INFLUENCE OF HOME RELATED CHILD LABOUR FACTORS ON CHILDREN ENROLMENT IN PRE-SCHOOLS IN CHEBERUS ZONE NANDI COUNTY, KENYA

BY

CHARLES KIPROB CHIRCHIR
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DECLARATION

I confirm that this research proposal is my original work and has not been presented for a degree in any other university/ institution for certification. The proposal has been complemented by referenced works duly acknowledge. Where text, data, graphics, pictures or tables have been borrowed from other works-including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

Signature .................................................. Date 20-5-2016

Charles Kiprob Chirchir E55/CE/26391/2011

This proposal has been submitted with our approval as University supervisors

Signature .................................................. Date 23/5/2016

Dr. Catherine Gakii Murungi
Lecturer
Department of Early Childhood Studies

Signature .................................................. Date 24/5/16

Dr. Mary Ndani
Lecturer
Department of Early Childhood Studies
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ABBREVIATION AND ACRONYMS

ECDE: Early Childhood Development Education
ECE: Early Childhood Education
EFA: Education for All
GEFONT: General Federation of Nepalese-Trade Unions
ILO: International Labour Organization
SPSS: Statistical Package for Social Sciences
UNICEF: United Nations International Children's Emergency Fund
ABSTRACT

The main purpose of the study was to find out the influence of home related child labour factors on children’s enrolment in pre-schools Chebarus zone, Nandi County. The objectives of the study were to find out whether pre-school children aged 5-8 are involved in child labour, find out the forms of labour children are engaged in at home, to establish whether parent’s income influences pre-school enrolment, establish whether parent’s education level influences pre-school enrolment and to explore possible ways of reducing child labour. The study was guided by the Liberal theory of equal opportunities to all children. The study used a survey design. The target population was Early Childhood Development (ECD) children aged 5-8 years, pre-school teachers, ECD County Director, parents surrounding/working in estates and Head teachers. The researcher used interview for parents and pre-school teachers, questionnaires were administered to ECD County Director and Head teachers. In addition, observation schedule was used to establish different types of work pre-school children aged 5-8 years are involved. A pilot study was carried out in two camps within Chebarus zone in Nandi East sub-county. The Estates had been selected since they provided population similar to the intended population for the study to be carried out to help establish the validity and reliability of instruments. This helped establish the relevance and identified weaknesses in them. The sample size of the study was 342 respondents consisting of 300 pre-school children, ten (10) head teachers, thirty (30) pre-school teachers, and The data were analyzed using qualitative and quantitative techniques. The data gathered was also analyzed using descriptive statistics then presented using pie charts, bar graphs and frequency distribution tables. The findings of the study reveals that children aged 5-8 are engaged in in different forms of labour. It also showed that parent’s income influence pre-school enrolment while education level did not. Further, the findings established a number of ways that can stop home related child labour
CHAPTER ONE
INTRODUCTION

1.0. Introduction

This chapter presents background to the study, statement of the problem, purpose, objectives, research questions, rationale, limitation and delimitation, assumption, theoretical and conceptual framework and operational definition of terms.

1.1. Background to the study

Child labour refers to involvement of children in work that denies them of their potential and dignity that is destructive to holistic development (Cleaver, Unell, Aldgate, & Great Britain, 2011). According to International Labour Organization ILO (2014), work that is dangerous and harmful to children interferes with their mental, physical, social, emotional or moral well-being. Moreover, child labour deprives children opportunity to attend school. Children who are exposed to child labour at early stage drop out of school while others struggle to combine school attendance with heavy work. Children who are exposed to heavy work are enslaved and detached from their families thus exposing them to severe hazards and illness (Abramsky, 2010).

Not all activities done by young children should be treated as child labour that is to be targeted for elimination. Young children’s participation in work that does not negatively impact on their health and development or interfere with schooling is largely viewed as doing something acceptable. These include
activities such as assisting parents with home chores or family enterprise. This work impacts positively to holistic development of young children. Such work enables young children gain life skills and expertise in order to be independent people in the community and their future life (Sislin, Murphy, & National Research Council, 2009).

Early childhood is the most important phase for overall development. According to Jenkins & Purushotma (2009), globally education is perceived as an empowerment that unlocks the children potential. As such every child should be given the opportunity to exploit their potential to the fullest. This is supported by the EFA goals which stress on Education for All. In most countries Education for All (EFA) is being seen as identical with formal education and small attention has been given to child labour which hinders children from education. The government has largely failed to stop home related child labour from poor backgrounds (Great Britain, 2005)

Child labour which is a serious global issue may hinder children from accessing education. It also deprives children the desire to learn by robbing them their interest. Children who contribute economically to family income to satisfy basic needs may become less interested in educational achievement that result in lack of motivation that affects learning and their future achievement (UNICEF, 2014). Children who are involved in activities like tea plucking, street trading, selling in kiosks and carrying water to hotels are likely to attend school at later years compared to their counter parts. Furthermore, these children repeat classes, drop out of school and perform poorly academically. This is attributed to the fact that
most of them miss school more often. They also lose concentration in class (Polachek & Tatsiramos, 2014). It could further lead to deformities as well as children absenteeism thereby affecting their academic achievement (Baland and Robinson, 1998). This has resulted to high percentage of low enrolment for preschool education. Orazem & Gunnarsson, (2003).

According to UNESCO (2005), child labour in its most harmful forms may impair the physical and mental development of children. Children who work in Agricultural and manufacturing sectors are likely to be prone to hazardous conditions that may lead to accidents, amputations and fractures (Gardiner, 2007). Involving children in heavy workloads at early age may lead them to developing illness and depression that affect their mental development (Vincent, 2010).

The developed countries refusal buying of child labour products in exporting industry has not contributed much in stopping child labour particularly in developing countries. Child labour is seen as a sign of abusive labour in developing countries (O'Neill & Zinga, 2008). Depriving the children's privileges to work may mean denying them opportunities for the economic substance (Kivimaki, 1996.)

In Latin America, child labour has recently become a problem of concern. This is due to the expanding trade in many countries which has opened labour practices to international inspection and inspired nations to look more carefully at child labour in their industries. Children in export industries labour in subcontracting enterprises are not paid completely or paid in pieces. Many children together with
their parents work in conditions that are commonly poor and sometimes risky in comparison with other regions (John, 2003).

Europe on the contrary has moderately few instances of child labour in export industries. However, according to Bureau of International labour affairs (1994), given the deteriorating economic and social conditions among European countries, big numbers of children are already waged in the informal sector. As a result, there is high possibility for child labour in the informal sector which is very real. Furthermore, in Asia there is intensive child labour, children are found all over working in factories and workshops where they clean and pack food, weave carpet, sew and embroider garments, carry modern glass and cure leather. Children are also “unseen” workers in sub-contracting organizations whereby they work in households and small village workshops (Jacobson, 1995).

In Africa there is a rising awareness on the matter of child labour among the scholars and professionals (African development review, 2002). With regard to the incidence of children involved in economic activity, sub-Saharan Africa registered the highest rate of 26.4 percent in 2004 (Schneider and Enste, 2013). Estimates display that the number of below age children working in Africa will be approximately 100 million in the next 10-15 years (Graham, 2004). Currently the prevalence rate of child labour in Africa is approximately 40 percent (Heymann & McNeill, 2013). In some African countries like Zimbabwe, child labour is approximately thirteen percent. This therefore poses severe challenges to policy makers in Africa. According to UNICEF (2010), high incidences of child
labour in sub Saharan African could be as a result of poverty, illiteracy, undeveloped agricultural sectors, and high population.

In Kenya, child labour is a main worry for the government. However statistics about the extent and nature of child labour at the country levels are insufficient (Piketty & Goldhammer, 2014). Approximately one million young children aged between 4 -16 or 10% of the total number of children in that age bracket are involved in labour denying them valued education, healthy living and other necessary essential needs (Kenya child labour baseline survey report, 2012). Kenyan government has put in place a comprehensive legal and policy framework which is response to the undesirable situation of the child labour and child rights in general (Reiser and Commonwealth Secretariat, 2012) including free primary education and recently mainstreaming of early childhood development through employment of ECD Teachers by county government and feeding programmes in marginalized regions.

The children Act Chapter 141 of 2010, offers for the safeguard of children from undertaking activities which is likely to compromise their holistic development as well as their safety. Furthermore, the Kenyan Employment Act Cap 226 Number 11 of 2012, states that no young person may be employed in any employment which may impact negatively on their health and growth. Other policies which respond to current situation of child labour include Universal Primary Education, (UPE) 1997. While these policies and national laws are commendable, there has been little implementation towards protection of children from child labour. Despite government signing several international and regional treaties including

1.2 Statement of the problem

Child labour is a major issue worldwide in both developing and developed countries (Schitz, Traver & Thomson, 2004). In African countries prevalence of child labour ranges from 20 to 41%. for example in Zimbabwe, 13% of children are involved in child labour. In Kenya approximately 5 million children aged 4-16 years are involved in child labour. Children are involved in activities like street trading, selling in kiosks, carrying water to hotels others are involved in farming activities like tea plucking which may deter their growth and development, compromise their health, morals and safety. It could further lead to deformities as well as children absenteeism thereby affecting their academic achievement (Baland and Robinson, 1998). Child labour denies children rights to thrive and reach to their full potential. As a result of child labour low income families keep their children away from school. This has resulted to high percentage of low enrolment for pre-school education. Orazem & Gunnarsson, (2003) purported that child labour affect school attendance and academic performance.

Policies on child labour in Kenya exist. Furthermore free primary education as well as School Feeding Programmes (SFPs) has been implemented. Despite this, child labour is still rampant and there is low enrollment in Kenya. This study therefore seeks to establish if there is a relationship between child labour and low
enrollment in pre-schools particularly among the tea plucking families in Nandi East district.

1.3 Purpose of the study

The study sought to establish the influence of child labour on pre-school enrolment among the tea plucking families in Cheberus zone in Nandi County, Kenya.

1.4 Objectives of the study

The study sought to:

1. Find out whether pre-school children aged 5-8 years are involved in home related child labour.
2. Find out the forms of labour children are engaged in at home.
3. Establish whether parent's income influences preschool enrollment in Chebarus zone Nandi East District.
4. Establish whether parent's education level influences pre-school enrolment in Chebarus zone Nandi East District.
5. Explore possible ways of reducing child labour in Chebarus zone Nandi East Sub-County.

1.5 Research questions

1. Are pre-school children aged 5-8 years are involved in home related child labour?
2. Which forms of labour are children engaged in at home?
3. Does parent’s income influences preschool enrollment in Chebarus zone Nandi East District?

4. Does parent’s education level influences pre-school enrolment in Chebarus zone Nandi East District?

5. What are the possible ways of reducing child labour in Chebarus Zone?

1.6 Significance of the Study

The study was significant in that it provided insights to the situation of child labour and pre-school enrolment. It offered important insights to policy makers who may use the findings to amend and implement policies concerning child labour. The policies may further insist on the desire to stop child labour among families in Kenya. The findings also provided relevant information that may be used by DICECE officers to sensitize pre-school teachers on child labour. The study yielded important information that is likely to help head teachers increase advocacy for child protection against child labour in their schools and even among parents as well as community at large. ECE trainers on the other hand, may use the findings by incorporating into their training in order to widen the knowledge about child labour among ECD trainers.

1.7 Limitation and Delimitation

Delimitations and limitations of the study were discussed in the following sub-sections.
1.7.1 Limitations

The study was limited by time constraint given that the researcher was not on study leave though the researcher had to spare time within his schedule to focus on the study. There was also constraints arising from the high cost of conducting this study which forced the researcher to seek financial assistance from well-wishers.

1.7.2 Delimitations

The study was confined to 5-8 years children in Chebarus zone in Nandi East sub county Nandi County. Hence the findings of this study are not representative of all the zones in Nandi county and Kenya at large. The research was delimited to enrolment of pre-school children. Further, the study focused on pre-school teachers and head teachers of selected schools who were present at the time of collecting the data. This implies that the pre-school teachers who were absent or on leave were not included in the study.

1.8 Assumption of the Study

This study assumed that parents gave correct information, owing to accurate development of instrument to safeguard this. The children aged 5-8 from tea plucking families with their parents were able cooperate during the study period. Furthermore, they exhibited their usual behaviours that established child labour and its consequences.
1.9 Theoretical Framework

The study based its arguments on classical liberal theory of equal opportunities that states that each person is born with given amount of capacity and abilities which education unlocks. According to American educationist Horace Mann (1889 - 1976) education is a great equalizer. Support for this is essentially in the form of case studies where children from humble backgrounds who have benefit of educational opportunities end up obtaining better jobs and good income. Classical liberal theory is related to child labour because it advocates for provision of education opportunities that labour curtails. Education brings a great change in the life of a child as the child acquires appropriate skills and attitudes that will enable the child to adapt to the various environments.

Liberal theory purports that all children have the potential and this calls for early appropriate strategies so that young learners are given the opportunity to exploit their capabilities. Young children engagement in labour has immediate and long-term effects that negatively affect their future life as they are made to be dependant as opposed to independent persons.

1.10 Conceptual Framework

This study aims at assessing how child labour may be influenced by factors like parental education level and income among others. When parents' education and income are high it leads to non-involvement of children in labour and the vice versa is true. The relationship between the factors is represented in the figure below.
Study Variables
Influences of child labour:
• Parents Education Level
• Parents Level of income
• Forms of labour

Non-involvement of children in labour.

Involvement of children in labour.

Levels of enrollment

Figure 1.1: Factors that influence pre-school enrolment.

NB. The direction of arrows indicate the direction of influence of variables.
1.11 Definition of Operational Terms

Child – this is any child aged between 5-8 years.

Child labour – is involvement of children in home related work that may deny them from being enrolled in pre-school.

Income - is the wages or salaries of the parents.

Parents' educational level - is the academic achievement of the parent.

Enrollment - is the number of children who are admitted in pre-school.

Academic qualification- in this study meant the Kenya National Examination Certificate either KCPE, CPE or KCSE/KCE or Diplomas as well as University Degrees.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
In this chapter, literature related to the study was reviewed under the following sub headings; the child labour, enrollment, education level of tea plucking parents, tea plucking as an economic activity, and other issues that impact on enrollment of pre-school.

2.1 Overview of Child Labour
Dictionary defines labour as physical or mental occupation particularly of the hard or draining type. Child labour means job that is done by young children under the age of 14 years which hampers or harms their physical, emotional, intellectual, social or spiritual growth of children Craig Donnelan, (2002). According to Kofi Annan, former UN Secretary General (1999), Child labour has negative effects which continue with the person and with society for far longer than the years of childhood. Child labour truly impacts negatively on child development and there is need to make clear investigation on the matter then solutions to the issue are proposed.

2.2 Child Labour and Pre-School Education
According to child labour report (2001) over 500,000 school going children were involved in work in Kenya and further 1.5 million aged 4-16 years were not in school. This negatively affected greatly the growth of skills essential for normal life as their development is adversely affected. Child's labour mainly emerges
from household poverty. Children from humble background who do not meet the basic necessities for example food, clothing and shelter will be forced to work so as to supplement their living for this reason they will be forced to stay out of school for more hours the school hours will be less hence the quality of education for those children are compromised.

Child's work affect education positively if its aims at children acquiring relevant skills and not involving them in hazardous work since age relevant work will be an added advantage to making children more responsible adults in future as opposed to hazardous work which interfere with their education as well as harming the development of children. Child labourers are often encountered with work-related risks, affecting their wellbeing and sometimes threatening their lives. This is according to ILO (2001) a sick child will not be able to attend school this generally may lead to low enrolment in preschool especially in areas where child labour is common.

It is noted with a lot of concern that work environment which are secure and fit for adults may not be secure and fit for young children because of their bodily difference. Hazards may be bigger for children at different levels of growth and may have lasting effects. Child labour may cause considerable negative effects on the child; they undergo more challenges in school, at home, among the friends and in the society as cited by CASA (2009).

Effective intervention measures should be taken in order to have a safe supportive environment free from child labour possibly through legal and counseling
services. Since the impact on the children may be long lasting hence need to reverse the situation so as to have a meaningful society in future. According to ILO (2002), child labour is a silent and tragic emergence of our time. The number of children suffering increase year by year many children are working under hazardous conditions. Most children work because their families cannot afford basic needs. And if family survival is at stake everyone has to lend a hand. Poverty may be the most significant cause of child labour. In other areas schools are unavailable, inadequate or too expensive. Moreover children with least choice about working are those trapped in debt bondage or coerce into hard labour ILO (2002).

Child educational accomplishment is normally measured by both primary and high school achievement. Studies on pre-school enrolment is significant for educational achievement which is largely shaped by situation, as well as the provision of family resources experience through early days, this is according to Tach and Farcas, (2003).

Furthermore variations in family resources amongst different cultural groups could help clarify the orderly differences in pre-school enrolment trends by Gang and Zimmermann, (1999). Education is broadly viewed as one of the major promising pathways for individual to achieve better fruitful lives and as the main drivers of national financial growth. The people and the administration of Kenya have spent greatly in developing both the access and worth of education. In an attempt to attain the promise of education as well as realize the education related millennium development goals and vision 2030. However, challenges facing
education for instance home child labour among many other may hinder the achievement of such goals.

2.3 Child Labour and the Tea Industry

There are both farming and processing activities linked to tea production. Growing, weeding and plucking involve a lot of manual labour. Fieldwork is generally done by hand. Mostly these activities involve working under the bushes on both hands and knees.

The most labour intensive is plucking. Tea picking is seen as woman's activities with young children became option, woman who pluck tea regularly bring along children into the farm. Young children may start assisting their parents for fun, but in government where education is not a must children work for payment. It is difficult to confirm exactly the number of working children in the tea industry globally since child labour is not accepted it goes unnoticed in most official data.

Tea plucking exposes children to harmful substances and sometimes dangerous animals because they are not provided with safe clothing according to department of labour from USA June (1997) tea plucking, therefore, can be hazardous work for children.

Majority of young children labourers who work temporarily, are found doing such hard work under very harsh climatic environment. They are given to do nursery work, spreading fertilizer, transportation of heavy loads and domestic chores. They are forced to work against established regulations (GEFONT) in reserve areas young children were purportedly working with their parents. Various
information shows that young children work on smaller holder and family farms that grow tea for adjacent estates.

The Kenya tea production is made up of two different sectors; large scale agricultural estates and small holders. According to the ministry of labour child is pervasive in the small holder sector but is also found in large plantation according to U.S. department of labour N.W, Washington, DC 2010.

2.4 Household income and child labour

According to the research children in households that experienced hunger were less likely to be enrolled. Children living in households in top income were likelier to be in preschool relative to those in the bottom income Early European unit (2009).

Children in low-income families are less likely to pursue formal ECE programs because of cost associated with participation according to report from immigrant families in USA 2008.

The more family income the more the desire for quality and better education as cited by Glewwe and Jacoby (2004) and with top achievement test scores. The researcher notes that as the children become old, those from underprivileged families more likely than not drop out of school, while children from able families continue with education. It therefore reveals that earnings impacts positively and significantly on children's education. This calls for empowerment of all families for the sake of children future.
The quality of pre-school education experienced can be barrier to enrolment. Use of more child centered interactive pedagogical methods which take into account the individual learning needs of the children is highly recommended. Poor material base and poor conditions for instance overcrowded classrooms, worse facilities and general worse learning environment were among the barriers to preschool enrolment. This is according to Mohna and Dupsik (2008) on the other hand the study reveals that difficult in retaining high quality teachers or taking adequate training will highly affect enrolment in pre-schools.

Moreover, better information on the benefits of pre-schools as well as pre-school choices may boost enrolment according to Amnesty International 2010. Getting a child to and from ECE centre can also be a barrier. Programs or ECE centres that are not within walking distance of the family can be difficult to reach for families from low income levels; this was cited in report for immigrant families in USA. Poor wellbeing has shown to hinder learning, achievement and accomplishment for pupils in third-world countries health programs can be initiated in all stages of schooling to improve the education results of children. Among other significance factors causing low enrolment in ECE are poverty, low literacy levels and high number of children in families. While significant progress has been made in expanding access to early childhood education, there are clear indications that enrolments are still low. Several factors account for this including lack of facilities, poverty, lack of trained teachers in Kenya UNESCO- (2000).

In Africa, more than 200 million people survive in abject poverty. The profile of rural poverty is in such a way that rural people live in poor households where
labour is the primary source of income. This has compromised the rights of the children. Among the rights affected are, right to education, play, association, non-discriminating role of parents in protecting the child and health care. The UNCR (1991) in the articles 28 stipulates that a child has the right to education and the state should make basic education free and compulsory. Education in many countries according to UNESCO (2003) is not free and compulsory. This implies that children from low income households among them those engaged in home child labour may not enroll in basic education.

2.5 Poverty and Child Labour

According to UN statistics (2012) more than one fourth of the world people live in extreme poverty. Poor children and their families may rely upon child labour in order to improve their chances of attaining basic necessities. The intensified poverty causes many children, therefore, to become child labourers.

In order to control child labour, multifaceted approach involving poverty alleviation, family planning and free compulsory education from early childhood level should be enhanced as cited by Bethsaida MD (2012).

There is great need for parents to be educated about the adverse effects of child labour on child development. As poverty is one of the major root causes of child labour, it is hoped that smaller family size, parental education and family income enhancement would reduce the pressure on parents to engage their children in labour activities. Therefore, there is need for the government and other stakeholders of education to enhance policies and create awareness.
2.6 Pre-School enrollment and Child Labour

According to studies by child labour and public education project (2006) approximately seventy five million children were not in school limiting future opportunities for the children and their communities. This calls for country and the people to join hands in ensuring that children will access quality education which is affordable to whole citizens in the country.

However, according to United Nations report (2009), it estimated that to achieve universal education for children it would cost and $10 -30 billion. This calls for the commitment of the government and all those who are involved to ensure its success. Through formulation of laws and codes of conduct, which will assist in ensuring that the children are accessed to compulsory and free education despite their diverse backgrounds. This is because laws for child labour globally are rarely implemented thus allowing persistence of child labour in some sections. In addition, labour offices are inadequately funded and with few members of staff.

Most governments allot little funds for enforcement of child labour laws as cited by Carpet Weaver (1993).

As big companies expand to other countries, competition for opportunities and cheap labour compromises legal implementation of child labour reforms as cited by child labour and public education project. (2006). It further states that the effects of poverty in developing countries are often worsened by the large interest payments on development loans. The structural adjustments associated with the loans often require governments to cut education, health and other public

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programmes further harming children and increasing pressure on them to become child labourers.

In view of the above comments the governments should set measures that are watertight in order to safeguard the interest of the children from exploitation and to have a firm future foundation.

According to children’s environmental health (2005) almost 250 million children are involved in child labour. About 11 million children under the age of 15 are in hazardous work and most of them are found in rural areas.

Poverty in across-cutting issue it is caused by many factors not limited to insecurity, labour constraints, low accessibility, limited opportunities, and low academic performance among many factors as cited by ILO IPEC (2010).

This calls for sustainable elimination of child labour in rural areas and need to address its root causes and promote decent work particularly through provision of job opportunities to low income earners as well as mainstreaming child labour consideration and decent work into agricultural and rural development policies as cited by ILO (2011). Child labour is less a phenomenon of poverty than of social attitudes and sensibilities. Hence learning skills through education is a sure way to break the cycle of child labour and low income as cited by Kiran Bhatti (2010).

2.7 Parents Perception of Importance Pre-School Education

Studies by Bernard and Valeer (2012), shows that there is strong proof which connects the family teaching surroundings which include upbringing manners and approaches to children’s learning results. Literate parents encourage their children
to study and support them while emphasizing on importance of learning and
effective parenting is critical for early learning and this is viewed as the solution
to a range of social problems.

Parents and the home environment create the single most important factor in
shaping children’s well-being, Achievement and Prospects (Alcock, 2005), hence
there is need for early intervention and early education so as to enhance enrolment
of young children and stop child labour.

2.8 Involvement of Parents in Pre-School Learning

Parents are the first teachers of young children (OECD, 2012). Recent proposals
show that parental support in children learning and growth is vital. It further calls
for good relationship between school and home environment in order to achieve
better education and holistic development. Enhance children learning and
development (Mac Naughton and Hughes, 2008).

2.9 Age of the Parent as a Factor of Child Labour

According to child labour and public education project by UNICEF (2011) it
outlines some of the causes of child labour. It states that teenage parents
experience a lot of challenges in raising their children. This is according to child

In view of the above comments, it is true that parents play a critical role in raising
their children. Hence, if they are very young they may be emotionally unstable as
well as unable to provide the much needed extra income to the family.

22
It is hoped that teenage parents should be stopped through proper legislation of laws that guard against such factors in our society. This was cited by Child Care Health Development (2010). Moreover, public enlightenment especially for mothers will be of additional benefit.

According to UNICEF (2006), it describes the involvement of parents in young children’s education as a fundamental right and obligation. Nevertheless, patterns of parental and family engagement in ECE differ from county to county according to Connor and Wheeler (2009). Working with parents as partners is critical for young children’s development and learning. That is why highly effective settings and schools makes conducive environment for learning.

Participation of parents as acknowledged by Desforges and Abouchaar (2003) included good parenting in the home, provision of a secure and stable environment and intellectual stimulation. Parent-child discussion, good models of constructive social and educational values, high aspirations relating to personal fulfillment and good citizenship.

Uneducated and jobless parents get little assistance from friends in contrast with literate and salaried parents. Study shows that parents from humble need assistance in order for their children to succeed.

2.10 Possible ways to reduce child labour

According to a newsletter by UNICEF March 2015 they proposed school awareness can be raised and action taken at every level of the education system. The government to give conferences to the parents about child labour and the
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter presents the design that was employed in collection of data, study area, target population; sampling techniques sample size determination and research instruments. It also presents the data collection techniques, validity and reliability of the research instruments and ethical and logistical consideration in carrying out research.

3.2 Research Design
This study employed a descriptive research design using the survey method. The design was appropriate since it helped to describe in detail the influence of child labour on pre-school enrolment. It also identified the standards against which existing conditions can be compared Orodho, (2003).

3.3 Variables
3.3.1 Dependent variables
The dependent variable of this study was pre-school enrolment of 5-8 years old of tea plucking families. The researcher measured this variable by asking the parents whether they have enrolled their children to school or not.

3.3.2 Independent variables
The independent variables of this study were child labour as influenced by parent's academic level and income. Child labour was measured by asking
children the types of work they do at home and whether they do them willingly or they are forced. Parent’s academic level was measured by asking parents to indicate the highest level of education they attained. Parent’s income was measured by asking them to give the estimates of their monthly income.

3.4 Location of the study

The study was conducted in Chebarus Zone within the outskirts of Nandi hills town estates in Nandi County of Kenya. Chebarus Zone in Nandi County was selected because of the documented report from Nandi East Sub-county offices indicates there is scanty information that the zone has least enrolment of pre-school children and the zone is neighboring most of the tea estates in Nandi county, hence, majority of the parents could be tea pluckers working in the tea estates around Nandi County.

3.5 Target Population

The target population of the study was a total of 30 pre-schools and 3000 pre-school children aged 5-8 years. Parents with 5-8 year olds in school and parents with 5-8 years olds out of school, head teacher and Director of Education.

3.6 Sampling techniques and sample size

Chebarus zone has five camps, a total of 30 pre-schools and a total of 3000 pre-school children. Random sampling was employed to selected schools, parents who were in the camps and children in school. Purposive sampling was used to select head teachers of the select schools and the Director of Education. Purposive sampling further employed to select pre-school teachers but in situations where
three or more teachers were found in school, random sampling was used to select two.

<table>
<thead>
<tr>
<th>Camps</th>
<th>Schools Selected</th>
<th>Children per Camp</th>
<th>Selected Children Per Camp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chebarus camp</td>
<td>6</td>
<td>600</td>
<td>60</td>
</tr>
<tr>
<td>Nandi - Hills camp</td>
<td>4</td>
<td>400</td>
<td>40</td>
</tr>
<tr>
<td>Mogobich camp</td>
<td>4</td>
<td>400</td>
<td>40</td>
</tr>
<tr>
<td>Kibwari camp</td>
<td>8</td>
<td>800</td>
<td>80</td>
</tr>
<tr>
<td>Keteng camp</td>
<td>8</td>
<td>800</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>3000</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

Table 3.1 Sample size of Schools and children.

<table>
<thead>
<tr>
<th>Pre-school Teachers Population</th>
<th>Selected</th>
<th>Households population</th>
<th>Selected</th>
<th>Director of Education Population</th>
<th>Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>20</td>
<td>300</td>
<td>30</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

The sample will involve 5 out of 50 camps. The researcher intends to use purposive sampling methods in order to get exact number of responds. The sample of respondents will be determined using the formula adopted from Mugenda and Mugenda (1999). Ten percent (10%) of pre-school children were chosen to provide the information for the purpose of research. The zone has a total of 3000 pre-school children.
3.7 Research instruments

Three research instruments used included: interview schedules, Questionnaires and observation schedule.

3.7.1 Interview schedules

The interview schedule was administered to Director of Education. The interviews sought to establish the persistence of child labour, reasons why parents subject their children to child labour and the possible measures that may stop child labour.

3.7.2 Observation Schedule

The observation schedule meant for the researcher was filled based on observations made. This provided information on background information of pre-school children aged 5-8 and the type of work involved in and whether they are forced to do the work or they do willingly.

3.7.3 Questionnaire

Questionnaires were administered to parents, head teachers and pre-school teachers. The questionnaires sought information on parent’s academic level and income, enrolment and types of work pre-school children are exposed to and possible ways of stopping child labour.

3.8 Pilot Study

A pilot study was carried out in one school each from the two camps within Chebarus zone in Nandi East District. The estates were selected since they provided population similar to the intended population for the study to be carried
out. Pilot study was carried out to help detect any weaknesses in the instruments to be used in the study. It, therefore, determined the difficulty of the instruments, language used; time allocated, and enhanced validity and reliability of items.

3.9 Validity of Research Instruments

Validity is the extent to which operational definition measures what they are intended to measure. Operational definition must make sense and be precise enough that there is little question about what we are measuring according to Jame M. Henslin in sociology a down to earth approach (2004).

The instruments were constructed carefully ensuring every objective is taken care of and opinion of the experts was sought.

3.10 Reliability

According to Jame M Henslin (2004) reliability refers to the degree to which instrument is consistent in producing the same results. The test-retest technique was used to assess the reliability of questionnaires.

Reliability of the instruments was tested during the piloting stage. The researcher administered the instruments twice; the second time was administered after two weeks. It produced the same results and the instruments were considered reliable. The Spearman rank order correlation was employed to compute the correlation coefficient in order to establish the extent to which the contents of instruments were consistent in eliciting the same responses every time the instrument is administered and correlation coefficient of 0.8 was obtained and this indicated that instruments were reliable.
3.11 Data collection Techniques
The researcher notified County Director of Education on the ongoing research then organized convenient date for interview with him. The researcher then proceeded to collect data from Head teachers, ECD teachers and parents through administering questionnaires. Observation of pre-schools were also carried out.

3.12 Data Analysis
The gathered data were validated, edited and then coded in the validation process. Quantitative data from questionnaire were analyzed using descriptive statistics such as frequency distribution and percentages. Findings were presented using pie charts frequency distribution tables. Qualitative data on the other hand were analyzed thematically. The Statistical Package for Social Science (SPSS) software was used to establish the relationship between variables.

3.12 Logistic and Ethical Considerations
This section presents the logistic and ethical considerations when carrying the research

3.12.1 Logistic Considerations
Before data collection, a research permit was sought from graduate school at Kenyatta University. The permit was presented to National commission for Science Technology and Innovation who issued a research permit. Further permission was sought from the County Director of Education who notified the Sub-County Education Officer and requested him to inform all head teachers of the targeted schools.
3.12.2 Ethical Considerations

Voluntary participation was used from the respondents. The people who generated data were referred to as participants not subjects. This is according to Oates (2006). Also informed consent was sought before any research activity as cited by Hammersley and Atkinson, (2007). This was done through consultation with appropriate institution, local leadership, parent and the child. Their confidentiality and anonymity was safeguarded in order to reduce participants' fears and encourage them to take part in research as cited by Walford, (2008) by disclosing or sharing information received. On the other hand, privacy and protection from harm of participants were offered.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings of the study. The results are presented in two sections. The first section presents the demographic characteristics of the participants. On the other hand, the second section presents the findings as per the objectives of the study. This study focused on the following objectives;

1. To find out whether pre-school children aged 5-8 years are involved in home related child labour.
2. To find out the forms of labour children are engaged in at home.
3. To establish whether parent’s income influences preschool enrollment in Chebarus zone Nandi East District.
4. To establish whether parent’s education level influences pre-school enrolment in Chebarus zone Nandi East District.
5. To explore possible ways of reducing child labour in Chebarus zone Nandi East Sub-County.

4.2. Demographic Information of Participants

This section presents the demographic characteristics of participants that included head teachers, pre-school teachers, parents and children. The characteristics focused on included age, gender, education level, work experience, and marital status.
4.2.1 Demographic Information of Head teachers

The demographic characteristics of head teachers focused on include age, gender and duration of service in the school. Table 4.1 presents these demographics.

Table 4.1 Demographic Characteristics for Head teachers

<table>
<thead>
<tr>
<th>Head teacher's Characteristics</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-30</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>31-35</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>36-40</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>41-50</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td><strong>Duration of service in the School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 1 year</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>1- 3</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>4 - 6</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Above 6</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 shows that 20% of head teachers are within age bracket of 20-30, 30% fall under 31-35, 40% fall in 36-40 while 10% fall in bracket of 41-50. The results further revealed that 70% of head teachers were males while 30% were females. Majority of head teachers had a term service of 1-3 years, while 20% had served in the school for less than a year, 30% for between 4-6 and 10% had served in the school for more than 6 years.
4.2.2 Demographic information of Pre-school teachers

The demographic characteristics, of pre-school teachers, that were focused on included age and gender. Table 4.2 presents the results for this demography.

Table 4.2 Demographic Characteristics for Pre-school Teachers

<table>
<thead>
<tr>
<th>Pre-school Teachers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-30</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>31-35</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>36-40</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>41-50</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Totals</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

As Table 4.2 shows that majority of pre-school teachers, 40% fell in the age bracket of 20-30. Teachers aged between 36-40, came as the second largest category at 30% followed by those in the 30-35 age bracket. Only 1 teacher (5%) was beyond 41 years of age. The results further showed that 75% of pre-school teachers were females while 25% were males.
4.2.3 Demographic information of Parents

Table 4.3 Demographic Characteristics of Parents

<table>
<thead>
<tr>
<th>Parents Characteristics</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-30</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>31-35</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>36-40</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>41-50</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>20</td>
<td>67</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Level of Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1500-3000</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>4000-10000</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>11000-15000</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>16,000 and above</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Level of Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never went to school</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Primary Level</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Secondary Level</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>University level</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The data presented in Table 4.3 confirms that the highest proportion constituting 33% of parents were in the age bracket of 20-30. Then followed by parents aged 31-35 and represents 30% of the totals. The 20% fall in the age bracket of 36-40 and 17%, fall that of 41-50. The results further indicate that 67% of parents were males while 33% were females. Among the parents interviewed, 50% earned between 1500-3000 per month, 23% earned between 4000-10,000 and 17% earned between 11,000-15,000 and 10% earned income of 16,000 and above.
results based on education level showed that 17% of parents never went to school, 50% reached primary level, 33% reached secondary level and none of them attained university degree.

4.2.4 Demographic Information of children
To establish the demographics of Children, the researcher observed their gender and asked their age. The demographic characteristics of the children were as presented in the Table 4.4.

Table 4.4 Demographic characteristics for Children

<table>
<thead>
<tr>
<th>Characteristics of Children</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-6</td>
<td>123</td>
<td>41</td>
</tr>
<tr>
<td>7-8</td>
<td>177</td>
<td>59</td>
</tr>
<tr>
<td>Totals</td>
<td>300</td>
<td>100</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>145</td>
<td>58</td>
</tr>
<tr>
<td>Female</td>
<td>155</td>
<td>52</td>
</tr>
<tr>
<td>Totals</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.4 shows that 41% of children fall in the age bracket of 5-6 while 59% were of ages between 7-8. The results further showed that 58% of children selected were males while 52% were females.

4.3 Level of Involvement of 5-8 year olds in Child labour
The first objective sought to find out the extent to which 5-8 year olds are involved in child labour. To establish this, the researcher first sought to find out whether indeed child labour was prevalent in the area. The pre-school teachers
were asked to indicate whether they agreed or disagreed on the existence of child labour in Chebarus Zone. Table 4.5 presents the findings for this objective.

Table 4.5 Availability of Child labour

<table>
<thead>
<tr>
<th>Availability of Child Labour (pre-school teachers)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreed</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>Undecided</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Disagreed</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.5 above shows that 75% of teachers agreed that child labour exist in Chebarus zone, 20% disagreed while 5% were undecided. The results therefore revealed that children aged 5-8 are involved in child labour in the area. These results correlate to what Suda (2001) and Wambui (2013) found out. According to Suda (2001), approximately 3 million Kenyan children worked under intolerable conditions. However, Suda (2001) further ascertain that the figures could be much higher since domestic and informal child workers are largely invisible due to privacy, ineffectiveness of legislation, lack of public awareness, cultural values and lack of intensive inspection from labour units. The findings of this study further concurs to Wambui (2013) who found out that high percentage of children in Kiambu division are involved in child labour. The results obtained therefore imply that most children are involved in child labour.

4.3.2 Types of work children do outside School
The second objective sought to find out the nature of work children are involved in while at home. The researcher was able to identify the types of work children are involved in during school hours. To obtain the findings of this objective, the researcher asked children to indicate the types of work they do at the time they should be at school. Out of 300 children selected, 90% agreed that they do some work at school hours while 10% had never done any work at home while they should be in school. The researcher asked the children who do work at school hours to indicate the types of work they engage in. Table 4.6 presents subsequent findings.

**Table 4.6 Distribution of work done by children at home**

<table>
<thead>
<tr>
<th>Nature of work</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pluck tea</td>
<td>80</td>
<td>30</td>
</tr>
<tr>
<td>Sell water to nearby kiosks and hotels</td>
<td>30</td>
<td>11</td>
</tr>
<tr>
<td>Household chores</td>
<td>100</td>
<td>37</td>
</tr>
<tr>
<td>Taking care of younger siblings</td>
<td>40</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>270</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.6 above shows that 80% of children pluck tea, 11% sells water to nearby kiosks and hotels, 37% do household chores, 7% work in family business and 14% take care of their younger siblings. These results imply that plucking tea and household chores are the main types of work children are engage in during school hours. The findings of this study concurs to Wambui (2013) who found out that high percentage of children that comprised of 83.6% in Kiambu Division are
engaged in different types of works during school hours that include touting, farm work, household chores, family business, riding motorbikes and working in construction sites. The findings of this study further showed that children are engaged in different works during school hours hence children are likely to skip school or fail to enroll completely. These findings agrees with what Munene and Ruto (2010) found out in a study conducted in Kenya, that children who are engaged in domestic labour often skipped school. ILO (2014) further states that exposing children to child labour deprive children opportunity to attend school, drop out of school or even combine school with heavy work. The results further concurred with Picketty & Goldhammer (2014) who states that child labour hinders children from valued education.

The researcher further asked children to indicate reasons for engaging in work during school hours. Table 4.7 presents the results for this.

### Table 4.7 Children's Responses on work they are engaged in.

<table>
<thead>
<tr>
<th>Reasons for engaging children in work</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To contribute to family income</td>
<td>40</td>
<td>15</td>
</tr>
<tr>
<td>To support self</td>
<td>216</td>
<td>80</td>
</tr>
<tr>
<td>Helping at home while their parents work</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>270</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.7 above shows that out of 270 children who engage in different types of work at home during school hours, 80% work to support self, 15% work to contribute to family income while 5% help at home while their parents work. The
findings imply that children engage in child labour to meet their basic needs. This further shows that their parents are not adequately meeting their basic needs. This contradicts to what UNESCO (2010) purports, that parents and guardians should support and care for children under the age of seven. Further, the Kenyan laws provide for the protection of children's rights as contained in Children Act Cap 141, which clearly states that every child is entitled to quality education, health services, food, clothing, and shelter among others. The findings of this study implies that high percentage of children in Chebarus Zones are deprived of these entitlements since they are exposed to child labour hence are likely not to develop holistically. This is reinforced by ILO (2014) which states that any work that is dangerous and harmful to children may interfere with their mental, physical, social, emotional and moral well-being.

4.3.3 Level of Parent's income and Preschool enrolment

The third objective sought to determine the contribution of parent's income on pre-school enrolment. To find out the information for this objective, the researcher asked the parents to indicate whether their children go to school or not. Further, the researcher used the following criteria to determine the level of income.

1,500-3,000---- low, 4,000- 10,000--------moderate, 11,000---15,000--------

moderate 16,000 and above---------- high

Identifying the parent's level of income enabled the researcher to assess whether it influenced the enrolment.

Table 4.8 Contribution of Parental Income and Enrolment
Table 4.8 above shows that out of 50% of parents who earn very low income, 67% had not enrolled their children to school. Further, out of the 23% parents who earned low income 71% also had not enroll their children to school. Out of 17% of those who earned moderate income 40% had do not enroll their children to school. On the other hand, all the parents who earned high income enrolled their children to school. From these results therefore, it was concluded that the level of income of parents influence children's enrolment. These findings are in consistence with the study by Early European Unit (2009) which revealed that children living in household in top income were likelier to be in pre-school relative to those in bottom income. Moreover, according to report from immigrant families in USA (2008), children in low-income families are less likely to pursue formal ECE programmes because of cost associated with participation. The findings were in agreement with that of Glewewe & Jacoby (2004) who found out that the more the family income the more the desire for quality and better education. The findings of the study showed that most poor households did not send their children to school, this is in line with UNESCO (2003), which states
that education in most countries is not free and compulsory, and it has led to children from poor households not enrolling in basic education.

4.3.4 Parent's Education level and Pre-school Enrolment

The fourth objective sought to establish the contribution of parent's education level on pre-school enrolment. To find out the findings for this objective, the researcher asked parents to indicate whether they have enroll their children or not. Further, the researcher correlates their responses to their academic levels. Table 4.9 illustrates the results for this objective.

Table 4.9 Parents Education level and Pre-school Enrolment

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Percentage</th>
<th>Enrolled %</th>
<th>Not enrolled %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never went to school</td>
<td>17</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>Primary school level</td>
<td>50</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>Secondary level</td>
<td>33</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>160</td>
<td>40</td>
</tr>
</tbody>
</table>

Table 4.9 shows that 70% of parents who never went to school have enrolled their children to school, 90 percent of those who reached primary level enrolled children to school while all parents who reached secondary level sent their children to school. The results obtained clearly showed that parent's level of education do not influence pre-school enrolment. The findings of this study is in contrary to Benard & Vanleer (2012), who showed that there is strong proof which connects the family teaching surroundings which included upbringing...
manners and approaches to children’s learning. Benard & Vanleer (2012) further states that literate parents encourage their children to study and support them while emphasizing on importance of learning and effective parenting is critical for early learning and this is viewed as the solution to a range of social problems. The findings of this study is in agreement with Tienda (1998) findings that states that parents in Spanish dominant families tend to be less educated though they enroll and transport their young children to a pre-school programme.

4.3.5 Possible ways to Reduce Child Labour
The fifth objective sought to explore possible ways to stop child labour in Chebarus Zone. To find out the information for this objective, the researcher conducted an interview with the Director of Education of Nandi County. Further the researcher sought the information from head teacher and pre-school teacher on the same through questionnaires.

Based on the head teachers and pre-school teachers Responses the following results were obtained.
### 4.3.5.1 Head teacher’s Responses

**Table 4.10 Ways of Reducing Home Child labour According to Head Teachers**

<table>
<thead>
<tr>
<th>Ways</th>
<th>Agreed (%)</th>
<th>Disagreed (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enhancing Child Labour</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Policies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reporting cases of Child labour by chiefs</td>
<td>60</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>3. Creating Awareness</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4. Involving parents in Income Generating Activities</td>
<td>70</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.10 showed that more than half of the head teachers agreed that the presented ways of reducing child labour may help reduce home child labour in Chebarus Zone. According to the head teachers responses, creating awareness and enhancing child labour policies are the main ways of reducing child labour.
4.3.5.2 Pre-school Teacher’s Responses

Table 4.11 Ways of Reducing Home Child labour According to Pre-school Teachers

<table>
<thead>
<tr>
<th>Ways</th>
<th>Agreed (%)</th>
<th>Disagreed (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enhancing Child Labour Policies</td>
<td>70</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>2. Reporting cases of Child labour by chiefs</td>
<td>65</td>
<td>35</td>
<td>100</td>
</tr>
<tr>
<td>3. Creating Awareness</td>
<td>95</td>
<td>05</td>
<td>100</td>
</tr>
<tr>
<td>4. Involving parents in Income Generating Activities</td>
<td>75</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.11 showed that majority of pre-school teachers agreed that presented ways help reduce home child labour. However, creating awareness and involving parents in income generating activities are the leading possible ways that may reduce home child labour.

4.3.5.3 Possible Ways to Reduce Home Child Labour According to Director of Education Nandi County

The director of education acknowledged that there are high incidences of child labour in the area and that it takes place in tea plucking Camps where children are
involved in tea plucking and other types of work. He further explains that parents subject their children to child labour due to poverty. Most of the parents living in camps live under abject poverty. To stop child labour there is need for the government to enact policies that punish perpetrators of the act. Further, there is need for the education stakeholders to carry out campaigns to create awareness on child labour. The county government should engage parents in income generating activities to boost their income earning.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary, conclusions and recommendations based on the findings of the study. The summary and conclusions of findings are based on the objectives of the study.

5.2 Summary and Conclusions of Findings

5.2.1 Summary of the Findings
The first objective sought to find out whether pre-school children aged 5-8 are involved in home related child labour. The results obtained indicate that a high percentage of children are engaged in heavy work by their parents and guardians.

The second objective sought to find out the forms of labour children are engage in at home. It was found out that children engage in activities that include family business, household chores, selling water to nearby kiosks and hotels, tea plucking and taking care of their younger siblings. The results further reveal that tea plucking and household chores are leading types of work children do. The researcher further found out that majority of children engaged in work to support self.

The third objective sought to find out whether parent’s income influences pre-school enrolment. It was found out that majority of the parents who earn low and moderate income per month did not enroll their children to pre-school. This
implies that parents with little income engage their children in other works to supplement for their income. This could be one of the main reason why home child labour persist in the area.

The fourth objective sought to establish whether parent’s education level influence pre-school enrolment. The results reveal that there parent’s education level did not influence pre-school enrolment. This showed that even parents with low education level sent their children since they want the best for them. They want their children to achieve more than they did and also they perceive that educating their children may better their lifestyle in future.

The fifth objective sought to explore possible ways to reduce home child labour. From the interview conducted with the Director of Education. It emerged that there are several ways that can be implemented. These include enactment of policies that punish perpetrators of the act, carrying out campaigns to create awareness on child labour and engaging parents in income generating activities to boost their income earning

5.2.2 Conclusion

From the findings obtained

It was concluded that:

(a) There is high percentage of child labour in Nandi East County.
(b) Children are engaged in home related child labour activities.
(c) Parent’s income influence pre-school enrolment
(d) Parent’s education level did not influence pre-school enrolment
(e) There are ways that may help stop home related child labour if implemented.

5.3 Recommendation

Based on the findings obtained, the researcher makes the following recommendations to stop child labour.

(a) To stop child labour, Policy makers should formulate and enhance policies that prohibit the act completely. Perpetrators should be given tough penalties. Further, policies on enrolment should be enacted. The policies should ensure that every parent to take his child to pre-school at certain age.

(b) Since parents in the County engage their children in various forms of child labour, Stakeholders like Ministry of Education (MoE), Ministry of Health (MoH) and County governrnent should work hand in hand to conduct campaigns to create awareness on child labour. Parents need to understand the consequences of child labour on their children clearly.

(c) Since Parents who earn low income monthly are likely hold their children from attending school in order to engage the in different activities, there is need to empower them by engaging in income generating activities like poultry, rabbit and bee keeping. The county government should support parents financially by giving them loans to start their projects.

(d) It might not be easy to identify children who undergo home related child labour hence class teachers should be encouraged to report cases of children who lose concentration in class often, those who sleep while classes are ongoing and those who absentee themselves during class hours.
(e) Child labour affects children psychologically hence guidance and counseling should be provided to children who show signs of child labour.

(f) Since children who undergo child labour are likely to miss school, the County government in conjunction with other stakeholders should provide school feeding programmes that can help boost enrollment.

5.4 Suggestion for Further Studies

(a) This study focused on child labour as one of the possible factors that influence enrolment, there is need to establish other factors that influence pre-school enrolment in Nandi East County.

(b) This study focused on pre-school enrolment, there is need to establish the effect of child labour on other areas like attendance, academic performance and children's health in the same County.

(c) This study focused on Nandi East Sub-County, there is need to carry out the same in other sub-counties in Nandi County.
REFERENCES


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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR THE HEAD TEACHERS

(Kindly answer all the questions)

Background information

1. Name of the school

2. Gender
   - Male [ ]
   - Female [ ]

3. Age
   - 20-30 [ ]
   - 31-35 [ ]
   - 36-40 [ ]
   - 41-50 [ ]
   - 41-50 [ ]

4. Number of years worked in the station:
   - Below 1 year [ ]
   - 1-3 [ ]
   - 4-6 [ ]
   - Above 6 years [ ]

Section B

5. Are children engaged in child labour within your locality? Yes [ ]
   No [ ]

6. Are there any cases of child labour that have been reported to your office?

7. Which activities are children aged 5-8 involved in that may hinder them from enrolling in school?

8. Do you think there is a relationship between child labour and pre-school enrolment?
9. What are some possible ways of reducing child labour in your school?

<table>
<thead>
<tr>
<th>Ways</th>
<th>Agreed</th>
<th>Disagreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enhancing Child Labour Policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reporting cases of Child labour by</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chiefs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Creating Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Involving parents in Income Generating Activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Is there a relationship between parent's income and pre-school enrolment?

________________________________________________________________________

________________________________________________________________________

11. Do parent's educational levels influence the extent to which they engage children in labour?

________________________________________________________________________

________________________________________________________________________
APPENDIX II: QUESTIONNAIRE FOR PRE-SCHOOL TEACHERS

(Kindly answer all the questions)

SECTION A

1. Name of the school

2. Gender Male [ ] Female [ ]

3. Age: 20-30 [ ] 31-35 [ ] 36-40 [ ] 41-50 [ ]

4. How is the enrolment in your class as compared to the expected number of pupils to be enrolled in your area:
   (a) Low (b) Moderate (c) High

5. (i) As far as you know, are there children of school going age within the community who are not enrolled in pre-school?
   Yes [ ] No [ ]

   (ii) If yes, what do you think are the reasons for not being enrolled in the pre-schools?

6. Are children engaged in child labour within your locality? Yes [ ] No [ ]

7. Are there any cases of child labour that have been reported to your class?
8. What can be done to address the issue of home child labour?

<table>
<thead>
<tr>
<th>Ways</th>
<th>Agreed</th>
<th>Disagreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enhancing Child Labour Policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reporting cases of Child labour by</td>
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<td></td>
</tr>
<tr>
<td>chiefs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Creating Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Involving parents in Income Generating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. What measures can be used to improve enrollment in this school

Thank you for your cooperation.
APPENDIX III: INTERVIEW SCHEDULE FOR PARENTS IN CAMPS

SECTION A

BACKGROUND INFORMATION

1. Gender: Male ☐ Female ☐
2. Age: 20-30 ☐ 31-35 ☐ 36-40 ☐ 41-50 ☐
3. Monthly income level (Kshs): 100-1000 ☐ 1,001 – 3,000 ☐ 3,001-10,000 ☐ 10,001 - Above ☐
4. What is the highest academic certificate you have attained?
   - Not certificate [ ]
   - Primary school certificate [ ]
   - Secondary school certificate [ ]
   - Degree [ ]
   - Any other (specify) [ ]

Section B

5. What type of work do you engage your child in while at home?

6. At what time do you engage him or her? Day time ☐ Night time ☐

7. Have you enrolled your child in school? Yes ☐ No ☐

8. If no, what are the reasons for keeping him/her at home?

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9. If yes, what motivated you to take him or her to school?
APPENDIX IV: INTERVIEW SCHEDULE FOR DIRECTOR OF EDUCATION
Theme: Child labour in Nandi County

1. Gender:
   - Male [ ]
   - Female [ ]

2. Are there incidences of child labour in Nandi East Sub-County?

3. In which places are child labour intense?

4. What could be the main reason why children are subjected to child labour?

5. Do you have any records or documented information relating to child labour in your area?

6. What are the possible ways to reduce child labour?

7. As the director of education what is your role in controlling child labour?
### APPENDIX V: OBSERVATION SCHEDULE FOR THE CHILDREN

1. Gender of the child found in the camp
   - Male [ ]
   - Female [ ]

2. Age of the child
   - 5-6 [ ]
   - 7-8 [ ]

3. Do you do any work at home? Yes [ ] No [ ]

4. If yes which type of work do you do at home?
   ________________________________

5. Do your parents force you to do the work? Yes [ ] No [ ]

6. What time do you mostly do the work? ________________________________

7. Do you enjoy doing the work? Yes [ ] No [ ]
APPENDIX VI: CONSENT FORM TO BE SIGNED BY THE PARENT

Mr. Charles Kiprob Chirchir, a master’s student from Kenyatta University wishes to do a research regarding child labour and pre-school enrollment. The data will be used for research on the relationship between child labour and pre-school enrollment in Chebarus Zone Nandi East Sub-County, Nandi County Kenya. The results of this study may be of great benefit to you as a participant and the community at large in stopping child labour and enhance pre-school enrollment particularly in Chebarus Zone in Nandi East Sub-County Nandi County.

All the information you give will be treated with total confidentiality. Your commitment and cooperation will be highly appreciated.

PARENT’S SIGNATURE

Do not write your name.
Our Ref: E55/CE/26391/2011

DATE: 4th February, 2016

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR CHARLES KIPROB CHIRCHIR—REG. NO. E55/CE/26391/2011

I write to introduce Mr. Charles Kprob Chirchir who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department of Early Childhood Studies.

Mr. Chirchir intends to conduct research for a M.Ed thesis Project Proposal entitled, “Influence of Child labour on Pre-School Enrolment among Children of Families Involved in Tea Plucking in Cheberus Zone Nandi County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Influence of child labour on pre-school enrolment among children of families involved in tea plucking in Chebarus Zone Nandi County, Kenya," I am pleased to inform you that you have been authorized to undertake research in Nandi County for the period ending 13th May, 2017.

You are advised to report the County Commissioner and the County Director of Education, Nandi County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

Boniface Wanyama
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nandi County.

The County Director of Education
Nandi County.
APPENDIX IX: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MR. CHARLES KIPROB CHIRCHIR
of KENYATTA UNIVERSITY, 0-30301
Nandi Hills, has been permitted to
conduct research in Nandi County

on the topic: INFLUENCE OF CHILD
LABOUR ON PRE-SCHOOL ENROLMENT
AMONG CHILDREN OF FAMILIES
INVOLVED IN TEA PLUCKING IN
CHEBARUS ZONE NANDI COUNTY,
KENYA.

for the period ending:
13th May, 2017

Applicant’s
Signature

Permit No: NACOSTI/P/16/10958/9798
Date Of Issue: 13th May, 2016
Fee Recieved: Ksh 1000

CONDITIONS

1. You must report to the County Commissioner and the County Education Officers of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 9177