and interview schedule was properly designed and checked for validity. Content and construct validity is achieved through careful construction of the data collection tool. The research tools were properly prepared, the pilot study helped in reviewing inconsistencies, and other problems associated with research instruments. Given content validity is ascertained through expert judgment; the supervisors reviewed the processes and provided guidelines that improved validity.
3.7.2 Reliability

Research reliability is the degree to which research tools yield consistent results. One easy way of ensuring reliability is through the test and retest method (Kothari, 2004). To test the reliability of the questionnaires, only closed-ended items were used through the use of split half reliability co-efficient calculated by substituting in Spearman Brown Prophecy formula given below:

\[
r = \frac{\sum X Y^2 - (\sum X)^2 (\sum Y)^2}{N} \sqrt{\frac{[\sum X^2 - (\sum X)^2] - [\sum Y^2 - (\sum Y)^2]}{N}}
\]

Where

\(X = \) 1st half of the questionnaires
\(Y = \) 2nd half of the questionnaires
\(N = \) total number of items in the questionnaire

The reliability value(r) obtained for a full test items by finally using the formula;

\[
\sqrt{(Total \ test \ time)} = \frac{2r(split \ half)}{1 + r(split \ half)}
\]

Kothari (2004) observed that a correlation co-efficient of 0.7 and above, close to 1.0 can be regarded as high reliability. The correlations coefficient for the pupils’ questionnaire was 0.78, while that of the teacher’s questionnaire was 0.86 which means the data is reliable.
3.8 Data Collection Procedure

Having acquired a research clearance permit from Kenyatta University and a research authorization from National Council for Science and Technology (NACOST), the data collection was done in two phases. The first phase involved the collection of data from class teachers. The researcher personally visited each of the schools and personally administered the questionnaire. Apart from questionnaire administration, the researcher also collected secondary data from class teachers in terms of attendance records and performance records. The data collected in this first phase helped in preparing for the second phase of data collection. The pupils that were targeted in the second phase were identified from data provided by teachers.

The second phase involved the researcher visiting each school and administering the questionnaire for pupils. The data was recorded by filling into the questionnaires. Once the school survey is completed, the researcher conducted the key informant interviews with local community leaders.

3.9 Data Analysis Techniques

Many closed and structured questions in the teacher’s and pupil’s questionnaires anticipate nominal or ordinal data. Such data can only be summed up and basic frequency distributions generated through use of descriptive statistics. The frequency distributions were used to show the school attendance rates and the prevalence of given forms of child labour. For more advanced analysis, for example, testing the strength of relationship between variables, the chi-square test and cross tabulation was used.
There are open-ended questions that are likely to be answered in prose form or through narratives. For instance, pupils were asked to elaborate on given responses to closed ended questions in the questionnaires. The teachers were asked to describe policy and measures taken in helping pupils affected by child labour. Such data and other qualitative data detailing class participation and experiences of the pupils was summarized and analyzed thematically. Interpretations, conclusions and recommendations were derived from the analyzed data. Analyzed data was presented through narratives and Tables. The narratives were organized around given themes. Tabulation helped towards better presentation of numerical data.

3.10 Logistics and Ethical Considerations

Ethical considerations are measures or the code of conduct to be followed when undertaking a study and developing the research report (Schulze, 2002). For proper identification, the researcher sought an introductory letter from the university. The researcher sought permission from relevant head teachers of the sampled schools. Full disclosure was exercised by the researcher through proper identification and explaining of research intents. In this study participant, confidentialities were not compromised, as their names were not used in the collection of data. Research findings were therefore presented anonymously.
CHAPTER FOUR
FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents and explains information gathered from the field through the use of questionnaires. These are analyzed to emphasize response from respondents using various forms of graphical representations. The research findings were presented according to the research objectives.

i. To determine the nature of child labour in Kayole, Nairobi County.

ii. To find out factors those contribute to child labour in Kayole Division

iii. To examine the effects of child labour on participation of learners in education in public primary schools in Kayole Division.

iv. To identify ways of reducing negative effects of child labour in Kayole Division

4.2 Background Information

The data presented in this chapter was collected from class five and six class pupils in seven primary schools in Kayole Division. Considering that the targeted population were schools where the target respondents have a definite and regular program, the research achieved a 100% response rate. This was achieved through proper early preparation, liaising with the teachers in the case of students and booking early appointments in the case of key informants like the community leaders. The general details of the classes in those primary schools are presented in Table 4.1.
Table 4.1: General Class Characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Size</td>
<td>14</td>
<td>58</td>
<td>69</td>
<td>64.50</td>
<td>3.162</td>
</tr>
<tr>
<td>Boys in Class</td>
<td>14</td>
<td>28</td>
<td>40</td>
<td>33.75</td>
<td>4.559</td>
</tr>
<tr>
<td>Girls in Class</td>
<td>14</td>
<td>23</td>
<td>36</td>
<td>30.75</td>
<td>4.743</td>
</tr>
<tr>
<td>Age</td>
<td>280</td>
<td>11</td>
<td>14</td>
<td>12.32</td>
<td>.788</td>
</tr>
</tbody>
</table>

Table 4.1 shows that the minimum and the maximum total number of pupils in class, the boys in the classes and the girls. The mean class size is 64 pupils, which is above the MoE recommended class size of 45. Although boys are slightly more than girls, the means show that the difference is not very high. The youngest child in the targeted classes was 11 years while the oldest was 14 years. The average age of the pupils was 12.32 and with a standard deviation of 0.788, it means that most of the children’s age did not deviate widely from the mean. The recommended ages for class five are 11-10 while for class six it is ages 12-13. The children in the schools are on average of appropriate age for the targeted classes.

4.3 The Nature of Child Labour in Kayole Division

To assess whether the children engage in any form of child labour that can affect their participation in education, the levels of absenteeism in the different schools was investigated.

Additionally, the activities the children engage in when absent from school were determined to show if there is any link between child labour and absenteeism. All the children (100%) indicated that they miss school. They were asked the longest time they have been absent from school and their response is as given in Figure 4.1.
As shown in Figure 4.1, 3.6% of the pupils indicated that the longest time they have been absent from school was more than a week, 75% have ever been absent from school for a week (as the longest time) and 21.4% have been absent from school for less than a week as the longest time. To understand the levels of absenteeism further and dropout rate per year, teachers were asked several questions and their responses are as computed and presented in Table 4.2.

Table 4.2: Absenteeism and Drop out Levels in the Schools

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Absent in a week</td>
<td>14</td>
<td>2</td>
<td>12</td>
<td>5.88</td>
<td>4.121</td>
</tr>
<tr>
<td>Girls absent in a week</td>
<td>14</td>
<td>1</td>
<td>8</td>
<td>4.25</td>
<td>3.012</td>
</tr>
<tr>
<td>Boys who dropped out</td>
<td>14</td>
<td>0</td>
<td>3</td>
<td>1.75</td>
<td>.886</td>
</tr>
<tr>
<td>Girls who Dropped out</td>
<td>14</td>
<td>1</td>
<td>2</td>
<td>1.38</td>
<td>.518</td>
</tr>
</tbody>
</table>
The data presented in Table 4.2 shows that the minimum boys absent in a class in the targeted schools, in a week, are two and the maximum are 12. On average, 6 boys miss classes in a week; the high standard deviation shows high variance, which is indicative of given classes and schools being affected by absenteeism more than others. The minimum number of girls absent in a class in the targeted schools, in a week, is one and the maximum are eight. On average, four girls miss classes in a week; the high standard deviation shows high variance, which is indicative of given classes and schools being affected by absenteeism more than others are. Generally, more boys miss school more than they miss girls by a slight margin. The drop out levels is low with an average of two boys and one girl dropping out of school in an academic year. The low standard deviation is low in both the case or girls and boys, which indicates the situation is the same across the different schools. The pupils were asked what causes them to miss class and their responses are as provided in Table 4.3.

<table>
<thead>
<tr>
<th>Cause of Absenteeism</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Lack of levies</td>
<td>49.9</td>
<td>27</td>
<td>17.5</td>
<td>4.6</td>
</tr>
<tr>
<td>Domestic Work</td>
<td>0</td>
<td>57.3</td>
<td>35</td>
<td>7.5</td>
</tr>
<tr>
<td>Waged Labour</td>
<td>0</td>
<td>0</td>
<td>35</td>
<td>65</td>
</tr>
<tr>
<td>Health Problems</td>
<td>17.5</td>
<td>77.5</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>
According to the pupils as shown in Table 4.3, the main reason why they frequently miss school is lack of school levies followed by health problems. Occasionally, domestic work contributes to 57.3% of the pupils missing school. In rare circumstance, waged labour contributes to 35% of the pupils missing school. The pupils were asked what they did when they were not in school and their responses are as provided in Figure 4.2.

Figure 4.2: Activities the Pupils engage in when not in School

Figure 4.2 shows that what occupies children frequently when they are at home are domestic chores, followed by taking care of siblings, studying at home and finally looking for money. 90% of the pupils engage in domestic work, 75% engage in looking for money in one way or another, 42.5% engage in leisure occasionally, 42.5% are engaged in running errands, 77.5% take care of their siblings while only 41.5% engage in studying while at home.
Local leaders were asked to name what children in their area engage in while not in school. They mentioned the issues in Figure 4.2 but added begging in the streets, helping parents with their businesses and engaging in petty business. When asked what activities they considered harmful, most mentioned petty trade, garbage collection, begging activities and running errands or working for wages as most harmful practices.

One elder mentioned drug peddling as one of the harmful activities that children in the area engage in while not in school. Children are used by drug peddlers as conduits or transporters of drugs to users. The teachers were asked to rate a number of factors as causes of absenteeism on a scale of 1 to 4, where one was strongly disagree, 2 was disagree, 3 was agree and 4 was strongly disagree. Their responses were as computed and presented in Table 4.4

![Figure 4.3: Teachers Rating of Causes of Absenteeism among Pupils](image-url)
Considering information presented in Table 4.6, any mean less than 2.5 is indicative of respondents disagreeing, a mean greater than 2.5 but less than 3.5 is indicative of respondents agreeing while any mean above 3.5 implies the respondents agree strongly. The standard deviation helps to show the dispersion in data. It indicates that despite the mean, either the respondents were inclined towards strongly agreeing or strongly disagreeing. The teachers tended towards disagreeing with assertions that domestic work (2.38), poor health (0.835) and looking for money (2.13) are a major cause of pupils’ absenteeism. They agreed that running errands, taking care of siblings, lack of uniform, poor parental follow up are major causes of absenteeism. They strongly agreed that school levies contribute towards absenteeism in schools.

4.4 Factors Contributing to Child labour in Kayole Division

Child labour, whether harmful or positive, becomes prevalent due to various factors. To investigate such factors, various groups were asked various questions. The pupils were asked to indicate whether a number of factors led to their missing school. They were supposed to indicate whether the issue frequently (meaning often), occasionally (meaning once in a while) and never (meaning the issue has never caused them to be absent). Their responses are presented in Table 4.4.
According to the pupils, only health problems and lack of school levies lead to their frequent missing of school. Occasionally, domestic work leads to 92.5% of the pupils missing school while waged labour occasionally leads to 35% of the pupils missing school. To assess the situation further, the pupils who had indicated that they spend times looking for money as per Figure 4.2 were asked about the activities they engage in order to get money. Their responses are presented in Figure 4.4

Table 4.4: Factors that Lead to Missing School According to the Pupils

<table>
<thead>
<tr>
<th>Cause of Absenteeism</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Lack of levies</td>
<td>49.9</td>
<td>44.5</td>
<td>4.6</td>
</tr>
<tr>
<td>Domestic Work</td>
<td>0</td>
<td>92.5</td>
<td>7.5</td>
</tr>
<tr>
<td>Waged Labour</td>
<td>0</td>
<td>35</td>
<td>65</td>
</tr>
<tr>
<td>Health Problems</td>
<td>17.5</td>
<td>82.5</td>
<td>0</td>
</tr>
</tbody>
</table>
Figure 4.4: Money Generating Activity Engaged in by the Pupils

From Table 4.4 it may appear that domestic work and waged labour are not the main contributors to absenteeism in primary schools in Kayole. Nonetheless, they play a significant role in hampering access and participation to education. The lack of school levies as shown in Table 4.5 could be the major motivator towards a number of children engaging in money generating activities while at home. As shown in Table 4.6, the children’s engagement in various money generating activities is varied. The activities most engaged in are domestic duties for pay, collecting metals/plastics, selling sweets and other eatables and collecting garbage. Other activities engaged in to generate money are begging but to a less degree when compared to others.
To understand why the children engage in such activities, the children were asked the extent to which various factors contributed to their staying at home. The factors tested included lacking parents, poverty, peer pressure, parents forcing them to stay at home, guardians forcing them to stay at home and lack of school requirements. Their responses are presented in Table 4.75

Table 4.5: Factors leading to Child Labour Activities

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Being Orphan</td>
<td>7.5</td>
<td>7.5</td>
<td>22.5</td>
<td>85</td>
</tr>
<tr>
<td>Poverty</td>
<td>92.5</td>
<td>7.5</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Peers</td>
<td>17.5</td>
<td>62.5</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Parents Forcing pupil to work</td>
<td>0</td>
<td>41.5</td>
<td>30</td>
<td>27.5</td>
</tr>
<tr>
<td>Guardians Forcing pupil to work</td>
<td>10</td>
<td>30</td>
<td>27.5</td>
<td>32.5</td>
</tr>
<tr>
<td>Lack of School Requirements</td>
<td>0</td>
<td>0</td>
<td>7.5</td>
<td>82.5</td>
</tr>
</tbody>
</table>

As shown in Table 4.5 poverty (95%) is the major factor that contributes to children engaging in child labour. According to the children, poverty is followed by peer influence (7.5%) as a factor that frequently contributes to their engaging in child labour activities. According to the children, peer pressure contributes to 62.5% of them engaging in child labour activities. 41.5% are occasionally (once in a while) forced by parents to engage in child labour activities.

The elders interviewed blamed absenteeism on a number of factors. Most of them mentioned poverty and parental ignorance as cause of children not going to school. One of the sub chiefs had this to say on causes of absenteeism in the area. ”Most
parents do not make a serious follow up of pupils’ school progress”. Based on information collected from the pupils, as shown in Table 4.5, 92.5% of those who engage in other activities and thus miss class attribute it to poverty; poor parents.

The second most important factor that influences their attendance is parents or guardians who force them to work occasionally. Those who are orphans and are affected by lack of parents either frequently or occasionally were accounted for 14%.

### 4.4.1 Discussion

The findings show that domestic labour and waged labour contributes highly to the pupils missing school. However, waged labour has less influence on children missing school than domestic labour. A study done in Tanzania, by Amma et al (2000), revealed a bias in parents towards appreciating the contribution of their children in the homes now at the expense of future gains that come with access to education. Many social systems are skewed towards division of labor that places children at the service of parents (Manda, 2003). Consequently, many parents do not see anything wrong with children engaging in domestic work at the expense of pursuing educational goals.

Studies done on absenteeism reveal that working children is a phenomenon that cannot be eradicated (Hindman, 2013: ILO, 2013: Ndegwa, 2009). As explained by Ndegwa (2009), a child’s engagement in any form of work is tied to the socio-economic conditions in a country or a locality. Consequently, unless the education system has ways of accommodating working children, they will continue to lose out
due to absenteeism; when they are engaged in the homes doing domestic chores or
out of the homes helping their parents or in waged labour engagements.

According to Hindman (2013), children work not primarily for economic gain but
more due to social-cultural concerns. The social and cultural mentality in a locality
defines what is normal for children to engage in and what is abnormal. Many
children who are engaged in harmful work practices may not see them as such and
the parents or guardians may not see them as such due to cultural or social
perceptions of the practices (Hindman, 2013). Domestic work ranks highly as a form
of labour that affects pupil’s participation in education. Domestic labour is often
perceived by parents as healthy for children’s growth.

Equally, helping parents in their work is seen as preparing the children for the
future. However, there has to be a distinction between non-harming participation in
chores and harmfully engaging children in domestic chores that do not infringe on
other rights like access and participation in education. Therefore, while the findings
show limited engagement in waged labour, it does not imply the children being
okay. Some forms of domestic work qualify as harmful child labour.

These findings on factors contributing to child labour confirm Amma et al (2000)
thinking that poverty and socio-cultural factors explain children’s engagement in
harmful labour practices. Amma et al (2000) argued that generally, parents are
supportive of their children being in school. However, low expectations on the
education system coupled with household socio-economic activities lead to parents
encouraging their children to engage in other activities rather than attend school.
4.5 Effects of Child Labour

4.5.1 Effects of Child Labour on Participation in Class

The class teachers were asked whether they receive complaints from other teachers about the participation of some of the pupils in class. All the teachers answered in the affirmative that they received complaints about the participation of some pupils. The teachers were asked to rate a number of factors that influence participation in class on a scale of 1 to 4, where one was strongly disagree, 2 was disagree, 3 was agree and 4 was strongly disagree. Their responses as analyzed are presented in Table 4.6

Table 4.6: Teachers’ rating of factors that influence participation in class

<table>
<thead>
<tr>
<th>Factor</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>14</td>
<td>3.62</td>
<td>.518</td>
</tr>
<tr>
<td>Fatigue</td>
<td>14</td>
<td>2.13</td>
<td>.641</td>
</tr>
<tr>
<td>Poor Health</td>
<td>14</td>
<td>3.38</td>
<td>.518</td>
</tr>
<tr>
<td>Stress and Unhappiness</td>
<td>14</td>
<td>3.25</td>
<td>.707</td>
</tr>
<tr>
<td>Poor Attitude</td>
<td>14</td>
<td>3.50</td>
<td>1.000</td>
</tr>
<tr>
<td>Domestic Chores</td>
<td>14</td>
<td>3.00</td>
<td>.535</td>
</tr>
</tbody>
</table>

Table 4.6 shows means and standard deviations computed from teachers’ ratings on various factors that lead to poor participation in class. Any mean less than 2.5 is indicative of respondents disagreeing, a mean greater than 2.5 but less than 3.5 is indicative of respondents agreeing while any mean above 3.5 implies the respondents agree strongly. The standard deviation helps to show the dispersion in
data. It indicates that despite the mean, either the respondents were inclined towards strongly agreeing or strongly disagreeing.

The teachers tended towards disagreeing with assertions that fatigue (mean rating of 2.13) is major cause of pupils’ poor participation in class. They agreed that poor health (mean rating of 3.38), stress and unhappiness (mean rating of 3.25) and domestic chores (mean rating of 3.00), are major causes of poor participation in class. They strongly agreed that poor attitude (mean rating of 3.50) and chronic absenteeism (mean rating of 3.62) are major factors that affect pupil’s participation in class.

When community leaders were asked about activities children engaged in and how they affected their education, most narrated how poor attendance led to poor performance of local schools in national exams. Additionally, they indicated that a number of pupils had dropped out of school and were now engaged in waged labour activities. According to them, poor parental focus on the education of the children affects children participation in education and ultimately the performance of such pupils.

One leader explained that most parents in the informal settlement area are casual labourers in industrial area. They wake up very early to go to work and often return home late in the night. Due to the nature of their work, parents especially the men do not have time to look into the education of their children. In most cases, both the mother and father are engaged in some economic activity away from home that requires them leaving home early. The role of ensuring young siblings go to school is left to older children.
The pupils were asked to rate their participation in class, and the results are as presented in Figure 4.5

**Figure 4.5: Pupils rating of their participation in Class**

As discussed by McEwan (1998), the learning process is dependent on level of confidence of the learner. From the pupils own rating, 10% felt their participation in class was good, 37.5% felt their participation was average, 45% felt their participation was poor while 7.5% felt their participation was very poor. Apart from participation in class, the pupils were asked to indicate how often they fail to do homework. Their responses are as given in Figure 4.6

**Figure 4.6: How often Pupils fail to do Homework**
Homework needs to be done every time it is given. Considering that 85% of the pupils fail to do their homework once in a while. This means that the pupils did their homework however, on a number of occasions, 80% failed to do their homework. Failure to do homework for children in primary school has a multiplier effect on the learning processes. It affects sequential progression and teacher to child relationship.

There was need to determine factors that contribute to the failure to do homework. The responses of the pupils to this question are presented in Table 4.7

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleaning house</td>
<td>95</td>
<td>5</td>
</tr>
<tr>
<td>Preparing and cooking food</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>Washing dishes</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>Helping parents running business</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Watching television</td>
<td>77.5</td>
<td>22.5</td>
</tr>
<tr>
<td>Scrap metal collection</td>
<td>35</td>
<td>65</td>
</tr>
<tr>
<td>Petty trade</td>
<td>5</td>
<td>95</td>
</tr>
<tr>
<td>Waged labour (employed)</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Running errands</td>
<td>27.5</td>
<td>72.5</td>
</tr>
<tr>
<td>Begging</td>
<td>5</td>
<td>95</td>
</tr>
</tbody>
</table>

From the data presented in Table 4.7, the biggest hindrance to pupils doing their homework is the domestic duties they engage in while at home. 70%, 95% and 90% of the pupils respectively have to engage in cooking, cleaning the house and washing of dishes. 77.5% of the pupils believe their homework is affected due to
watching television. 5% engage in begging, another 5% engage in petty trade while 35% are involved in scrap metal collection, which they believe affects their homework.

4.5.2 Effects of Child Labour on Participation in Games

Apart from participation in class and doing homework, the pupils were asked whether they participate in games. 53% of the pupils indicated that they participate in games while 47% indicated that they do not participate in games.

Table 4.8: Pupils’ participation in games across the targeted schools

<table>
<thead>
<tr>
<th>School</th>
<th>Participates in Games</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>83.3</td>
</tr>
<tr>
<td>B</td>
<td>25.0</td>
</tr>
<tr>
<td>C</td>
<td>83.3</td>
</tr>
<tr>
<td>D</td>
<td>37.5</td>
</tr>
<tr>
<td>E</td>
<td>100.0</td>
</tr>
<tr>
<td>F</td>
<td>28.6</td>
</tr>
<tr>
<td>G</td>
<td>.0</td>
</tr>
</tbody>
</table>

Data presented in Table 4.8 illustrates that pupils’ participation in games is dependent on or is different across the schools. This means that children from different schools participate in games more than children from some specific schools. The reasons for differentials in participation in games could be facilities available in the schools, the
school’s emphasis or lack of emphasis on games and time availability. However, it should be noted that a specific group of pupils were targeted thus 100% lack of participation in games as presented in Table 4.8 does not mean no games in the specific school. It only indicates possibility of games not being keenly followed, especially by the sampled population, in the given school.

4.5.3 Effects of Child Labour on Performance in Examinations

The pupils were asked if they are happy with their performance in class and 100% indicated that they are not happy about their performance. They were asked to explain their responses and their answers are as presented in Figure 4.7

![Pie Chart](image.png)

**Figure 4.7: Pupils’ Dissatisfaction with their Performance**

The key concern expressed by the pupils in their explanation as to why they are not happy with their performance in class is the marks they get in exams and the position they hold once they are ranked after exams. The pupils’ opinions were sought regarding what leads to their poor performance in exams. The responses are given in Figure 4.8.
As shown in Figure 4.8, there are many factors that affect performance of pupils in exams. According to 92.5% of the pupils class attendance affects their performance in exams. Data on absenteeism levels presented in Figure 4.1, shows that 78% of the pupils were absent from school for a week or more (the longest time they ever were absent from school). A high number of children being absent for a week or more in the course of the schooling has a direct impact on education standards in the area. The reasons for absenteeism were sought and as shown in Table 4.3 lack of school fees and health problems led to most long absenteeism rates in the study area.

To test the influence of various factors on academic performance, correlation analysis was done on class performance (operationalised average mean score in last three exams) as the dependent variable and length of time absent from school, lack of school fees, engagement in domestic work, engagement in waged labour, and
health problems as independent variables. A one way ANOVA test was done an the results are as presented in the Table 4.9

Table 4.9: ANOVA Test

<table>
<thead>
<tr>
<th>Factor</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Longest Time Absent</td>
<td>.311</td>
<td>1.719</td>
<td>.182</td>
</tr>
<tr>
<td>Domestic Work</td>
<td>1.494</td>
<td>3.857</td>
<td>.023</td>
</tr>
<tr>
<td>Waged Labor</td>
<td>.531</td>
<td>2.349</td>
<td>.099</td>
</tr>
<tr>
<td>Health Problems</td>
<td>.122</td>
<td>.591</td>
<td>.555</td>
</tr>
<tr>
<td>Lack of Fees</td>
<td>2.210</td>
<td>1.243</td>
<td>.291</td>
</tr>
</tbody>
</table>

The $F$-ratio in the ANOVA Table tests whether the overall regression model is a good fit for the data. The F value in the Table shows whether the independent variables statistically significant in predicting the dependent variable.

The Statistical significance of the independent variables tests was used to test whether the coefficients are equal to zero in the population (existence of linear relationship between the independent and dependent variable). If $p < .05$, then one can conclude that, the coefficients are statistically significantly different to 0 (zero). The corresponding $p$-value, indicates that longest time absent, domestic work and waged labour were found to be statistically significant considering the $p$-value<0.05.
Therefore, considering the data in Table 4.8, there exist a significant linear relationship between performance of students and those three factors. On the other lack of school fees and health problems were found not statistically significant at the 0.05% significance level since p-value = .291 and .555 are >0.05. From the findings, it is clear that waged labour, time absent from school and domestic work had a significant linear relation with the performance of pupils in class. The performance of pupils is a factor of absenteeism, the kind of domestic work they engage in and the waged labour activities they engage in.

4.5.4 Discussion

It is interesting that teachers acknowledge domestic chores as affecting children’s participation in education while they rated fatigue very lowly as a factor. This confirms Baker (2001) arguments that education system does not favour working children and yet (whether in the homes or away from homes, children are engaging in all forms of work. Such work should necessarily contribute to fatigue and the education system ought to be responsive to such a scenario. A study done in Tanzania revealed that most teachers have not been trained to be sensitive to and accommodate needs of children affected by child labour practices. Domestic chores are supposed to contribute to normal child development. However, as UNICEF (2013) explains, any activities that compromise the normal development of children are considered as harmful forms of child labour. Consequently, the domestic chores that deny the children an opportunity to enjoy all child rights that are universal is harmful to the children.
Most of the children feel domestic chores like washing dishes, cleaning house and cooking deny them the opportunity to do their homework. This means that the right balance between domestic work and schoolwork has not been established in some of the households in Kayole.

None of the children, in the study, is engaged in any form of waged labor that compromises their capacity to do homework. While this scenario is encouraging, it does not necessarily reflect the situation in Kayole in entirety considering the target population was children in school. Considering what the children engage in while not in school, domestic work, taking care of siblings and looking for money were found as the major activities. These findings pointed to domestic work as main form of child labour affecting children in Kayole. While missed classes or class attendance affected class performance, as shown by ILO (2013), the dynamic is cyclical. Poor performance predisposes children to not liking school hence participating in child labour related activities. 35% of the children associate their poor performance with tiredness due to domestic chores while no child associates poor performance in class with engagement in waged labour.

### 4.6 Ways of Reducing Negative Effects of Child Labour

Various stakeholders were asked what they have been doing and what they think ought to be done to reduce the negative effects of child labour on participation in primary education. First the teachers were asked the actions they take to deal with absenteeism, poor participation and poor performance in class. Their responses are as presented in Table 4.10

---

63
Table 4.10: Actions taken by teachers in dealing with the effects of child labour

<table>
<thead>
<tr>
<th>Action taken by teacher</th>
<th>Non participative</th>
<th>Chronically absent</th>
<th>Poor performers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punishment</td>
<td>75.0%</td>
<td>7.5%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Guidance &amp; Counseling</td>
<td>12.5%</td>
<td>30%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Involvement of parents</td>
<td>12.5%</td>
<td>12.5%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Remedial teaching</td>
<td>0%</td>
<td>50.0%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

As the data presented shows, 75% of the teachers used punishment the non-participative pupils whether in class or in games. Fifty percent (50%) of teachers used remedial teaching while 30% used guidance and counseling in dealing with absenteeism. Twelve percent (12.5%) of the teachers indicated that they involve parents in handling children who often miss classes. Extra-coaching is widely used in dealing with poor performers; 50% used it while 25% involve parents and 12.5% use punishment and guidance respectively. The teachers emphasized the need to enlighten the children, parents and guardians about the negative effects of child labour. Further, they advocated for enlightenment of the public on the rights of a child and legal stipulations against child abuse. According to local leaders interviewed, some parents do not appreciate the role of education in the life of a youngster. This is what one chief had to say:

Wazazi wengi wa Kayole ni kupuuza tu. Hawajali juu ya masomo ya watoto wao. Mara mingi saana, mimi na masubchief wangu tumetembelea wazazi kuwahimiza watoto wasikae nyumbani. Wengi wao hawajali, utawapata tu wanajishughulisha na mambo mengine bila kufwatilia wajue watoto huenda shule na wanasoma ama hawasomi (many parents in Kayole simply ignore. They seem not to care about
their children. Many times together with my subchiefs, we have had to visit households to encourage children not to stay at home. We find many parents focused on other things and they do not make follow up to know whether their children go to school and whether they are learning or not.

Asked how pupil participation in primary education can be improved, the local leaders advocated for community awareness and advocacy programs aimed at helping certain parents who are skeptical labour education to appreciate education. They also highlighted the role of community leaders and the children’s office. They indicated that child labour can be reduced substantively if all leaders were proactive in intervening and taking irresponsible parents to the children’s office or court.

The education officer in the area emphasized the role of free primary education in enhancing education access in the area. On child labour in the area, this is what he had to say:

Child labour in Kayole is prevalent because of the low earners in the area who cannot afford to comfortably provide all basic necessities to their children. Parents engage children in activities like petty trade and even begging in the streets as a way of enhancing their income. This is a sad situation and we have been working with administrators in the area to ensure that all children are given an opportunity to study.

However, the officer suggests stringent punishments for parents who do not take their children to school and the employers who engage children in employment. The officer indicated that they are working closely with other stakeholders to provide free reading libraries, encourage formation of clubs for school going children in schools and engage the religious institutions in promoting education of pupils through their networks.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter presents a summary of findings of the study, the conclusions and recommendations. The purpose of this study was to assess the effects of child labour on participation in public primary school pupils in Kayole Division.

5.2 Summary of Findings

5.2.1 Response Rate
This research achieved a 100% response rate. Given the target population were in school, the researcher achieved a 100% response rate through liaising with teachers to ensure pupil availability. The few that were not available were replaced by others available in the same school.

5.2.2 Background Details
The data presented in this chapter was collected from class five and six class pupils in seven public primary schools in Kayole Division. The mean class size in the primary schools was found to be 64 pupils per class. The primary schools have a mixed population of boys and girls and the boys’ population is slightly higher than that of girls (a boy to girl ratio of 11:10). The average age of the pupils was 12.32 and with a standard deviation of 0.788, it means that most of the children’s age did not deviate widely from the mean.
5.2.3 The Nature of Child Labour in Kayole Division

One of the direct impacts of child labour on education is either withdrawal from school or high levels of absenteeism. To measure whether children participation in education is affected, class attendance was used. All the children (100%) indicated that they miss school. 75% of the pupils indicated that they have at some point in their school life continuously missed school for a whole week.

Data collected from teachers indicates that across the seven schools, an average of 6 boys and 4 girls per class suffer absenteeism from school every week. The drop out levels is low with an average of 2 boys and 1 girl dropping out of school in an academic year across the seven schools.

Considering the causes of absenteeism according to the pupils, lack of school levies and health problems are the major reasons for absenteeism. Another key factor is domestic work and in rare circumstances, waged labor leads to pupils missing school. From the data collected, waged labor has less influence on children missing school than domestic labor.

When the children are not in school, what occupy them frequently are domestic chores, followed by taking care of siblings, studying at home and finally looking for money. 100% of the pupils engage in domestic work, 75% engage in looking for money in one way or another, 42.5% engage in leisure occasionally, 42.5% are engaged in running errands, 77.5% take care of their siblings while only 41.5% engage in studying while at home.
According to the teachers, domestic work, poor health and looking for money are not major causes of pupils’ absenteeism. For the teachers, school levies are the major cause of absenteeism. They also consider running errands, taking care of siblings, and lack of uniform, poor parental follow up as the causes of absenteeism.

5.2.4 Factors Contributing to Child labour in Kayole Division

According to the pupils, only health problems and lack of school fees lead to their frequent missing of school. Occasionally, domestic work leads to 57% and in rare cases waged labour leads to 35% of the pupils missing school. While not in school, the students shared that they engage in various activities to generate money. The activities most engaged in are domestic duties for pay, collecting metals/plastics, selling sweets and other eatables and collecting garbage.

Other activities engaged in to generate money are begging but to a less degree when compared to others. Based on information collected from the pupils, 92.5% of those who engage in other activities and thus miss class attribute it to poverty; poor parents. The second most important factor that influences their attendance is parents or guardians who force them to work occasionally. Those who are orphans and are affected by lack of parents either frequently or occasionally were accounted for 14% of the pupils.

5.2.5 Effects of Child Labour on Participation in Public Primary Education

When asked to evaluate factors that influence participation of children in class and in games, the teachers did not consider fatigue as a significant cause of pupils’ poor participation in class. However, they agreed that poor health, stress and unhappiness and domestic chores, are major causes of poor participation in class. They strongly
agreed that poor attitude and chronic absenteeism are major factors that affect pupil’s participation in class. 90% of the sampled pupils feel they do not adequately participate in school activities. 85% of the pupils fail to do their homework once in a while. They attribute their failure to do homework to the domestic duties they engage in while at home. 47% of the sampled pupils indicated that they do not participate in games.

An ANOVA test on relationship between academic performance and various factors revealed that the relation between performance and lack of school levies and health problems was not statistically significant. On the other hand a liner relationship exists between the performance in class on one hand and absenteeism, the kind of domestic work they engage in and the waged labour activities they engage in on the other hand.

5.2.6 Ways of Reducing Negative Effects of Child Labour on Participation in Primary Education in Kayole Division.

Seventy five percent (75%) of the teachers indicated that punishment is predominantly used in response to non-participation in class and games by pupils. Thirty percent (30%) of the teachers indicated that they use extra-coaching for poor performers, 30% of the teachers use guidance and counseling in dealing with the chronically absent. Teachers predominantly use involvement of parents and extra-coaching in dealing with poor performers. The community leaders emphasized the need to enlighten the children, parents and guardians about the negative effects of child labour. Further, they advocated for enlightenment of the public on the rights of a child and legal stipulations against child abuse.
5.3 Conclusion

From the data presented and analysed, it is clear that the classes in Kayole Division are overpopulated. A teacher to child ration of 1:64 is too high considering the recommendable ration of 1:45. Crowded classes do not provide conducive learning environment. This is because children are not given necessary attention by teachers and could easily get distracted thus falling into the poor performance cycle or trap. Therefore, the class sizes across Kayole could be a major contributory factor to children losing interest in education and paying attention to other concerns that have a quick pay off.

On the nature of child labour in Kayole Division, many of the children are affected by domestic chores. Child labour within homes is a major hindrance to children participating in the learning process in education. From the different questions asked, domestic chores rank highly as a major pre-occupation for the children who do not go to school. Apart from domestic chores, other forms of child labour exist in Kayole. Children are engaged in garbage collection, petty trade and begging towards meeting their needs.

As indicated by pupils and teachers, lack of school levies, lack of school requirements and other personal effects leads to absenteeism as well as driving the children to look for money. Although waged labour is not so pronounced, there are many children who engage petty errands, doing domestic work for pay and selling eatables to earn some money. The money generating activities most engaged in are domestic duties for pay, collecting metals/plastics, selling sweets and other eatables and collecting garbage.
5.4 Study Recommendations

Considering the findings, this research recommends that;

i. Policy makers and organizations concerned with child rights issues focus their attention on domestic labour. While the war on child labour in organizations may have been won to a large extent, the challenge remains in the homes where children have to handle many chores that compromise their education.

ii. Lack of school levies and other school requirements and as well as general poverty was pointed out as the main cause of absenteeism and children engaging in looking for money. A review and proper monitoring of school levies by the ministry of education is necessary to ensure that, with FPE, education remains free and accessible.

iii. There is need for a consultative approach that ensures all stakeholders are involved in promoting children’s access and participation in education. The teachers and community leaders interviewed blamed parents and scrupulous business people for involving children in harmful activities. This calls for a multi-stakeholder approach. Parents and community members have to be at the forefront of combating child labour. Therefore, there is need for an advocacy campaign that brings together and sensitizes various stakeholders on their responsibility towards eliminating child labour practices in the division.
5.5  Recommendation for Further Research

This study relied on data offered by pupils, teachers and sampled community leaders.

i. There is need for a study that focuses on family set up and its contribution towards child labor. For instance, domestic chores have been singled out as a major issue affecting children’s education. A household survey to determine the nature and magnitude of domestic chores done by children of different ages and gender would help explain the phenomenon.

ii. There are children engaged in petty trade, collecting garbage, plastics and metals. There is need for further research into the dynamics of such activities towards understanding the payoffs that children have to deal with, the harm from engaging in such activities and the challenges faced by children engaging in such activities. Such a research would go further in demonstrating how such activities directly influence pupil’s access and participation in education activities in school and at home.
REFERENCES


APPENDICE

Appendix 1: Letter of Introduction

Fridah Mbele John
P.O. Box 62217-00200
NAIROBI

Dear Sir/Madam

RE: LETTER OF INTRODUCTION

I am a masters’ student at Kenyatta University pursuing my MED degree in educational planning. I am currently undertaking a research on the effects of child labour on participation of pupils in public primary education in Kenya. This research is part of the requirements for my masters’ in education degree. You have been randomly selected to be part of this research. You are kindly requested to respond to all questions in a truthful manner. The researcher would like to assure you that confidentiality will be strictly observed and the information you provide will be used strictly for the purposes of this research only. No reference will be made to individuals or schools in the research report. Thank you

Yours Faithfully

Fridah John
Appendix 2: Questionnaire for Pupils

Part A: Personal Details

1. Name of School ..............................................................................................................
2. Class ..............................................................................................................................
3. Age ..............................................................................................................................
4. Gender ...........................................................................................................................

PART B: NATURE OF CHILD LABOUR

5. Are there days when you fail to go to school? Tick (✔) once appropriately)
   Yes [ ] No [ ]

6. What is the longest period you have stayed away from school? (tick appropriately)
   Week [ ] Month [ ] Term [ ]
   1 year [ ]
   Other specify ..................................................................................................................

7. If yes in question 5 & 6, are the following causes of your absenteeism? (tick appropriately)

<table>
<thead>
<tr>
<th>Causes</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Fees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waged Labour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Challenges/problems</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. How often do you do the following when you are absent from school? (Tick Appropriately)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>domestic work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking for money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leisure Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Running errands for relatives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studying at home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking care of brothers and sisters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other specify</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART C: FACTORS CONTRIBUTING TO CHILD LABOUR

9. If you said yes in question 6 (repeat question for pupil), do the following lead to your missing classes?

<table>
<thead>
<tr>
<th>Factor Hindering School Attendance</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Parents (being orphan)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Pressure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents forcing you to work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guardians forcing you to work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents ordering you not to go to school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guardians ordering you not to go to school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of school requirements e.g. uniform</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other specify</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. If you miss school looking for money, which of the following activities do you engage in order to get money?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting Garbage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collecting metals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collecting Plastics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Running errands for people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selling sweets and other items like groundnuts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You Have a job (which one.........................)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other specify........................................</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART D: EFFECT OF CHILD LABOUR ON PARTICIPATION IN SCHOOL

11. Are you happy with your performance in class?
   Yes [ ]
   No  [  ]

12. Explain your response in 9 above.................................................................
..................................................................................................................
..................................................................................................................
..................................................................................................................
..................................................................................................................
13. Do the following issues affect your performance in class? (tick Appropriately)

<table>
<thead>
<tr>
<th>Issue</th>
<th>Yes [ ]</th>
<th>No [ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tiredness due to work at home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tiredness due to waged labour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleepiness due to work at home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleepiness due to waged labour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missed classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of concentration in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuality in arriving at school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Do you answer questions in class

Yes [ ] No [ ]

15. If No to question 12, why?

........................................................................................................................................................................
........................................................................................................................................................................

16. Do you ask questions in class?

Yes [ ] No [ ]

If No to question 13, why?

........................................................................................................................................................................
........................................................................................................................................................................

17. Rate your participation in class (tick one)

Very good [ ] Good [ ] Average [ ]

Poor [ ] Very poor [ ]
18. How often do you fail to do home work? (tick one)

Every day [ ]  Once in a while [ ]
Rarely [ ]  Never [ ]

19. Which of the following activities do you engage in while at home

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes [ ]</th>
<th>No [ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual cleanliness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleaning house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervised home work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing and cooking food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washing dishes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping parents running business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching television</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scrap metal collection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Petty trade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waged labour (employed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Running errands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. Do you participate in any game at school? (tick one)

Yes [ ]  No [ ]

21. If No in Q19, What is the main cause of your lack of participation in games at school (Tick Appropriately)

Tiredness [ ]  Poor Health [ ]  Stress [ ]
Private Study [ ]
Detained by teachers due to incomplete assignments [ ]
Others specify .................................................................
PART E: REDUCING NEGATIVE EFFECTS OF CHILD LABOUR

22. Do the following contribute to your not attending school?

<table>
<thead>
<tr>
<th>Individual</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents giving you work</td>
<td>Yes [   ] No [  ]</td>
</tr>
<tr>
<td>Guardians giving you work</td>
<td>Yes [   ] No [  ]</td>
</tr>
<tr>
<td>Employers giving you work</td>
<td>Yes [   ] No [  ]</td>
</tr>
<tr>
<td>Peers going with you to work</td>
<td>Yes [   ] No [  ]</td>
</tr>
<tr>
<td>Teachers harassing when you do not do school assignments due to work at home</td>
<td>Yes [   ] No [  ]</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>Yes [   ] No [  ]</td>
</tr>
</tbody>
</table>

23. Do the following contribute to your not participating well in Class?

<table>
<thead>
<tr>
<th>Individual</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents giving you work</td>
<td>Yes [   ] No [  ]</td>
</tr>
<tr>
<td>Guardians giving you work</td>
<td>Yes [   ] No [  ]</td>
</tr>
<tr>
<td>Employers giving you work</td>
<td>Yes [   ] No [  ]</td>
</tr>
<tr>
<td>Peers going with you to work</td>
<td>Yes [   ] No [  ]</td>
</tr>
<tr>
<td>Teachers harassing when you do not do school assignments due to work at home</td>
<td>Yes [   ] No [  ]</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>Yes [   ] No [  ]</td>
</tr>
</tbody>
</table>
24. What should the following do to help you enjoy your studies?

<table>
<thead>
<tr>
<th>Individual</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>Guardians</td>
<td></td>
</tr>
<tr>
<td>Employers</td>
<td></td>
</tr>
<tr>
<td>Peers</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3: Questionnaire for Teachers

My name is Fridah John and I am a masters’ student in Kenyatta University. I am currently undertaking a research on the effects of child labour on participation of pupils in public primary school education in Kenya. This research is part of the requirements for my masters’ in education degree. You have been selected to be part of this research because the study is targeting class 5 and 6 pupils in primary schools in Kayole. You are kindly requested to respond to all questions in a truthful manner. The researcher would like to assure you that confidentiality will be strictly observed and the information you provide will be used strictly for the purposes of this research only. No reference will be made to individuals or schools in the research report.

PART A: GENERAL INFORMATION

(Fill in the blank spaces or tick an appropriate answer)

1. Name of School,..............................................................................................................

2. How long have you been at your workstation,..............................................................

3. What is the total number of students in your class?......................................................

4. Specify the number of students in your class

   Boys....................................................................................................................................

   Girls.....................................................................................................................................
PART B: NATURE OF CHILD LABOUR

5. Gender wise, what is the rate of absenteeism in a week i.e. total number of children who miss class at least once in a week
   Boys................................................................. Girls .............................................................

6. Are there students who regularly miss school or suffer from absenteeism? (tick against response)
   Yes [ ] No [ ]

7. The following as reasons for absenteeism among your pupils (circle letter, where 5 is Strongly agree, 4 is Agree, 3 is disagree, 2 is strongly disagree and 1 is not sure)

<table>
<thead>
<tr>
<th>Reason for Absenteeism</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>domestic work</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Looking for money</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>running errands</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>poor health</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>taking care of siblings</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>lack of school levies</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>lack of uniform and personal effects</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Other, specify..........................</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

8. Are there pupils who have dropped out of your class in this academic year?
   Yes [ ] No [ ]

9. In your class, what is the drop out rate for
   Boys....................................................... Girls ..................................................
10. The following is a major causes of pupil drop out from your class

(Circle letter, where 5 is strongly agree, 4 is Agree, 3 is disagree, 2 is strongly disagree and 1 is not sure)

<table>
<thead>
<tr>
<th>Cause of School Drop Out</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>poor performance in class</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>lack of levies and personal effects</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Looking for money</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Domestic Chores</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Other, specify...</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

PART B: FACTORS CONTRIBUTING TO CHILD LABOUR

11. Do the following factors contribute to poor participation of pupils from your class in education?

<table>
<thead>
<tr>
<th>Factor Hindering School Attendance</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Parents (being orphan)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Pressure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents forcing pupil to work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guardians forcing pupil to work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents ordering pupils not to go to school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guardians ordering pupil not to go to school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of school requirements e.g. uniform</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other specify...</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART C: EFFECTS OF CHILD LABOUR ON PUPIL PARTICIPATION

12. Have you received any complaints from teachers on some pupils who do not actively participate in class activities?

Yes [ ] No [ ]

13. The following are the major reasons why some pupils in your school do not participate well in class (Circle rating, where 5 is strongly agree, 4 is Agree, 3 is disagree, 2 is strongly disagree and 1 is not sure)

<table>
<thead>
<tr>
<th>Cause of Poor Participation by Pupils</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Fatigue</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Poor Health</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Stress and Unhappiness</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Domestic Chores</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Other, specify..................................</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

14. How many pupils in your class regularly miss classes due to absenteeism? ..... ........................................................................................................

15. How many pupils in your class are known to miss class for more than a week? ........................................................................................................................................

16. How many pupils, in your class, are affected by poor performance in class ...... ........................................................................................................................................

.................................................................
17. The following are the major causes of poor performance by the 10 in Q8 above

(Circle rating, where 5 is strongly agree, 4 is Agree, 3 is disagree, 2 is strongly disagree and 1 is not sure)

<table>
<thead>
<tr>
<th>Cause of Poor Performance by Pupils</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Poor Participation in Class</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Waged Labour engagements</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Stress and Unhappiness</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Domestic Chores</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Other, specify……………………………</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

PART D: REDUCING EFFECT OF CHILD LABOUR

18. What action do you take for children who are chronically are absent from school?

Punishment [ ]  Guidance and counselling [ ]

Involvement of parents [ ]

Other, specify...........................................................................................................

19. What action do you take for children who hardly participate in learning the processes?

Punishment [ ]  Detention [ ]

Extra-coaching [ ]  Guidance and counselling [ ]

Involvement of parents [ ]

Other, specify...........................................................................................................
20. What action do you take for children who perform poorly in class?

Punishment [ ]  Detention [ ]
Extra-coaching [ ]  Guidance and counselling [ ]
Involvement of parents [ ]
Other, specify..............................................................................................................

21. Please suggest ways through which the school can support children affected by the burden of child labour..........................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................

THANK YOU
Appendix 4: Interview Guide for Interviews with Local Leaders

<table>
<thead>
<tr>
<th>Objective</th>
<th>Main Question</th>
<th>Probing questions</th>
</tr>
</thead>
</table>
| Forms of Child Labour in Kayole | What forms of child labour do children going to Kayole engage in? | 1. Name the activities that children in your sub location engage in when they are out of school  
2. Which of the activities do you consider as harmful to the children |
| Factors contributing to children engaging in child labour | Why do children engage in child labour? | 1. Do parents encourage their children to engage in child labour?  
2. What factors lead to children in your area engaging in child labour? |
| The effects of child labour on pupils participation in primary education | How does child labour affect children’s participation in primary education? | 1. How do the mentioned child labour activities affect children’s school attendance?  
2. How do the mentioned activities affect children’s participation in education?  
3. How do the mentioned activities affect the performance of children in education? |
| Ways of reducing negative effects of child labour on pupil’s participation in primary education | How can the negative effects of child labour on children’s participation in primary education be minimized? | 1. What is the government doing at the local level to reduce the effects of child labour children’s education?  
2. What role should parents play in combating child labour  
3. Do the schools have any role to play in combating child labour?  
4. How can the schools help children affected by child labour? |
Appendix 5: Research Permit

THIS IS TO CERTIFY THAT:

MS. FRIDAH MBELE JOHN of KENYATTA UNIVERSITY, 0-200 NAIROBI, has been permitted to conduct research in Nairobi County on the topic: EFFECTS OF CHILD LABOR ON PARTICIPATION IN PUBLIC PRIMARY EDUCATION IN KAYOLE DIVISION, NAIROBI COUNTY, KENYA for the period ending 29th November, 2014.

Permit No.: NACOSTI/P/14/0466/2015
Date Of Issue: 25th July, 2014
Fee Received: Ksh 1,000

National Commission for Science, Technology and Innovation

Applicant's Signature

Secretary

National Commission for Science, Technology & Innovation