

**IMPACT OF CHILD LABOUR ON PUPILS' PARTICIPATION IN  
PRIMARY EDUCATION IN KIRINYAGA CENTRAL SUB-COUNTY,  
KENYA**

**BY**

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## DECLARATION

I declare that this thesis is my original work and has not been presented in any other university or institution for consideration of any certification. This research thesis has been complimented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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### **SUPERVISORS DECLARATION:**

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## **DEDICATION**

I dedicate this thesis to parents who treasure education of children within any given community. I also dedicate it to my late son Peter Ryan Macharia and my lovely daughter Rehema Nyambura Karimi.

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## **ABBREVIATIONS AND ACRONYMS**

ACRWC	African Charter on Rights and Welfare of the Child
AIDS	Acquired Immune Deficiency Syndrome
CDE	County Director of Education
FPE	Free primary Education
ILO	International Labour Organization
KAACR	Kenya Alliance for Advancement of Children
MOE	Ministry of Education
MOTU	Malawi Congress of Trade Unions
SPSS	Statistical Package for Socia Central Sub-County I Sciences
TSC	Teachers Service Commission
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nation Children Emergency Fund
USA	United States of America
QASO	Quality Assurance & Standards Officer

## ABSTRACT

The subject on child labour has attracted global concern and calls for public attention. The interest is spurred on by consideration of child labour as a constitutional right issue, its connection to education and significance in the prosperity and progression of the economy. The new economic freedom among pupils particularly in Kirinyaga Central has raised the pervasiveness of child labour and this has serious implications on the participation of children in schools. Such children often fall out of the education system. The study sought to investigate the impact of child labour on pupils' participation in primary education in Kirinyaga Central Sub-County, Kirinyaga County. The objectives of the study were to identify the causes of child labour in Kirinyaga Central Sub-County, review how child labour influences pupils' attendance, instruction and academic performance in Kirinyaga Central Sub-County. The study was guided by economic theory which argue that there is a relationship between schooling and labour market outcome for individuals. The theory was used to explain the deleterious effects of child employment on education. The study adopted a descriptive survey design. The target population seventy three primary schools in Kirinyaga Central Sub-County. Fourteen primary schools were sampled. Simple random sampling was employed to select fourteen public primary schools to represent all the primary schools in the Sub-County. The sample size for the study was 382 respondents. Questionnaires with close-ended and open-ended items were used to collect data from pupils and class teachers while interview schedules were used for the head teachers. Piloting of the instruments was carried out in two schools within the sample to ascertain reliability. Validity of the instruments was ascertained through consultation with seasonal researchers. Data was analyzed using both quantitative and qualitative methods. Statistical Packages for Social Sciences (SPSS) was used to generate descriptive and inferential statistics. Qualitative data was summarized and analyzed thematically. Data was presented through tables and narratives. Study findings revealed that pupils are economically active within the household and from without the household. There is also much economic freedom among pupils which has adverse effects on pupil participation in learning. This research recommended more focus on child labour through adoption of a consultative approach in which all stakeholders would be involved in promoting children's participation in education.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.0 Introduction**

This chapter is on the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study, theoretical framework, conceptual framework and definition of operational terms.

#### **1.1 Background to the Study**

Child labour is a pertinent issue that has captured the interest of policy makers, researchers and educationists. Child labour is a serious problem that hinder a child's physical, psychological, cognitive, social and moral development (Amar et al, 2008). This implies that child labour has both short term effects and long term effects throughout a child's life cycle that affects key personality concepts such as health, education adequacy, work opportunities as an adult and stability within the family unit (Beegle et al, 2007).

It is estimated that 218 million children aged 5-14 years from all over the globe were engaged in child labour. (ILO, 2013). Developed countries have consistent statistical and profound data on the prevalence of child labour which guides the formulation and implementation of policies to combat child labour. Child labour participation rates in Sub-Saharan Africa has higher child labour participation rates (especially in East, Central and West Africa with 48 million child labourers) compared to other regions of

the world (ILO, 2012).. However, there are information gaps on country specific estimates on the number of children in employment in developing countries. This makes it impossible for inter sub-county assessment of the prevalence of child labour. The agricultural sector has the highest number of child labourers who are mostly concentrated in rural areas. Majority of the children aged 5-17, work as unpaid family members while one out of five working children are in paid employment. Most of those children are not enrolled in school (ILO, 2010).

Child labour existed before Kenya attained independence. Kenyans who settled beside the white settlers were required to pay poll tax. Children were thus sent to work in the homes and farms of the white settlers so as to earn money to cater for this imposition (Obure, 2011). Child labour continues to be a challenge in Kenya (Lekakeny, 2012). Child labour had declined modestly with an average of 7 % from the year 2000 to 2008, but had rapidly increased in 2011 (ILO, 2011). Child labour is rampant in agriculture, domestic service, quarries, fisheries, among street children and in child prostitution (ILO/IPEC, 2007), with about 2 million children being engaged in hazardous work, for example, quarrying, mining, fishing and child prostitution (ANPPCAN, 2005). Gender disparity in working children depending on region was evident; girl child labourers were more in both rural and urban areas as compared to boys (Ministry of Planning and National Development, 2007). An analytical report by the Kenya National Bureau of statistics of Child Labour in 2006, indicated that out of the 1.7 million who are never enrolled in school, 1 million are in child labour. Children who combine school and work are estimated to be 250,000 (UNICEF, 2009).

Child labour is an issue that is fast becoming a concern in many parts in Kenya including Kirinyaga County where the proposed study is to be carried out. Studies on child labour in other Sub – Counties in Kirinyaga County, reveals that there is an emerging trend of new economic freedom among pupils. Pupils are engaged in provision of services for pay in various sectors of the economy including the transport sector (boda boda), drug trafficking, water vending, domestic service, hawking, agri-business, among other economic activities (Kamanja, 2007). This raises the question as to whether those pupils have necessary prerequisites for employment into the labour market which can only be attained through undergoing an adequate and complete education process. This implies that human capital formation is compromised impeding the achievement of Kenya’s vision 2030. This would have serious implication on the County’s economic development. Diverse forms of child labour deprives a child knowledge, skills, abilities and attitudes necessary for both self and national development. Engagement of children in money earning activities affects time input in schooling making a child’s inclusion in the education system difficult. Furthermore, a child’s attention is divided or reduced especially if the child experiences fatigue after dedication in labour (Sabia, 2008).

## **1.2 Statement of the problem**

Child labour prevails in spite of law provisions and standards to eliminate it. Children are thus denied the right to full-time formal and quality basic education, which is one of the provisions in the Kenya constitution. In spite of efforts by the Kenyan government to introduce FPE to ensure education accessibility for all children, research has shown

that primary education is characterized by declining enrolment and low completion rates due to child labour. (Education policy and data for Kirinyaga district primary education profile, 2007). In a research done by Uwezo as cited by The Standard (22<sup>nd</sup> July, 2013) indicate that 2/5 of children are not enrolled in school (Uwezo, 2011).

A large portion of children enrolled in standard one in public primary schools abandon school before completion of a cycle of eight years (Uwezo, 2012). Retention rate for girls in Kirinyaga County is higher when compared to boys. Drop -out rate for boys was 2.2 % while for girls was at 1.6 % in standard five. (MOE, EMIS, 2007). Child labour was cited as one of the causes of children dropping out of school (MOE, 2008). There is a problem of declining standards of primary education in Kirinyaga County, to which one of the causes attributed to, is high drop-out rates. In a study on the influence of child labour on Primary Education in Mwea Sub-County, it was observed that school age children and youth are used to plough, level fields and in planting rice around August and at times spilling over to September, every year, hence boys are kept out of school for the better part of the planting season (Kamanja, 2007). This means it will be difficult to attain the EFA and UPE Millinicum Development Goals unless a comprehensive educational policy response is established and implemented.

### **1.3 Purpose of Study**

This study thus aims to assess the educational consequences of pupils' engagement in different type of paid works in regard to the amount of time, moment of the day dedicated to labour and the impact of this to academic performance of pupils in Kirinyaga Central Sub-County, Kirinyaga County, Kenya.

### **1.4 Objectives of the study**

The study objectives were:

- i) To assess the distribution of child labour in Kirinyaga Central sub-County, Kirinyaga County, Kenya.
- ii) To evaluate the pull and push factors to the labour market in Kirinyaga Central sub-County, Kirinyaga County, Kenya.
- iii) To review the effect of child labour on pupils' academic performance in Kirinyaga Central sub-County, Kirinyaga County, Kenya.
- iv) To identify ways of reducing child labour in Kirinyaga Central sub-County, Kirinyaga County, Kenya.

### **1.5 Research Questions**

The study attempted to seek answers to the following questions: -

- i) What types of work are done by children labourers in Kirinyaga Central sub-County?



- ii) What are the factors that drive and motivate children to enter into labour market in Kirinyaga Central sub-County?
- iii) What are the effects of child labour on academic performance of pupils in primary schools in Kirinyaga Central sub-County?
- iv) How can child labour be reduced in Kirinyaga Central sub-County?

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

The findings of the study are likely to be read and be useful to other researchers prompting Non-Governmental Organizations such as UNESCO and UNICEF to have a comparative analysis of child-labour across sub-counties in Kirinyaga County. This could help in designing programs and interventions for socio-economic transformation in Kirinyaga County. The findings could also have a practical implication for the future of primary education in Kirinyaga County solving the problem of drop-out and low academic performance in public primary schools in Kirinyaga Central Sub-County.

### **1.7 Limitations of the Study**

The study limited itself to the selected public primary schools only because of the logistical complexities involved in private schools. The Government also does not offer subsidy to private schools. The study was restricted to only one variable; child labour. Factors such as culture, attitude and health leisure which may affect participation in education were isolated. Pupils sampled were mainly those in the respective schools as

the research proceeded. Pupils who were not in school and those who had dropped out of school were excluded for it was difficult to trace them and time was limited.

### **1.8 Delimitations of the study**

The study isolated other activities such as leisure and household chores which competed for pupils' time. Data collection exceeded the set time frame as there was a routine school programme to be adhered to by the pupil respondents. Some head teachers felt pupils' learning programme would be inconvenienced if pupils and teachers were to fill the questionnaires during lessons time. Arrangements had to be made for pupils to fill in the questionnaires during their free time.

### **1.9 Assumptions of the Study**

The study had an assumption that

- i) Child labour is as a result of poverty hence, children in private schools were not included because it is largely assumed that children in private schools are from well off families where they can afford to pay school fees.
- ii) Child labour menace has poverty as the major implication. Children in private schools had all their needs well catered for thus they are not likely to be engaged in child labour.
- iii) There exists a relationship in child labour opportunities and labour market demand.

## **1.10 Theoretical Framework**

The study was guided by economic theory that argues that an individual's choice has a role to play within constraints imposed by resources. This implies that for realization of the best outcome from the available scarce resources, one has to make an approved choice from the prevailing incentives. The argument is based on two major assumptions. One, it is impossible to satisfy all human needs hence the scale of preference has to be put into account. Secondly, decision makers apply rationale to evaluate and choose the opportunities to serve the best of their interests. Child labour is an issue that impacts on three stakeholders namely the society, education institutions (as the suppliers) and the pupil (as consumer) of education. This is in regards to demand for child labour and the educational outcome which is dictated by the educational inputs namely the pupils, management policies and plans and time allocation.

Child labour competes for a pupil's time forcing a pupil to make a choice on the activity in which he/she will engage in; either child labour or studies. Either option means a reduction in time for the other; the opportunity cost of time spent in child labour is time taken away from studies. A pupil can have a range of activities in a day ranging from the time he/she wakes up to the time of retiring to bed. A pupil has to prioritize which activity to carry and the sequence to follow. The end result reflects the utility value of a given activity. This implies that if child labour was the preferred option by the pupil, returns are implicated in the educational outcome. Dual commitment; participation in both wage labour and school has an implication on the education performance as both competes for a pupil's physical and mental energy. However, the activity that consumes

most of the time will leave him/her exhausted for both are interdependent chores (Phoumin, 2008).

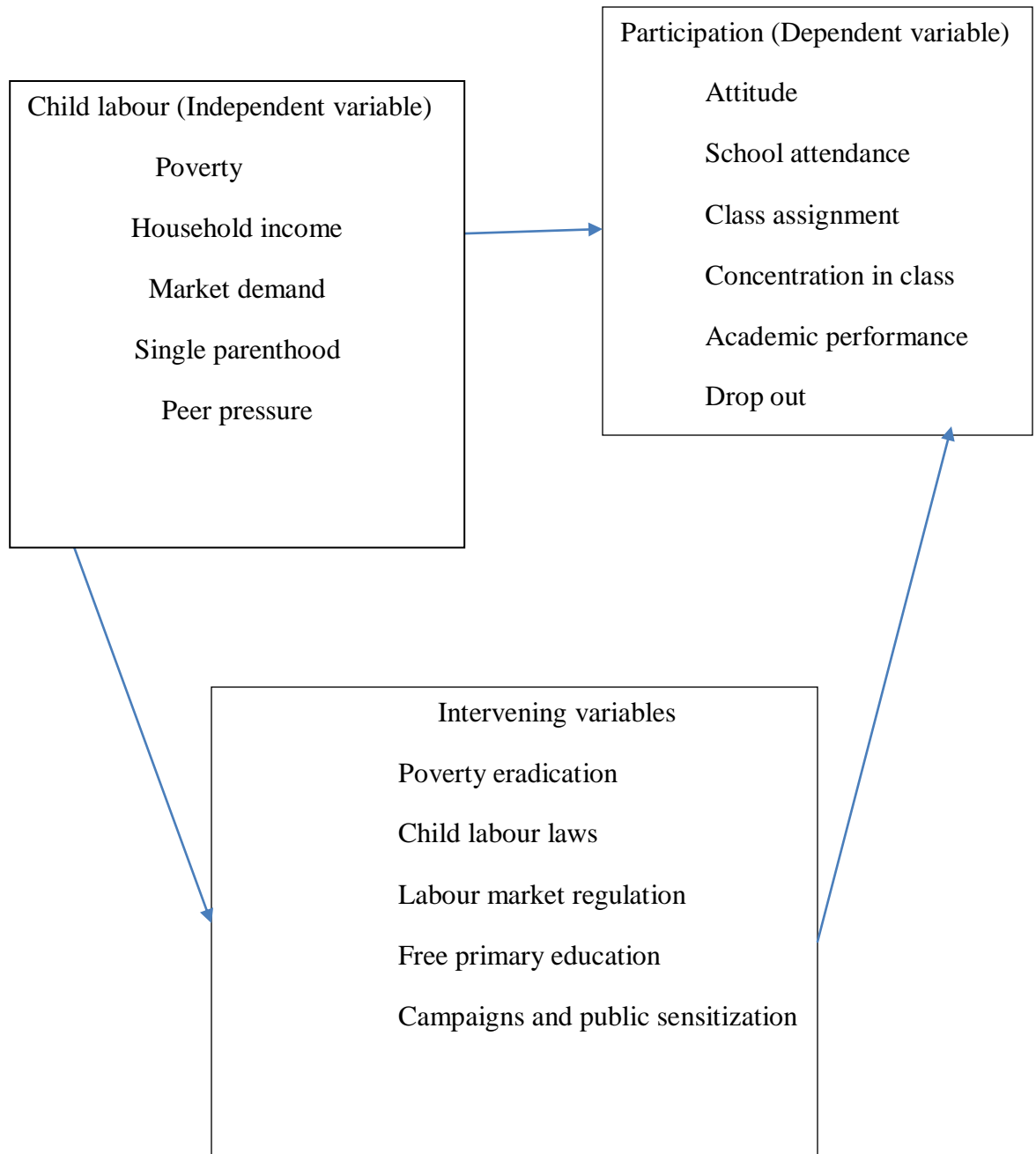
The fact that concrete economic activities are readily available in Kirinyaga County pose threat on the education system unless a thorough assessment is done to evaluate the impact of either activity on a pupil's participation in the learning process. This made the study investigate the effects of engaging in wage labour and the outcome as far as concentration in class, doing assignments and academic performance are concerned.

### **1.11 Conceptual framework**

The independent variable is child labour because it is an outcome of a decision dictated by pupil's prevailing circumstances. Participation in learning is the dependent variable because engagement of children in paid activities affects time input in schooling. A pupil spends both physical and mental energy at work and the same energy is required for efficient and effective participation in learning. If child labour consumes more energy the child becomes fatigued hence, attention to academic matters decreases. Child labour is as a result of poverty and this makes the pupil to choose between school and work. Child labour can thus lead to less time in school and/or absenteeism depending on labour distribution in terms of market demand, moment of the day that is devoted to labour, work intensity and harshness of the labour. The amount of time that a pupil devotes to wage labour affects the learning process in terms of concentration in class, completion of assignments and homework, pupil's attitude and motivation, content comprehension and as a result, the education outcome is adversely affected (Ireru,

2012). Therefore, there is need to introduce stringent policy and laws on child labour to curb the problem of child labour to enhance educational outcome. In addition, the provision of a totally Free Primary Education and intensified campaigns against child labour in the rural areas can help curb this problem.

**Figure 1.1 Conceptual Framework**



## **1.12 Definition of Operational Terms**

<i>Absenteeism:</i>	failure to be physically present at school during normal school hours due to commitments other than school based achievements.
<i>Academic performance:</i>	This refers to a score which is below average, average or above average, which is measured through an examination.
<i>Child labour:</i>	paid work which deprives a pupil the chance to be physically present at school and be actively involved in the learning process during normal school hours for maximum benefit from the instruction.
<i>Dropout:</i>	Breaking school within a cycle, indicated by staying away from school for an indefinite period of time.
<i>Participation:</i>	The act of a pupil being physically present in school and actively engaging in in all learning activities with the aim of benefitting from the instruction given for good academic performance in the both the present and in the future for individual economic sustainability and growth.
<i>Primary education:</i>	The basis of formal education for children aged 6-13 years in Kenya education system.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

The chapter focused on empirical studies on child labour and incidences in Kirinyaga, government policies and legislative framework on child labour and the impact of those policies in the provision of education enforcement of laws against child labour. Finally, the research gaps are highlighted.

#### **2.1 Child Labour in Kenya**

Statistics from various studies reveal that child labour continue to be evident in various parts of the country and the number of child labourers keeps on increasing day by day. Lekakeny, (2012) noted that in Kenya, child labour continues to be a problem; it is rampant in agriculture, domestic service, quarries and fishery. It is also rampant among street children and in child prostitution (ILO/IPEC, 2007). Child labourers can be classified in three groups; never enrolled in school, school drop-outs and those who are enrolled and work at the same time. The latter group has higher chances of dropping out of school so as to enter fully the labour market. Non-enrolled children constitute 3.5 million with about 2 million of them being engaged in hazardous work, for example, quarrying, mining, fishing and child prostitution (ANPPCAN, 2005). A number of factors have been cited as those that prevent children from entering and remaining in school as well as influencing and affecting the supply to child labour (Mugo, 2009). For instance, there are economic, social and legislative factors which come into play in



increasing the rate of school dropouts and getting into child labour. These factors are classified as school factors, family factors, and cultural factors, among others.

## **2.2 Legal Framework and Policies to eradicate child labour in Kenya**

Kenya is a signatory to various international conventions, treaties and charters that advocate for protection of children rights from abuse. It advocates for children rights, children protection against economic exploitation and safeguards children's physical, moral and psychological development. The ratified conventions include: 1989 United Nations Convention on the Rights of the Child, ratified on 30<sup>th</sup> July 1990, African Charter on Rights and Welfare of the Child, International Labour Convention No. 138 (ILO C138), and International Labour Convention No.182 (ILO C182) both ratified on 7<sup>th</sup> May 2001. The Kenya government has also adopted various child labour and education policies in an attempt to eliminate child labour and defend children rights. The legislative framework is defined by several acts of parliament, policy documents and action plans which focus on the rights of all children to access quality education. The basic education act, (2013) prohibits engagement of children who have attained the official school entrance age (below 18 years) in child labour. National Children Policy (2010) seeks to provide interventions towards curbing child labour. Kenya Vision 2030 in its development agenda of protection aims to bring more groups and areas under social protection coverage by enhancing social assistance, social security and ensuring learning for all children and youth. The department of children and social development works hand in hand with labour officers at the Sub-County

level to address child labour issues and takes the center stage in child protection efforts. The judiciary upholds the rights of children in Kenya.

Many counties had been inspired to expand their systems of education by Millennium Development Goals and the Education for All (EFA) policy. Consequently, the enrollment rates increased by 42 % from the year 2000 to 2012. However, there were still 6 million Kenyans aged 3 years and above as compared to 1999's, 4 million aged 5 years and above who had never attended school (Muindi, 2010). NTA's Indicative Framework for School Annual Baseline Data revealed:

“Enrollment rates in Kenyan primary schools in has increased by 1.84 million for a period of ten years up to 2013 since 2003, after the government introduced free primary education. Gross Enrollment Ratio had risen by 14.6 % from 2002-2007. Nationally the net enrollment for boys has been on the rise by 5.1 % from 2009-2011. However this trend has drastically reversed whereby in 2012-2013 the enrollment for girls has increased compared to boys” (MOEST, 2007).

An assessment on the net primary enrollment in Kirinyaga County by gender between 2003- 2007 observed that in Kirinyaga Central District there is a trend of girls maintaining higher rates of school enrolment than boys (MOE, 2010). An observation was made that in Kirinyaga County, girls have continued to lead in completing grade five as boys' retention rate declines (MOE, EMIS, 2007). In schools where boys were more, the retention rates are lower than that of girls as boys tend to leave school earlier than girls. Learner absenteeism is high with close to Four out of ten children missing school and one in every ten children missing school daily (Uwezo, 2011). This means if a class has an average of 40 pupils, 16 pupils miss school and four of them miss school daily. This rate of absenteeism is alarming thus the study seek to explore how child

labour influences pupil's school attendance, specifically in Kirinyaga Central Sub-County.

### **2.3 Causes of Child Labour in Kenya**

A study by World Bank on poverty in Kenya noted, 51 % of Kenyans live below the poverty line (Daily Nation Newspaper, May, 2012). This means more than a half of the Kenya population could not meet their basic needs. Children voluntarily or are directed by parents to engage in part time business. This is done in order to supplement household's income (World Bank, 2009). Education of children in such households would just be an alternative to child labour. This concurs with a report by Standard Newspaper (May 7, 2011), that in many homes in Kenya, especially where poverty is rampant or children have been orphaned, children of 'tender age' are forced to work to earn a living. This means lack of an alternative source of income for households make children to participate in earning activities. This implies a breach in the right to enjoy social protection for such children are denied the right to enjoy their childhood and right to full completion of primary school course. There is also a need to evaluate the economic policies to maximize pupils' retention.

Studies done by (Gok, 2004; Momanyi, 2009; Mutai, 2010) strongly associated poverty with school dropouts. Children dropped out of school to engage in raising money for survival, on the beaches along the Lake Victoria region and even on the Islands. Many children have dropped out of school to engage in fishing. Moyi, (2010), in a study that involved examining the magnitude of child labour in Kenya reported that the economic status of a household determines whether a child would be engaged in child labour, for

poor households have greater chances of sending children to work compared to wealthy households. A study carried out in Budalangi Sub-county at Busia County on fishing activities and its' influence on absenteeism established that pupils engaged in fishing to raise money for school fees (Mwebia, 2010). This implies that free primary education policy has not been effective in such areas. Therefore, there is need to scale up efforts in the implementation of the policy and have an integrated policy to curb child labour and absenteeism. However, growing levels of unemployment, diminishing per capita and household earnings are a challenge to full commitment of children in education. Subsequently, the magnitude of out-of-school children has grown immensely over the last four decades (Mugo, 2009). This has serious implications on national development as it can impede the attainment of Kenya's vision 2030.

A report by the Task Force on Student Discipline (GoK, 2001 p.70) observed that, lack of employment created an attitude that education and schooling is passing time waiting to go back to join the queue of poverty once again which leads to a bleak future. Failure to secure gainful employment by school graduates who had passed examination at whatever level create a negative attitude towards education (Cole, 2002). This gave those in school an impetus to drop out. The utility value of education is undermined by pupils in preference to child labour whose marginal costs are lower. Network of friends and age mates who dropped out of school in most cases entice those still in school with goodies or 'best life' outside classroom and school. More often than not, the dropouts talk about freedom from schooling and the advantages accompanying that kind of freedom such as access to sexual gratification or pleasure, drugs like alcohol, cigarettes

and visiting of social joints like Coastal beaches and Cinema halls (GOK, 2001, Mwiti, 2005). This shows imperfections of the labour market which is a determinant of a pupil's decision to look forward to the completion of the course or to terminate studies at a glance to maximize the marginal utility of child labour.

Some school dropouts who might have by luck successfully acquired wealth entice pupils to try their luck in business or any wealth generating activities. For instance, sporting activities in recent times are generating a lot of money, praise and fame to the talented youth. Pupils in school feel challenged and later abandon schooling for the sake of trying their luck in sports so that they may earn or get quick money rather than spend eight years in school and eventually fail to get wealth. They base their argument on what they read or see about their peers earning a living as a result of sporting activities. For instance, the knowledge that athletes control the economy of Eldoret town and own palatial buildings (Daily Nation, Dec. 3<sup>rd</sup>,2011) would have influenced some pupils to abandon schooling. This implies that child labour is a deliberate choice by the pupil but not an outcome of necessity. This challenges the assumption that poverty is a major cause of child labour otherwise child labour is out of pupil's conviction that he/she has a talent and can capitalize on it to design his/her future.

There are other demands that interact with household dynamics, culture and market failure that forces pupils to engage in child labour. These include; school environment, poor quality of education, poor sanitation, lack of sanitary towels for girls, repressive/authoritarian discipline, distance to school and too much emphasis on

academic performance whereby many children are subjected to repeating classes in order to pass examinations (ANPPCAN, UNESCO, 2005). The Standard (18th March, 2012), reveals that poverty make children run away from home to go and fend for themselves in whichever methods they find appropriate such as stealing, robbery and commercial sex. These child labour activities have a moral implication on the part of the pupils' attitude towards education. They also jeopardize health status and safety of a pupil resulting to psycho-social effects such as stress. This entails a comprehensive policy response grounded on an adequate legal foundation to eliminate child labour.

#### **2.4 Summary of Literature Review**

Empirical literature revealed that children of primary school going age from different parts of Kenya engage were involved in child labour. The major beneficiaries of child labour are individual households although there are also some pupils who gain from it. Most of the studies affirm that child labour is inextricably connected to socio-economic situation of a given region. Those studies have focused on specific sectors mostly agriculture. There is scarcity of statistical data on the nature and conditions of children in employment in various sub-sectors of the economy, limited data on legislation or surveys per sub-county. These impedes development of an informed policy and a comprehensive programme response to prevent and eradicate child labour. There are no comparative studies on child labour participation within the County and those that are there are from outside the County; most of the takes a regional dimension. Research focusing on primary educational access and participation; enrollment, attendance, repetition and performance in Kirinyaga and particularly in Kirinyaga Central sub-

county is scarce. Existing literature focuses on other geographical areas in Kirinyaga County for instance, Mwea Sub-county and urban primary schools. This study filled the gap by investigating a multiple key sectors of the economy; transport, business, agriculture and domestic, modalities, hazards they faced, time of work and how this affected pupils' participation in school in Kirinyaga Sub-County. It also dug deep on child labour market demand competes for a child's time to reveal the outcome of this competition.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

In this chapter, the researcher presents the research design and locale of the study, the target population and sampling techniques, research instruments, data collection techniques and data analytical techniques.

#### **3.1 Research Design**

The study adopted a descriptive research design to assess the current status of child labour in Kirinyaga Central Sub-County in search for an in-depth understanding of how it impacts on primary education in the region. The study adopted both quantitative and qualitative methods of data collection to facilitate both quantitative and qualitative inquiry and offer the basis for triangulation of enquiry which built a rich context for the study giving a much broader picture of child labour than could be obtained in one method alone (Slavin, 2007). The design was considered appropriate because it allowed the study to use data collection tools like questionnaires, audio compact discs and methods such as interviews and focus group discussions. This enabled the study to get pupils reports on engagement in child labour and voices of other stakeholders in education on pupils' participation in learning process. These provided rich data to show the magnitude of child labour and provided a base for solutions to the same. The central focus was on pupils who were in school and earned wages from the economic activities they engaged in. The study adopted a descriptive survey design due its ability to provide an accurate and authentic description of the causes of child labour which helped to



determine the frequencies of occurrences of the causes and to discover whether or not a relationship exists between child labour and participation in learning (Mugenda & Mugenda, 2012: 59).

Most survey items were close-ended requiring pupils to choose from the options presented due to time constraints. Questions concerning gender, and age were used to determine whether there were different responses from girls and boys in one school and the other. Descriptive survey captured verbatim reports to understand the causal effect of child labour on pupils as they shed light on the role played by constraints, opportunities and preferences in shaping pupil's time use in Kirinyaga Central Sub-County.

### **3.2 Location of the study**

The study was carried out in Kirinyaga Central sub-County, Kirinyaga County. Kirinyaga Central sub-County was purposively selected based on the Ministry of Education pronouncement regarding the deterioration of retention rates and academic performance in K.C.P.E (MOE Release, 2011). Kirinyaga Central sub-County located on the southern slopes of Mount Kenya, 700 meters from the start of the extensive Mount Kenya forest. It covers an area of 173.6Km<sup>2</sup>. (See Appendix IV, Figure 2 and 3). Kirinyaga Central sub-County has a population density of 118,572 with 683 people per square kilometer (Kenya National Bureau of Statistics, 2009). Large quantities of tea and coffee among other crops such as maize, beans, bananas and potatoes are produced. The main economic activity is tea and coffee farming. The majority of the residents are

peasant farmers, who use unskilled labour in their farms. The percentage of working children in Kirinyaga County stands at 41.6% (First integrated development plan 2013 2017; office of the governor Kirinyaga County).

Kirinyaga Central sub-County has a total of 73 primary schools. This comprises 76% of the public schools and 24% private primary schools of the total number of primary schools in the County. Thirteen per cent are mixed schools, 67 % are boys only schools, 20 % are girls only schools. Sixteen per cent are both day and boarding schools, 48 % are boarding schools, and 37 % are day schools. The number of pupils enrolled in Standard one to four is higher in both boys and girls but upon reaching Standard five and six, the enrollment declines only to increase in Standard eight for both boys and girls. This was said to be caused by high dropout, high population growth or by recent school entry rates (MOE, 2005).The percentage of people with primary education is 68.6%. Those who can read and write constitute 70.4%.

The selection of the research site was due to a number of considerations. First the inhabitants of the area had numerous economic activities as a means of livelihood. Income earned from those activities is used to cater for both basic needs as well as education expenses hence it determines the enrollment of pupils in school. Secondly, primary schools in Kirinyaga Central Sub-County have unique characteristics such as high rates of pupil absenteeism and high dropout rates due to child labour (Uwezo, 2012). It has also been observed that, from the upper classes (Standard 5-8) there is also a decline in primary school enrollment (TSC 2005).

### **3.3 Target Population**

The study targeted pupils in school from two educational zones namely Inoi and Mutira. The schools were randomly picked through systematically sampling whereby all pupils in Standard Seven were allocated numbers and then each 4<sup>th</sup> pupil was selected from the list. This was in consideration of presence of Standard seven classes and the willingness of school heads and the teachers to cooperate. The total number of pupils from Inoi zone were 860 while Mutira zone had 840 pupils from whom 312 pupils were selected. The study also included 7 Head teachers, 7 class teachers, 14 teachers, 14 parents in each educational zone, County Education Officer and County Quality Assurance and Standards Officer in the 73 primary schools. The study targeted 1,784 respondents.

The study focused on standard seven pupils based on the assumption that they had acquired valuable experience at school so they could provide credible and valuable data on what contributes to engaging in child labour and how this affected their participation in learning process. Class teachers were also targeted because they dealt directly with students on a daily basis and being custodians of pupils' attendance registers and progressive records. Head teachers were under the category of authoritative informed specialists who had all details on all the education aspects of the respective schools that were crucial to the study. The head teachers are also the overall charge for students' affairs.

### **3.4 Sampling Techniques and Sample Size**

Sampling techniques are methods of obtaining a sample from a given population (Orodho, 2005). The study applied purposive sampling technique to select fourteen mixed public primary schools to represent all the primary schools in the County. In KCPE examinations between the year 2011- 2015, private primary schools in Kirinyaga county have been ranked as the top five while those ranked five bottom are public primary schools.

The study targeted both boys and girls of 13-17 years and above who were in school provided they met the eligibility criteria which required the pupils to be in standard seven. This age is compliant to the definition of a child in the Kenyan context. A manageable sample of 312 pupils was selected using stratified random sampling. Pupils were ranked on the basis of age and gender. Pupils from standard seven are more prone to dropping out of school. They are also literate thus they can express themselves in English. The pupil is future of any given nation and any constrain that is an obstacle to his/her full participation in learning process affects academic performance ultimately leading to derailment of both pupil's and nation's growth and development.

Fourteen head teachers from the fourteen sampled public primary schools were conveniently sampled. They oversee the implementation of official policies of education in the schools. They are also the custodians of school records of all pupils' attendance and performance, hence, vital in providing data regarding enrollment patterns, dropout rates and repetition trends in their respective schools.

All the selected schools produced one class teacher, from standard seven who was conveniently sampled, making a total of 14 class teachers. Most of the teachers came from the locality hence they had vital information regarding the demographic characteristics of pupils, economic background, enrollment patterns, dropout, interest in education among other important details. This made a sample size of 28 respondents under the category of informed specialists.

Two parents/guardians were conveniently sampled from each of the sampled schools to represent the guardians. A total of 28 parents were sampled participated in the focus group discussions. They were in 4 groups, each consisting of 7 parents. Parents are interested in the education of their children. They also have the obligation of shaping the attitude of their children toward education as well as pupils' sustainability in school. Lack of basic needs make regular school attendance difficult and parental attitude towards a child's schooling are external factors which can be reflected in performance of the pupil at school. However, this depended on the willingness of household heads to cooperate.

One County Education Officer, and 1 County Quality Assurance and Standards Officer, were purposively sampled. These are education stakeholders well versed with current issues in education. The County Education Officer provided data on social –economic factors affecting pupil participation in learning in Kirinyaga County.

**Table 3.1: Summary of the Sample Schedule**

UNITS OF ANALYSIS	SAMPLE SIZE	SAMPLE TECHNIQUE
Schools	14	Simple random
Head teachers	14	Purposive
Class teachers	14	Convenient
Teachers	28	Convenient
Pupils	312	Random
Parents	28	Convenient
County Education Officer	1	Purposive
Total	410	

### **3.5 Research Instruments**

The study utilized four research instruments namely; questionnaires, interview schedule, and checklist in data collection. The study being a social science research used questionnaire to gather information from pupils and teachers. Interview schedules gathered information from parents/guardians and key informants. Triangulation was also necessary since the use of a single instrument provided a limited view of the complexity of the phenomenon under study. In order to minimize the limitations of one instrument the use of variety was deemed appropriate. The study on influence of child labour on learning performance was likely to elicit varied views from household heads, school heads, teachers and pupils, hence, the use of varied instruments to collect data was a step forward towards clarifying and validating the information obtained.

### **3.5.1 Questionnaires**

The participants who completed surveys represented a sub-sample of the population rather than the entire population that researcher attempted to study. A questionnaire is an instrument used to collect data which allows measurement for or against a particular viewpoint on social, educational and psychological topics (Orodho, 2005). Two questionnaires were formulated and administered to the respondents selected for the study by the researcher. They were made by the researcher and were tested and validated during pilot study. These were pupils' and teachers' questionnaires were self-administered questionnaire by the researcher to pupils and class teachers with the objective of obtaining data with regard to a problem of child labour and factors that contribute to pupils engaging in money earning activities while enrolled in school. Questionnaires were efficient because the respondents were in the same place at the same time. A questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. Best & Kahn, (1992), observed that questionnaires enable the person administering them to explain the purpose of the study by giving meaning of the items that may not be clear. The respondents reached were willing to cooperate as they read and wrote independently. The questionnaires contained closed items. The closed ended questions were used because they are easy to administer and analyze therefore, they were economical in terms of time and money and allowed for collection of data from a large sample of 312 pupils and 14 class teachers.

The questionnaire for the pupils was divided into two sections. The first section dealt with pupil's background to collected data on pupils' demographic characteristics; age,

gender and household characteristics. The second part of the questionnaire was structured to solicitise data on the causes and influence of child labour on the pupils' participation in education. (See appendix 1). There was also a survey questionnaire with close-ended questions to invite opinions from teachers on the same phenomenon as well (See appendix 1I).

### **3.5.2 Interview schedule**

An interview schedule was used to collect data from the parents and subject teachers. According to (Orodho, 2004), an interview schedule makes it possible to obtain the data required to meet the specific objectives of the study. It also enables the researcher to obtain in-depth information from the respondents (Kothari, 2007). Face to face interviews with the head teachers and the class teachers at the individual level were carried out using interview schedule and the responses recorded to enable the researcher get the deeper attachment with the respondent. Interview was also preferred because shed light on the challenges and policy implications of child labour. The researcher obtained greater clarity from the teachers by assessing their opinions, perceptions, understanding and interpretation of child labour. (Gay, 1992). Consequently, issues surrounding child labour were explored helping to gain a more complete understanding of how it affects pupils' participation in learning. The interviews were conducted in the place of the respondents choice to ensure that they were at ease and comfortable. All interviews were conducted in confidence and the report does not state the respondents name but only their ideas, opinions or views. Each interview took between 15-20 minutes and field notes taken were transcribed later on.



The interview schedule is not restricted to a literate population, the language of the interview can be adapted to the ability or educational level of the person being interviewed and misinterpretations of questions can be avoided. It was preferred for the parents as some of them are illiterate and therefore, not able to read and respond to questionnaire. It allowed probing on to the reasons why children engaged in earning activities, existence and awareness of children rights and how this contributes in their academic performance.

### **3.5.3 Document analysis**

The study purposively sampled internal assessment analysis in term two on pupils' academic performance as recorded by class teachers to determine whether there was any relationship between child labor and result analysis. They were more reliable and efficient for data clarification.

### **3.6 Piloting**

Piloting constitutes review of the completeness or overall depth of the survey to verify content validity or the degree to which items on a survey correspond to the intended topic which researchers are attempting to gather information (Slavin, 2007 & Gay et al., 2006). Data collection instruments were pre-tested before the actual study to determine their relevance; to pre- test the research instruments in order to validate and ascertain their reliability. It involved 20 standard seven pupils from 2 schools who were not part of the sample (Gay et al., 2006). This enlightened the researcher with the procedures of data collection and feedback regarding specific survey items and grammar.

Two schools within the sampling units were randomly selected from the sample. The researchers piloted the survey with individuals similar to those who partook the actual study so as to acquire the most accurate feedback; pupils, head teachers, teachers, parents and community members. This was conducted before the final collection of data to verify whether the items generated in the study displayed stimulus homogeneity hence proved to be valid and reliable. Individuals who completed a survey during a pilot test were encouraged to ask questions regarding the cover letter, clarity of directions, specific survey items, correctness of grammar, punctuation, and spelling, clarity of language and terms used, and procedures followed by the researcher to collect data. This helped to detect any weaknesses and in finding out if the questionnaires were clear to the respondents. Some questions had to be removed and clarification on the motive of the study. The participants were requested to fix date and time convenient for the interview and to confirm one or two days before the agreed schedule.

### **3.7 Validity**

Validity is the degree to which an instrument can measure what it is supposed to measure; the phenomenon under investigation. It is the degree to which an empirical measure, or several measures, of a concept accurately represent that concept (Orodho, 2009). In ensuring validity, more than one method of data collection was used to ascertain the correctness of the information collected from one instrument. The study constructed a concise questionnaire with items that are directly related to the topic to ensure that participants did not waste valuable time responding to unnecessary

questions. The questionnaire had close-ended items, which required respondents to choose from items presented among options.

Content validity was established through correction of vague questions and instruction that were identified during piloting. Questions that sought shallow, irrelevant and inadequate information were rephrased accordingly.

### **3.8 Reliability**

Reliability refers to the measure of the degree to which research instruments yield consistent results or data from pilot study (Orodho, 2008). The study used the test re-test technique to test for reliability of the data collection instruments to collect data. The research instruments was administered twice in the two piloted schools. This involved 20 pupils who were requested to fill questionnaires. The same questionnaires were filled by the same respondents after two weeks and answers obtained in the two sessions compared using spearman rank order coefficient in order to establish the extent to which the contents of the questionnaire gave similar or consistent results every time it was administered. The spearman correlation value was 0.708 which meant a strong positive correlation between child labour and academic performance. A pilot study was done with 2 head teachers, 2 class teachers and 2 teachers and one parent randomly selected from two schools.

### **3.9 Data collection technique**

The study got an introductory letter from NACOSTI, booked an appointment with the sampled schools through the head teachers to go and visit, administer the questionnaires and conduct the interviews. Questionnaires were administered in person, to pupils, teachers and school heads in the sampled and selected schools to fill. The researcher was available to clarify any difficulties by the pupils in filling out the questionnaire. In order to increase their return rates, the researcher waited for them to be filled by the pupils and class teachers. This took 20-30 minutes.

Teachers, that is, those who were not class teachers but were subject teachers were organized in four groups each with seven teachers. This ensured that all individual participants had enough time to speak. They sat in a circle to make the situation more informal for all of them to feel equal in the setting.

An interview guide was utilized to obtain data from parents on the causes of child labour, to find out parents' awareness of the policies dealing with child labour and the factors that influenced the engagement of children in labour, together with the problems they faced in their endeavor to ensure pupil's access to quality basic education (See appendix 4 and 5).

Individual interviews were held with head teachers at the place of respondents' choice in as relaxed manner as possible. Document analysis of class registers to check on the attendance and report forms was carried out.

### **3.10 Data analysis**

The process began with scrutiny of questionnaires by the researcher to establish if all the items were well responded to; after collection of the questionnaires to ascertain their number and to see whether all the items had been responded to. This helped the study to set aside complete questionnaires from incomplete ones. The response rate for each questionnaire item was included. The responses were then scored and recorded as a percentage. Structured questions in the pupils' questionnaire were summed up and basic frequency distributions were generated to show prevalence of different forms of child labor using descriptive statistics. Data was then keyed using (SPSS) version 20 with variable specifications, and counter-checked for possible erroneous entries. This package is known for its ability to handle large amount of data. Quantitative data was presented in tables, percentages and frequencies. Discussions were made by the use of frequencies and percentages.

Qualitative data does not produce discrete numerical data (Mugenda & Mugenda, 2003), it is in form of words rather than numbers and therefore, it had to be first recorded in an audio compact disc to be transcribed later. Qualitative data from head teachers, class teachers, and parents were examined paying particular attention to comments, ideas and concerns from the participants. The field notes were edited and written based on content and then analyzed deductively. Finally, harmonization of the responses given by the various respondents was undertaken, where responses on similar themes or objectives, emanating from different respondents were compared to find if the various responses concurred on various issues, and, if not, the possible reasons for

the observed discrepancies. The discussion was guided by the specific objectives of the study. A narrative analysis of the major concepts was made where similar concepts were grouped into themes. Both quantitative and qualitative data assisted in making conclusions. The final results of the analysis had a report written about it with necessary recommendations.

### **3.11 Logistical and Ethical Considerations**

The researcher sought a formal approval to conduct the research from the Ministry of Education before the process of collecting data from the field commenced (See Appendix VI). The study sought an introductory letter from the graduate school of Kenyatta university. The researcher wrote to the County Director of Education of Kirinyaga Central Sub-County for authority to conduct the study in their jurisdiction. The researcher paid a visit to the sampled schools to seek permission from head teachers. The purpose of the research was explained after identification to avoid them being suspicious of the study. Proper arrangements were made to collect data from the respondents. The researcher paid a second visit to meet the respondents, inform them and assure them of their privacy and confidentiality of the information given. Pupils and class teachers were not to include their names in the questionnaires. Consent of the teachers and the willingness to participate was sought. Anonymity was assured; their identity would not be disclosed. The schools, teachers and school heads were given codes to conceal their identity. Research findings were presented anonymously.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND PRESENTATION OF THE FINDINGS**

#### **4.0 Introduction**

The chapter presents demographic characteristics of respondents, an analysis of the data that was collected using the tools of research discussed in chapter 3 and interpretation of study findings in relation to objectives of the study. The characteristics of the surveyed population focusing on age, economic activities that children engaged in and the impact of child labour on their participation in learning are also presented.

#### **4.1 Questionnaires Return Rate**

There were 400 questionnaires administered to pupils and class teachers. The questionnaires which were filled in and returned constituted 86 % of all the questionnaires issued, which is an adequate response rate for statistical reporting. According to Mugenda & Mugenda, (2003), a response rate of 50 % and above is good for statistical reporting. The rate of return was motivated by the researcher's presence to personally administer questionnaires, wait for respondents to fill and then collecting them.

#### **4.2 Demographic characteristics**

Data presented was collected from standard seven pupils from 14 sampled schools in Kirinyaga sub-County. The demographic information for pupils included their bio-data namely age and gender distribution. The total number of pupils who participated in the

study was 312. Their age distribution by gender was analyzed and is presented in Table 4.1.

**Table 4.1 Pupils' Age Distribution by Gender**

Age	13-14 years		15-17 Years		18 years and above	
Gender	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Boys	58	18.6	88	28.2	30	9.6
Girls	41	13.1	67	21.5	28	9.0
Total	99	31.7	155	49.7	58	18.6

From the findings illustrated in Table 4.1, it emerged that majority of the pupils (56.4 %) were boys while 43.6 % were girls. This shows that there was an uneven split between male and female pupil respondents. This was attributed to varied school-age entries. The findings indicated that, (81.4 %) of pupil respondents were minors who could not be engaged in paid labour while 18.6 % of the pupils were 18years or above. This was ascertained through an assessment of class registers that had details of their ages; date of birth for every pupil and a column for number of years and months.

The demographic information for head teachers, class teachers and teachers was on work experience in the school as presented in table 4.2.



**Table 4.2: Work experience**

Duration	1-5 years			6-10 years			11-15 years		
Gender	Females	Males	Total	Females	Males	Total	Females	Males	Total
Status	%	%	%	%	%	%	%	%	%
Head teachers	28.6	21.4	<b>50</b>	14.3	21.4	<b>35.7</b>	7.1	7.1	<b>14.3</b>
Class teachers	14.3	21.4	<b>35.7</b>	28.6	14.3	<b>42.9</b>	7.1	14.3	<b>21.4</b>
Teachers	21.4	28.6	<b>50</b>	14.3	7.1	<b>21.4</b>	14.3	28.6	<b>28.6</b>

Half of the head teachers (50 %) and teachers (50 %) had a working experience of 1-5 years while majority of the class teachers (42.9 %) had a teaching experience of 6-10 years. This results show that teachers working in Kirinyaga Central sub-county hold different years of working experience which is a normal trend since teachers are recruited and posted to public schools from time to time. The fact that half of the teachers had worked for a relatively long period of time (6-15) meant that they were conversant with pupils' participation in learning, therefore, they could provide relevant and reliable information on pupils' participation in learning. Head teachers were fairly distributed in terms of their working experience; half of the head teachers (50 %) had worked for 6 years and above. This implied that head teachers could give an input on the successes and weakness in the implementation of child labour related policies and propose policy interventions that could maximize educational outcome of child labourers.

### 4.3 Pupils' participation in child labour

The first objective of the study was to investigate the prevalence of child labour in Kirinyaga Central sub-County. An item was included in the pupils' questionnaire to find out if pupils engaged in money earning activities. The responses were analyzed as indicated in table 4.3.

**Table 4.3: Responses on pupils' engagement in paid work**

Responses	Yes		No	
	frequency	Percentage	frequency	Percentage
Girls	88	81.5	20	18.5
Boys	136	77.3	40	22.7

The findings in table 4.3 indicated that the number of pupils who engaged in paid labour comprised 78.9 % and only 21.1 % had not engaged in paid labour during the last 12 months prior to the time of the study. Girls were the majority child labourers (81.5%) compared to boys (77.3 %). This was further confirmed by the head teachers who acknowledged that there were some pupils who engaged in child labour in the locality.

This was well indicated by one head teacher who said that:

“Pupils are involved in child labour through household chores, motor bike riding, transporting commuters and goods, farm work, milking cows and taking milk to dairy, feeding cows and picking tea.”

The first objective considered the economic activities carried out by both gender. The study analyzed the economic activities carried out by the pupils during the last 12 months from the time of the study as indicated in table 4.4.

**Table 4.4: Economic activities of pupils during the last 12 months by gender**

Economic Activity	Boys		Girls		Total (%)
	Frequency	Percentage	Frequency	Percentage	
Domestic service	14	7.9	25	23.1	17.4
Business enterprises	45	25.6	29	26.9	33.0
Farm work	42	23.9	13	12.0	24.6
Tea picking	24	13.6	18	16.7	18.8
Motorbike(bodaboda)	11	6.3	3	2.8	6.2
Total	136	77.3	88	81.5	100

The most prominent economic activity among the pupils was business entrepreneurship which accounted for 25.6 % of the boy respondents and 26.9 % of the girl respondents. This indicates that girls were more involved in business activities compared to boys.

This was confirmed by one parent who said:

“I have a green grocery and whenever I go to look for commodities from farmers I leave my daughter to attend the customers. I have so much confidence in her that even if I am away the whole day, I know the business is still running under the care and management of my daughter. I think she will be a great business lady in future.”

This meant that pupils spent some hours at household enterprises and the parent had the final decision on how a pupil spent his/her day. This activity was followed by farm work (digging, weeding, planting, applying fertilizers and harvesting) with 23.9 % of the boy respondents and 12 % of girl respondents. The finding was confirmed by one of the parents who argued:

“I have three acres of land but I cannot employ anyone from outside my homestead to do the digging, weeding, planting and harvesting. I get my

children, my brothers' children and my neighbours' children to do all activities pertaining to my farm. All I need is to give two hundred shillings to each otherwise each adult would require Kshs. 350 per day”.

This implies that children engaged in farm work because they provided cheap labour. Farm work entailed the use of sharp objects such as pangas for weeding and planting and hoes and jembes for digging among other equipment. Pupils were exposed to numerous health risks as they carried out those farm activities given the portion of land that they have to work on; 3 acres.

Picking tea was the third prominent economic activity as 18.8 % of pupils indicated in table 4.4, where 16.7 % of the girls were involved in the activity compared to boys at 13.6 %. This was confirmed by parents in the interview who said that;

“Children have to pick tea because we have no alternative. In our farm they assist us to pick tea quickly so that we can get time to go for ‘casual work’ so that we get food. After we are through with our farm they accompany us to other peoples’ farms to pick tea”.

The above statement meant that pupils were involved in tea picking in order to meet an essential basic need; food. Boys were more involved in motorcycle services (6.3 %) when compared to the girls (2.8 %). This was contrary to pupil engagement in domestic service where (23.1 %) of girls were involved when compared (7.9 %) of boys in the same activity. This was supported by a teacher who confessed:

“Nowadays my work is not as much as it was before when I struggle with it until past ten o’clock at night. My neighbour daughter has been of great assistance. She usually comes to my house after school where she quickly washes the dishes, irons and folds my clothes, sometimes cooks supper for us and bathes my kids. I just need one hundred shillings to pay”.

The statement implies that, the teacher encouraged child labour and played part in exploiting the pupil by paying her pittance after long hours of labour; she is denied a just wage for the services she provided to the teacher.

The study findings revealed that, there was gender disparity in pupil engagement in the economic activities. Boys engaged more in out of home activities than girls as revealed in the motor cycle versus domestic work. The findings are similar to the findings of Canagarajah and Coulombe, (2005), in Ghana who stated that tasks performed by children differ according to gender.

#### **4.4 Reasons for pupils engaging in child labour**

The study sought to find out the reasons why pupils engaged in work. Pupils' responses were as summarized in Table 4.5.

**Table 4.5: Pupils' responses on reasons for engaging in the Economic Activities**

<b>Reasons</b>	<b>Frequency</b>	<b>Percentage</b>
Lack of basic need(poverty)	143	56.3
prefer work than school	10	4
My friend too is in it	14	5.5
Neglect by family caregiver	25	9.8
Parent / caregiver sick	12	4.7
To earn my own money	50	19.7
Total	254	100

Majority of the pupils (56.3 %) indicated that poverty compelled them to engage in income generating activities. This was further confirmed by one parent who said;

“I am a single mother and I have three children. I cannot meet the expenditure of my house. There is no permanent source of income for us. I am not able to pay the school fees of my children. My children are thus forced to come with me as I go to pick tea in other people’ farms, otherwise, we would sleep hungry.”

One mother from the parents group acknowledged

“It was my earnest desire that my children get good education so as to raise our standard of living but we could not afford. Nevertheless, my children went to school. Monthly school fee was 1000 shillings and stationery charges were 300 shillings and I had to buy food as I do not have a farm to grow food. I had to find someone who required a ‘maid’ to get my two daughters to take care of their children so that they could get money to take care of their younger siblings.”

The finding implied that majority of the household heads had meagre resources or inappropriate wages to adequately provide for their children education. Children were thus compelled by poverty to engage in child labour in order to supplement family income. Data gathered from the discussion with parents indicated that some parents send their children to work only for the survival of household. This meant that pupils from the region are seen to be in a position to generate an income. This was confirmed by another parent who informed that:

“Poverty is rampant in this region. Since there are children who can outdo even their parents in terms of earning money, they reduce the burden for us as they can support themselves.”

Parents were seen to take advantage of child labour having it in mind that their burden of wholly providing for the family has been reduced. This also adds to the family labour for children can pick more kilograms of tea. Such parents are ignorant of the foregone cost of education on account of the opportunity costs of child labour. This finding collaborates the finding by Kibugu, (2011), who in a study conducted in Mwea Sub-

county in Kirinyaga County, found that although the abolition of primary school fees in Kenya has enabled many parents to enroll their children, others still find that they need children to supplement the family's income by working instead of going to school.

Pupils' desire to earn his/ her own money was indicated as the other reason by 19.7 % of the pupil respondents. The study thus sought to find out pupils' attitude towards education. An item was included in the questionnaire for pupils to indicate the options they chose pertaining the activities they did to earn money. The responses were as shown in table 4.6 below.

**Table 4.6: Pupils' responses on what they would do in the future**

Options	Boys		Girls		Total
	Frequency	Percentage	Frequency	Percentage	Percentage
Be at school full time	22	15.1	19	17.6	16.1
Work full time	46	31.6	14	13	23.6
Work part time	58	39.6	48	44.4	41.7
Job after completing school	20	13.7	27	25	18.6
Total	146	100	108	100	100

Majority pupils (14.7 %) were for the option of working part-time with girls being the majority at 44.4% and 39.6 % of boy respondents with a similar preference. This implied that they valued both studies and earning activities. This was followed by 23.6 % whose attitude toward education was questionable for they prioritized on being fully occupied in paying activities. Boys who were for this option were more (31.6 %) compared to girls who were 13 % of the girl respondents. Girls were more envisioned

compared to boys as 25 % of the girl respondents saw the need for a job only after completing their studies while only 13 % of boy respondents saw the need to complete the course first. Those could be seen to be of a similar opinion with the 16.1 % who treasured being at school throughout. This finding indicated a varied attitude toward education and paying work whereby 34.7 % of the pupils had a positive attitude, 41.7 % were neutral while 23.6 seemed to have a negative attitude towards the same. This above reason was affiliated with the reasons given by the 4 % who out rightly indicated that they preferred work than being at school.

Pupils who were influenced by their peers to engage in work comprised of 5.5 %. This implied that pupils were obliged to work on their own volition, for they admired their peers who were earning from the work they had done. Furthermore, it was established that boys who dropped out to look for money, and ended up as touts or landed any other money-making activities in the community, served as magnets for the girls they left in school. This was confirmed by a parent who asserted that:

“If there is anything that is making boys leave school, it is these motor cycle businesses in the name of ‘trips’. Sometimes you find them being trained on how to ride the boda and you won’t be surprised that at least two boys get attracted to it and they call it quits from school because of that.”

The teaching fraternity acknowledged that substantial economic activities were accessible in the region. In this regard, boys were more engaged because they could be easily managed, overworked and charged cheaply for their labour. Boys mostly worked in the tea farms. They also were mostly attracted to the motorcycle transport business to



carry commuters and water. These economic activities lured the boys to drop out of school to earn from them. This was confirmed by one head teacher who said:

“The motor cycle business is the center of attraction to standard seven and six boys who are actively involved in the training after school. They therefore attach no importance to education after all.”

The above report is in line with The Daily Nation dated 21 August, 2013, which reported:

“Child labour thrived in Kirinyaga rice farms. Rice requires intensive labour for one spends days in stagnant waters making ‘cowardly adults’ leave work to children. Young boys and girls in Mwea pocket 700 shillings in a good day. This money has spoilt our children who now do not go to school.”

The attraction of boys to transport business make boys to drop out of school before completion. There are several factors such as neglect and lack of role models left them with varied alternatives to schooling. This is fast becoming a major pull factor from schools to boys as was confirmed by a Deputy Head Teacher who informed:

“A boy just dropped out recently to be a matatu tout, these are the people They admire in the community as their role models.”

There were pupils who indicated that they were forced by circumstances which were beyond their control to engage in money earning activities; from neglect by caregiver and if the household provider was sick. They comprised of 9.8 % and 4.7 % of the pupil respondents respectively. Teachers aired the view that a majority parents regarded education as worthless in preference to child labour. This is in regard to the high returns in respects to the actual benefits. Teachers argued that majority of the parents did not perceive education as important hence they engaged children more in work activities.

This was further supported by one parent who took it upon herself to establish why parents preferred children going to work for money rather than attending school and reported hostile reactions from parents:

“I heard one woman proudly say ‘I didn’t go to school, but still can get food to eat’. The parent regretted, “Hearing such a statement from a mother really carries a lot of weight. Even children will never wish to come to school if they hear such statements.”

This concurs with an observation made by one head teacher that:

“Many parents hardly understand the importance of education and see no reason for taking their children to school. Coupled with this, they assign children domestic tasks at very tender age, like taking care of younger siblings and so on. Such parents would rather have children working for them. They perceive schooling as conflicting with children’s traditional roles.”

This implies that parental attitude towards education contributed to child labour. Parents were viewed as role models and if a parent places little value on education, the child will prefer work than school. Parents also decided the fate of their children at the opportunity cost of today’s needs. Low levels of parents’ education had influenced formation of negative attitudes towards education in the community and had in turn affected children’s view of schooling, as one teacher informed:

“Our children here have very low self-motivation to succeed in their academic life. They seem not to understand why they are in school, maybe some of them are forced by their parents to be here or else they would be elsewhere. There is also a belief that there is no formal employment after schooling.”

A number of socio-economic factors were identified to have led to child labour, including; poverty, sickness, orphanhood, separation/divorce, family conflict, irresponsible parents, drug abuse (such as illicit brew), hidden costs of education and peer influence. Recent research by the Understanding Children’s Work Project (UCW)

presented evidence on the different impacts on school attendance by type of work (i.e., economic activities vs. household chores) and by work setting (i.e., family vs. non-family). The finding from the study show that child labour has a negative impact on participation of pupils in the teaching and learning process in the three aspects of education, namely; school attendance, class participation and academic performance. The effects of child labour are manifested in pupils' absenteeism, average academic performance and dropping out of school.

#### **4.5 Effects of Child Labour on Pupil's Participation in Education**

The second objective of the study was to establish the impact of child labour on pupil's participation in education. Head teachers and class teachers argued that waged labour was detrimental to pupils' participation in learning in that it touched on pupils' school attendance traits, participation in class, homework and academic performance. One of the head teachers informed that lack of basic commodities also contributed to poor concentration in class leading to those pupils falling behind in class; could not perform well. This forced such pupils to absent themselves from school in search of money to meet their basic needs. Pupils were required to indicate how the mentioned activities affected their school life in specified areas. The responses were as summarized in table 4.7 below.

**Table 4.7: Specific areas affected by Pupils' Engagement in Paid Work**

Aspects	Boys		Girls		Total
	Frequency	Percentage	Frequency	Percentage	Percentage
Attendance	20	13.7	18	16.7	<b>15</b>
Punctuality	14	9.6	23	21.3	<b>14.6</b>
Lesson attendance	16	11	4	3.7	<b>7.9</b>
Concentration	32	21.9	28	25.9	<b>23.6</b>
Doing assignments	28	19.1	12	11.1	<b>15.7</b>
Examinations	36	24.7	23	21.3	<b>23.2</b>
Totals	146	100	108	100	<b>100</b>

#### **4.5.1 Pupils Concentration in Studies**

Pupils' engagement in paid work mostly affected areas their concentration in studies as indicated by 23.6 % of pupils while 23.2 % of pupils' performance in examinations was affected by the same. Boys whose concentration was affected by the work they had done was 21.9 % while girls were 25.9 %. This meant that boys' rate of concentration was higher compared to that of girls. Girls had outdone boys in performance for those who were affected by work were 21.3 % of the girls while boys were at 24.7 %. This led the study to investigate on the trend of participation in class; asking and answering of questions. The responses were as indicated in table 4.8 below.

**Table 4.8: Pupils responses on participation in class**

Rating	Answered questions		Asked questions	
	Frequency	Percentage	Frequency	Percentage
Frequently	49	19.2	40	15.7
Rarely	101	39.8	38	15
Never	104	41	176	69.3
Total	254	100	254	100

The study finding revealed that majority of the pupils never answered questions in class (41 %) while 69.3 % never asked questions. This implies that pupils who never participated in class was rated at 55.1 %. Pupils who frequently answered questions comprised 19.2 % while those who frequently asked questions comprised 15.7 %. Frequent participation can be rated at 17.5 % while rare participation was rated at 27.4 %. Generally, a minority (22.5 %) of the pupils participated in class. This was confirmed by different subject teachers who asserted that they could name less than ten active students in the classes they taught. This necessitated an exploration of the causes for poor concentration in class as shown in table 4.9 below.

**Table 4.9: Pupils' responses on factors that affect their concentration in class**

Causes for poor participation in class.	Frequency	Percentage
I was sick (health problem)	30	11.8
I did not have a school item	48	18.9
I was too tired (fatigue)	58	22.8
I am not interested in studies (boredom)	80	31.5
I am stressed and unhappy	38	15
Total	254	100

Lack of interest in studies was cited by majority of the pupil (31.5 %) as a factor that affected participation in class. This could be attributed to the pupils' desire to earn money and preference for work than being in school as indicated by 29.7 % pupils in table 4.5. Fatigue was identified by 22.8 % of the pupil respondents as a hindrance to active participation in class. Teachers attributed long working hours, mental stress and sleeplessness to the causes for fatigue. This implied that those pupils were too exhausted to concentrate in class as their physical and mental energy had been utilized elsewhere.

#### **4.5.2 Completion of Assignments**

Boys were more affected; 19.1%, by work in doing and/or completing assignments given in class by subject teachers when compared to girls (11.1 %) as indicated in table 4.7 above. Teachers attributed this to long working hours which made the study to find investigate the number of hours that pupils had spent in the last one week in carrying out the mentioned activities in order to establish whether hours of work in the mentioned activities affected pupils' completion of class assignments. The responses were as shown in table 4.10 below.

**Table 4.10: Pupil’s daily working hours in the last one week**

<b>Hours</b>	<b>Boys</b>		<b>Girls</b>		<b>Total</b>
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Percentage</b>
< 1 hour	14	9.5	20	18.5	13.4
1-2 hours	18	12.5	21	19.4	15.4
3-4 hours	46	31.5	34	31.5	31.5
5-6 hours	68	46.5	33	30.6	39.7
Total	146	100	108	100	100

The study finding shows that majority of the pupils (39.7 %) spent between 5-6 hours in a day with boys having a higher participation rate (46.5 %) when compared to the girls (30.6 %) in the earning activities. A normal day has 12 hours hence if 39.7 % pupils spent 5-6 hours it implies that they only spent half a day in school. This confirmed the reason as to why girls outperformed boys in completing assignments. It could also be attributed to the finding that boys were more involved in business enterprises and farm work while girls are more involved in tea picking and domestic service which is less intensive. There was a fair distribution of both boys and girls (31.5 %) who spent 3-4 hours. Those pupils were working approximately for at least 15-20 hours per week.

#### **4.5.1 Pupils’ School Attendance trend**

The attendance rate stood at 15 % as indicted in table 4.7 above. Girls’ school attendance was more affected by work at 16.7 % while 13.7 % of the boys’ indicated their attendance was affected by their engagement in paid work. There was gender disparity in terms of school attendance for boys were the majority (86.3 %) child

labourers when compared to 13.7 % of girl respondents. This could be attributed to the variety and nature of economic activities that each gender engaged in; some required more time than others or they had to be done at a specific time. This confirmed the finding of table 4.3. This necessitated the study to investigate on the number of days that pupils had missed school within the course of the term prior to the study. The results were as analyzed in table 4.11

**Table 4.11: Number of days pupils were absent from school in second term 2017**

Gender	Boys		Girls		Total
	Frequency	Percentage	Frequency	Percentage	
Days absent					%
1-5 days	51	40.5	8	20	35.5
6-10 days	39	30.9	16	40	33.1
11-15 days	22	17.5	10	25	19.3
Above 15 days	14	11.1	6	15	12.1
Total	126	100	40	100	100

Table 4.11 shows that majority of pupils (35.5) missed school for two or three days on average with boy respondents (40.5 %) being the most absentees in comparison to girls who were half of the boy absentees (20 %). There was an insignificant difference of 0.1 % between boys and girls who were absent for 6-10 days. A contradiction was noted in the number of pupils who had missed school for 11-15 days for girls were more (25 %) compared to boys who were 17.5 % of the boys who missed school because of work. The same case applied for pupils who had been absent for more than 15 days; girls were



(15 %) while boys were (11.1%). This finding contravenes the findings in table 4.6 where majority absentees were boys. However, it is to be noted that some of the activities that pupils engaged in depended on the season as informed earlier. Therefore, the trend of missing school could vary for either gender depending on the market demand for their services.

This was confirmed by one of the head teachers who reported:

“I know of a boy who peddled cakes with a bicycle and in the evening he would wait for other boys by the roadside as they went back home from school. He would then show them all the money he had. The following day I would get a boy or two who were in his company absent from school. On investigating from their close friends I got to know that they were given packets of cakes to sell and they were promised to get 100 shillings at the end of the day.”

The study sought to find out the when pupils engaged in the mentioned economic activities in order to establish when attendance is likely to be affected by child labour.

The responses were as indicated in table 4.12.

**Table 4.12: Time when pupils are involved in paid activities**

Time for work	Frequency	Percentage
In the morning before I go to school	44	17.3
Sometimes the whole day	88	34.6
In the evening after school	76	30
In the afternoon	46	18.1
Total	254	100

Most of the pupils (34.6 %) were absent from school the whole day so as to go on earning expedition as shown in table 4.12.while the other group comprising 18.1 % of

the pupils, would not be at school in the afternoon. The study confirmed this from a teacher who asserted that:

“When there is ‘flush’ (when tea yields are too high), especially at the beginning of May and September, pupils rarely come to school. They relocate to tea farms where a pupil can take home as much as two hundred shillings a day. It is hard for such a pupil to come to school the following day having the prospect of getting another two hundred shillings again. It is only after those big farms are through with plucking that they report back saying they were sick.”

This meant that participation of pupils in tea picking was determined by tea yields; when tea production was high more children were expected to absentee themselves from school to take advantage of the ‘boom’. The more the yields the more the number of days pupils would miss school. The victims would not only have missed the content taught in absentia but also the assignments that would have enhanced their understanding of concepts. This could have been the case with the 31.5 % of pupils who indicated they were not interested in studies and the 15 % who were stressed and unhappy as depicted in table 4.7. This finding is in tandem with a similar study on the influence of child labour on Primary Education carried out in Mwea Sub-County at Kirinyaga County. It was observed that boys never attended school in August and part of September. They were engaged in the rice fields to do the ploughing, leveling fields and to plant rice (Mungai J, 2006).

Disparity between the boys and girls who spent 1-2 hours or less than one hour was dismal (2 %) although it constituted 28.8 %. This could not interfere with their school programme as they could have done the work early before they went to school or in the evening after school. That was the time that pupils were expected to revise, comprehend

and complete the assignments they were given at school. However as some teachers put it, pupils were not able to meet this expectation.

The study interviewed the teachers and head teacher on the causes of non-attendance so as to establish whether a relationship exists between child labour and school attendance. Cases were told by class teachers of children who just opted out of school, and did not want to disclose the reason. Child labour was one of the reasons that emerged in the focus group discussions with the teachers. One teacher reported:

*“Some children who work into the night may tend to oversleep the following day and some may fear going to school late for they would be punished by the teacher on duty and may therefore choose to skip school.”*

Indiscipline was high, as one class teacher in another group explained:

*“Last year, I had two boys who were quite in disciplined. They could not listen to me as their class teacher, nor even their parents who had given up on them. They used to miss school on several occasions and they eventually dropped out and I hear they went to Nairobi where they hawk sweets on the streets.”*

Another teacher in reported:

*“In the class I teach, there are two frequent absentees who are not even present today despite the on-going end of term examinations. There is a boy who missed almost the whole of first term. I only saw him at the beginning of this term but he disappeared again. The other boy was absent for more than a month last term and I don’t even understand his problem but it seems he has family problems. Then, he also has problems with school fees. Boys are the most absent in my class and even in the whole school.”*

Some pupils had health problems in the course of undertaking their activities which hampered school attendance in one way or the other. The most frequent health risks reported were cuts and wounds which was attributed to such activities as digging, weeding and planting where the tools that are used like pangas, hoes and jembes. They

exposed pupils to injuries. Knives used in domestic chores specifically in cooking posed the same threat. Tea picking caused injuries on the fingers and wounds as pupils passed in between the tea bushes that had been pruned.

Some pupils had to miss school to seek medical attention and wait for cuts and wounds to heal, as class teachers explained it. Respiratory ailments and other ailments such as malaria, asthma and allergies due to cold climatic conditions in the region made pupils work under extreme weather conditions. Teachers reported that during the cold and rainy seasons, some pupils never attended school as they were admitted in hospital diagnosed with pneumonia. This was due to long exposure to wetness for the better part of the day as they picked tea.

Other socio-economic factors reported by teachers to have influenced school attendance were divorce, separation and family feuds, irresponsible parents, especially fathers who indulge in drug abuse like illicit brews. This can be deduced from a comment by a teacher who said:

“The problem of non-attendance arises from the problems in most of the families. “We do not expect a pupil who is the firstborn whose mother disappeared at night after a thorough beating by the husband and her whereabouts are not known to her children to come to school the following day. Nowadays fathers who are drunkards’ care less of what would become of their children, leave alone minding their whereabouts; whether they attend school or not. Some parents are not able to provide their children with basic needs like food to carry to school and school uniform.”

#### **4.5.4 Pupils' academic performance**

There was a slight difference of 0.4 % between pupils whose performance in exams and concentration was affected by engagement in paid labour as indicated earlier in table 4.7. Although girls were more affected in their concentration and school attendance, they had outperformed boys in examinations. This was because 24.7 % of the boys indicated that they were affected in their examinations by paid work and 21.3 % of the girls were affected by the same. This could be attributed to the varied time they engaged in the wage labour as indicated in table 4.10 above; most of the boys; 46.5 % indicated that they spent 5-6 hours in wage labour while 30.6 % of the girls spent similar hours in the same. This was confirmed by most of the class teachers who rated academic performance in their schools as average while others rated it as below average. They asserted that waged labour made pupils to spend more time in work (which they were more interested in) thus hindering concentration and leading to some pupils failing to attend some lessons. Teachers argued that there were pupils who lacked time to do assignments and revise on what they were taught so as to comprehend therefore they ended up failing in the examinations.

Parents were blamed by most head teachers as they rarely consulted on their children academic performance. They complained that majority of parents never attended academic clinics which were meant to discuss academic issues with respective class teachers and subject teachers, encourage and/or appreciate pupils' good performance.

They argued that pupils who were subjected to such parental negligence would seek solace in waged labour after all there was no one concerned about their attendance,

concentration and performance. This implied that those pupils had peers who were already in wage labour who served as their mentors. They could in future become the mentors of other pupils in school who were in similar situation, influencing the negatively; to draw them out of school.

The teachers confirmed that some pupils had health problems which affected their performance otherwise some pupils were 'very bright' to get the grades they attained in some subjects. They informed that there were pupils who would be absent from school for a long period (more than one week) before they resumed for studies. This meant that such pupils missed the content taught in absentia. If some of the questions in an exam were to be derived from that content they would not be able to answer them correctly hence they failed in exams. For instance, such activities as digging, weeding and planting where the tools used were pangas, hoes and jembes exposed pupils to injuries. Knives used in domestic service specifically in cooking posed the same threat. Tea picking caused injuries on the fingers and wounds as one passes in between the tea bushes that have been pruned.

Respiratory ailments and other ailments such as malaria, asthma and allergies due to cold were reported to be common in pupils due to the climatic conditions in the region whereby pupils had to work under extreme weather conditions. Some pupils never attended school during the cold and rainy seasons, as they were admitted in hospital diagnosed with pneumonia. This was due to long exposure to wetness for the better part of the day as they picked tea. Painful and broken limbs were reported by girls who

carried heavy tea loads on their backs to tea selling centers. These slide and fell during rainy seasons when roads were slipperly. They had a social effect on the pupil for other pupils would avoid pupils with such ailments and this affected their performance. Others mocked them making the not to attend school until they had fully recovered. Pupils who became physically challenged permanently dropped out of school as they could not cope up with other pupils who were physically fit.

These findings confirm the assertion made in an annual learning assessment report which revealed that one child out of a hundred is out of school in Kirinyaga County. Learner absenteeism is high with close to Four out of ten children missing school and one in every ten children missing school daily (Uwezo, 2011). This can be attributed to the previous finding that boys engage more in child labour when compared to girls. This finding agrees with SIMPOC national child labour surveys which revealed that different types of work can impact differently on the ability of children to attend school, and UNICEF/Federal Government of Nigeria's evaluation of the Girls Education Programme (GEP, 2006), revealed gender variations in favour of the girls in both enrolment and attendance patterns in the 6 GEP States of Northern Nigeria.

Head teachers, class teachers, and teachers who participated in the study were unanimous that child labour affects school attendance and performance. This finding agrees with Guarcello (2005), who explored the impact of child work on school attendance and performance in five countries: Brazil, Kenya, Lebanon, Sri Lanka, and Turkey; and concluded that work reduces the rate of retention, and in some countries

the number of hours worked also increased the probability of dropping out. This indicates a high competition for the child's limited time which is likely to affect pupils' participation in learning. These findings are similar to a study by Ray & Lancaster (2004), who explored hours worked by children on schooling effects by utilizing multi-country evidence based on SIMPOC data. They sought to find out the extent to which school attendance and academic achievement of children aged 12-14 years was affected by work. They concluded that the number of hours worked had a negative effect on a child's school attendance and performance at school.

#### **4.6: Ways of Reducing Child Labour**

The fourth objective of the study was to identify ways of reducing child labour in Kirinyaga Central sub-County. Pupils suggested remedies to prevent child labour as summarized in table 4.13 below.

**Table 4.13: Pupils responses on ways of reducing child labour**

Response	Boys		Girls		Total
	Frequency	Percentage	Frequency	Percentage	%
All children be at school during school hours	78	53.4	52	48.1	<b>51.2</b>
Punish parents denying children schooling	16	11	10	9.3	<b>10.2</b>
Arrest child employers	11	7.5	12	11.1	<b>9.1</b>
Support poor families	41	28.1	34	31.5	<b>29.5</b>
Total	146	100	108	100	<b>100</b>



The responses in Table 4.13 revealed that more than a half (51.2 %) of pupils believed that pupils should be at school but not being engaged in economic activities. This implied they had a negative attitude towards their being engaged in the economic activities because of long working hours, tiredness, and too much work which created both physical and mental stress, eventually affecting their participation in education as revealed in the previous findings of the study. Support poor families was cited by 29.5 % of pupils as the second remedy of reducing child labour. This meant there were pupils who were pressurized by poverty in their households to engage in earning work activities. Head teachers supported this suggestion from a policy perspective. Disbursement of FPE funds was supposed to at the beginning of first term to cater for children who had to turn to child labour because of lack of school fees.

The County Director of Education asserted that the major remedy was by the government reducing general poverty by increasing income levels for all adults. The government should set up minimum adult wages for all jobs so as to reduce pressure on all family members meeting household needs, children inclusive. This would ‘save’ children from being involved in the mentioned time consuming activities. It should also mobilize resources for economic empowerment of single mothers where they would have access to interest free loans, small cash donations especially to the unemployed and loans without guarantors for those with the ability to pay. On the same note, religious institutions were offer marital counselling on such issues as family planning, responsible parenthood, role modelling of children of vital significance emphasize on the importance of education to the current and future generation.

Pupils who felt that punishment was the best option to irresponsible guardians and employers who infringed on the rights of children consisted of 19.3 % of pupils. This was supported by head teachers, teachers and parents. Teachers argued that if laws that existed at the national level were to be seriously implemented, they would curb child labour menace. Basic Education Act of 2013 and article 10 of children Act (2012) were the most appropriate in that context. Parents argued that guardians who incorporated their children in child labour jeopardized future life of their children out of ignorance on the value attached to education. Head teachers proposed a total ban of child employment in all sectors of the economy so as to discourage child labour. Tough measures should be set and taken against perpetrators. This was possible with the intervention of local leaders and law enforcers who would oversee implementation of those laws at local level.

Teachers recommended on advocacy campaigns against child labour to which all stakeholders would fight for all children welfare. This was to start by massive sensitization on the dangers of child labour through mass media, electronics and print media. This would enhance children rights thus protection them from exploitation from employers who prospected to get cheap labour from children. Church and community leaders could also complement these efforts by organizing seminars for children to encourage them to shun child labour when they had not yet completed their primary education course. Others who should be included in these campaigns were youth associations, Parents-Teachers Associations (PTAs), civil society associations and all families.

It is reasonable to conclude that there is an impediment in child labour policy implementation therefore, efforts against child labour have to be scaled up to mainstream child labour concerns through collaboration of all social partners in education.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter gives a summary of the study findings, conclusion and recommendations. Also presented in this chapter are suggestions for studies that could be carried out by future researchers.

#### **5.1 Summary of the Study**

The purpose of the study was to assess the impact of child labour on access and participation in primary education in Kirinyaga Central sub-County. Data for the study was collected from 14 head teachers, 14 class teachers, 312 pupils and 28 parents. Data was collected from pupils and class teachers through the use of questionnaires, while focus group discussions were conducted with teachers and parents. Head teachers and the County Director of Education were interviewed. The presentation of both qualitative and quantitative findings were based on study objectives which were: to identify the type of work done by pupils in Kirinyaga Central sub-County, to investigate causes of child labour in Kirinyaga Central sub-County to review the ways of eradicating child labour in Kirinyaga Central sub-County. The findings of the study presented were based on the data collected from the respondents and as per the research objectives. Statistical Packages for Social Scientists (SPSS) was used to generate descriptive and inferential statistics. The study findings are presented in tables and cross tabulations with explanations done in prose form.

## **5.2 Summary of the Major Findings**

### **5.2.1 Prevalence of Child Labour in Kirinyaga Central sub-County**

The findings revealed that majority of the pupils engaged in child labour. Payment was the incentive that determined how pupils spent their time, their attitude towards education, and the desire to be retained at school.

Business entrepreneurship was the most prevalent form of child labour followed by farm work and tea picking. Other type of works that were done by pupils were motor cycle transport business and domestic service. The study findings revealed that, there was gender disparity in pupil engagement in the economic activities. These activities consumed substantial amount of time pupils' study time. Pupils were exposed to numerous health risks as they carried out those activities.

### **5.3.2 Causes of Child Labour in Kirinyaga Central sub-County**

A number of socio-economic factors were identified to have led to child labour. The major causes were poverty, negative attitude toward schooling and peer influence. Other causes included: family conflicts, orphanhood, separation/divorce, irresponsible parenthood, single parenthood, drug and substance abuse (such as illicit brew) and hidden costs of education. Pupils' engagement in child labour was mainly determined by household characteristics and pupils' attitude toward schooling. These factors determined where a pupil spent his/her time; at school or in child labour. Irregular attendees were pupils who encountered challenges from their family backgrounds which

required them to look for survival tactics; engaging in paid labour. Lower expected returns of education discouraged regular school attendees thus creating a fertile ground to venture in child labour.

### **5.2.3 Effects of child labour on pupil participation in education.**

The study finding revealed that pupils experienced any health problems as they engaged in those activities. This affected their school attendance depending on the magnitude of the problem. The study findings revealed that there are pupils who went to work instead of attending school. Child labour has therefore contributed to increased absenteeism in the region. It was noted that school attendance rates for girls are higher when compared to boys. The main effect of child labour was a decline in pupils' academic performance. The findings revealed that engagement of children in other activities apart from school work may have great consequences on academic performance. Child labour lead to poor concentration in class and lack of commitment by the pupil in school curriculum activities consequently affects pupils' academic performance.

The study also established that the child labour led to boys dropping out of school more than girls due to new economic freedom among the pupils.

### **5.3.4 Ways of Eradicating Child Labour**

There should be binding legislation against the child labor. This will help to checkmate any perpetrator, and such person must be apprehended. The government should also channel resources to people - oriented programmes such as poverty eradication, small

and medium enterprises, loan scheme, free qualitative but compulsory education at all levels. The government and private agencies should intervene and provide more funds in the schools as bursaries so as to help pupils from low income families finish their education. The government needs to intensify the campaigns against child labour in the rural areas.

Guidance and counseling need to be strengthened in primary schools. Parents and the community should be sensitized on the importance of education. The parents should be enlightened on the importance of giving proper parental guidance to their children and to be more involved in the education of the pupils. It should be used to counsel pupils on the negative effects of child labour, especially, those who miss school or work. Strategies to promote completion rate among pupils in primary schools like motivation, guiding and counseling them and starting a pupils' welfare that will look into problems faced by pupils in school should be established in schools.

### **5.3 Conclusion**

The study has established child labour as a major challenge in regard to academic excellence of pupils in primary schools at Kirinyaga Central sub-County. The new economic freedom among pupils has adversely pupil participation in primary school education in Kirinyaga Central sub-County. Therefore, embracing an integrated policy response to child labour by all stakeholders in education is vital if maximum participation of pupils in primary schools is to be realized. This entails providing decent

work opportunities in the labour market, accessing social protection mechanisms and increasing awareness levels and advocacy through social dialogue.

## **5.4 Recommendations**

The following are the recommendations based on the findings and conclusions of this study:

### **5.4.1 Policy Recommendations**

The government should monitor the performance of various departments involved in the implementation of child labour policies in kirinyaga Central sub-County. This would act as a platform on which to deal with those who violate the right of children to education access and participation.

- i) Education planners should come up with a cost effective action plan to cater for vulnerable children. On the same note, education policy makers should come up with a refined check off system to curb absenteeism and school dropout in an attempt to improve pupils' academic performance.
- ii) Educators need to create awareness to both parents and pupils on the rights of children hence serve as a medium of spurring development of human capital in future generation which can help in deterring perpetuation of generational poverty. This is likely to increase eradication and deterrence of child labour as well participation in primary education.



#### **5.4.2 Recommendations for further research**

There are very few studies that provide an in-depth and context specific accounts of the new economic freedom among pupils in Kirinyaga Central sub- County. The study recommends a further study to investigate the effectiveness of government policies in curbing child labour in different sub-Counties in Kirinyaga County. Further studies should be done to assess the impact of socio-cultural and political factors on the access and participation of pupils in primary education.

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## APPENDICES

### APPENDIX I

#### QUESTIONNAIRE FOR PUPILS

Hello Pupils? My name is Felister Njeri Muriuki. I am a student at Kenyatta University, pursuing a Master degree in Education. I am conducting a research on the impact of child labour on pupils' participation in primary education in Kirinyaga Central sub-County. You have been selected to participate in this study so as to help in achieving this objective. You are required to fill in a questionnaire which seeks vital information about engagement in child labour. The information you give will be only be used for study and will be confidential. Please answer all the questions as honestly as possible.

#### **Instructions**

1. Do not write your name on the questionnaire.
2. (Tick (√) where applicable.
3. Please, answer all questions in the questionnaire

#### **Section A: Pupil's background**

1. Indicate your gender. (A) Boy (B) Girl
2. How old are you? (A) 13-14 years (B) 15-16 years (C) 17-18 years  
(D) above 18

#### **Section B: Types of work done by child labourers**

3. Do you do any work that you are paid for? (A) Yes (B) No



4. What activity among the following, earns you a lot of money after doing it?

A) Tea picking

B) Farm work (weeding, digging, planting, harvesting, applying fertilizers)

C) Business (selling something)

D) Motor cycle riding (carrying passengers, fetching water, transporting goods for other people)

(E) Other please specify

**Section C: Causes of child labour**

5. Which among the following reasons, makes you engage in paid activity?

A) My family is poor.

B) I prefer work than being at school.

C) My friend is also doing it.

D) I need to have my own money

E) I have no one to take care of my needs (an orphan, parents do not care)

F) My caregiver is sick

6. What would you like to do, given the following options?

A) Be in school full time

B) Work full time

C) Work part time

D) Complete school first then get a better job afterwards.

**Section D: Effects of Child Labour on Pupil Participation in Education**

7. How does the work you do affect your education?

A) I am go to school late

B) I fail to go to school for the whole day.

C) I miss/ never attend some lessons.

D) I do not concentrate in class

E) I never complete assignments given in class by teachers.

F) I fail examinations.

8. How many hours per day did you spend doing the work u were paid in the last one week?

A) Less than one hour

B) 1-2 hours

C) 3-4 hours

D) 5-6 hours

9. Have you ever failed to attend school because of work? (A) Yes (B) No

10. How often do you ask questions in class? (A) Always (B) Sometimes

C) Never

11. How often do you answer questions in class? (A) Always (B) Sometimes

(C) Never

12. How do you perform in examinations? (A) Very good (B) Good (C)

Fairly (D) Poorly

**Section D: Ways of reducing and preventing child labour**

12. What do you think can be done to prevent pupils from engaging in child labour?

A) All children should be at school during school hours.

B) Punishing parents whose children are not in school.

C) Support poor families

D) Educate all people on the importance of education.

Thank you for filling in this questionnaire.

## APPENDIX II

### QUESTIONNAIRE FOR CLASS TEACHERS

Dear Colleague,

My name is Felister Njeri Muriuki. I am a student at Kenyatta University, pursuing a Master degree in Education. I am conducting a research on the impact of child labour on pupils' participation in primary education in Kirinyaga Central sub- County. You have been selected to participate in this study so as to help in achieving this objective. You are required to fill in a questionnaire which seeks vital information about engagement in child labour. The information you give will be only be used for study and will be confidential. Please answer all the questions as objectively as possible. Your response will be treated with utmost confidentiality.

1. What is your gender?            (A) Male        (B) Female
- A) How long have you been a class teacher in this school? (A) 1-5 Years (B) 6-10 Years (C)11-15 Years

#### **Section A: Types of work done by child labourers**

- A) Are there pupils in your class who are involved in child labour?  
(A)Yes        (B)No
2. What activity among the following activities do they mostly engage in
- A) Tea picking
- B) Farm work (weeding, digging, planting, harvesting, applying fertilizers)
- C) Business (selling something)

D) Motor cycle riding (carrying passengers, fetching water, transporting goods for other people)

**Section B: Causes of child labour**

5. Which among the following reasons, mostly make pupils engage in child labour?

A) Poverty.

B) Negative attitude towards education.

C) Peer influence

D) Desire to have their own money

E) Parental neglect

F) Caregiver is sick/ill

6. Given the following options what do you think majority of the pupils in your class would prefer?

A) Be at school full time.

B) Work full time

C) Work part time

D) Complete school first then get a better job afterwards.

### **Section C: Effects of Child Labour on Pupil Participation in Education**

7. Which of the following are the most areas affected by child labour in your class?

A) Punctuality

B) School attendance

C) Lesson attendance

D) Concentration in class

E) Completion of class assignments given class by subject teachers

F) Examinations.

8. Do pupils in your class fail to attend school because of work? (A) Yes

(B) No

9. How often do pupils in your class ask questions in class? (A) Always (B)

Sometimes (C) Never

10. How often do pupils in your class answer questions in class? (A) Always (B)

Sometimes (C) Never

11. How they perform in examinations? (A) Very good (B) Good (C)

Fairly D) Poorly

**Section D: Ways of reducing and preventing child labour**

12. What do you think can be done to prevent pupils from engaging in child labour?

- A) Law enforcement on pupils and employers
- B) Punishing parents whose children are not in school.
- C) Support poor families
- D) Educate all people on the importance of education.

Thank you for your cooperation.

### APPENDIX III

#### INTERVIEW GUIDE FOR HEAD TEACHERS AND QASO

My name is Felister Njeri Muriuki. I am a student at Kenyatta University, pursuing a Master degree in Education. I am conducting a research on the impact of child labour on pupils' participation in primary education in Kirinyaga Central sub- County. You have been selected to participate in this study so as to help in achieving this objective. The information you give will be only be used for study and will be confidential. Please answer all the questions as objectively as possible.

1. Gender?
  
2. How long have you been in the teaching profession?
  
3. How long have you been in the teaching profession as a head teacher?

#### **Section B: Types of work done by child labourers**

4. Are there pupils in your school who are involved in child labour?
5. What activities do they mostly engage in?

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_



**Section C: Causes of child labour**

6. What are the causes of child labour in Kirinyaga Central Sub-County?

A) \_\_\_\_\_

B) \_\_\_\_\_

C) \_\_\_\_\_

D) \_\_\_\_\_

7. How does child labour affect education of pupils in your school?

A) \_\_\_\_\_

B) \_\_\_\_\_

C) \_\_\_\_\_

D) \_\_\_\_\_

8. How do you rate the pupils' academic performance in your school?

9. Do you have cases of school drop-out?

10. Which gender is mostly affected?

**Section D: Effects of Child Labour on Pupil Participation in Education**

11. What measures can help to curb the problem of child labour in Kirinyaga Central Sub-County?

A) \_\_\_\_\_

\_\_\_\_\_

B) \_\_\_\_\_

\_\_\_\_\_

C) \_\_\_\_\_

\_\_\_\_\_

D) \_\_\_\_\_

\_\_\_\_\_

Thank you for your cooperation, God bless you.

## APPENDIX IV

### INTERVIEW SCHEDULE FOR PARENTS/GUARDIANS

How are you parents? My name is Felister Njeri Muriuki. I am a student at Kenyatta University, pursuing a Master degree in Education. I am conducting a research on the impact of child labour on pupils' participation in primary education in Kirinyaga Central sub- County. You have been selected to participate in this study so as to help in achieving this objective. The information you give will be only be used for study and will be confidential. The purpose of this forum is to discuss parents/guardians knowledge and perception, causes and possible solutions to the problem of child labor in Kirinyaga Central Sub-County. Feel free to air out your views. Your response will be treated with utmost confidentiality.

1. Are children in your locality involved in child labor in this locality? (*Probe on paid work activities they engage in*).
2. Do they do the work willingly or they are forced to do it? (*Probe on the reasons why pupils engage in paid work activities*)
3. Do the activities they engage in affect in their education? (*Probe for school attendance, absenteeism, attitude towards schooling, academic progress, and completion of the course.*)

4. What role do you think you parents/ guardians can play in combating child labor?

5. What remedies do you recommend to overcome child labor?

Thank you for your cooperation, God bless you.

## APPENDIX V

### INTERVIEW SCHEDULE FOR SUBJECT TEACHERS

How are you colleagues? My name is Felister Njeri Muriuki. I am a student at Kenyatta University, pursuing a Master degree in Education. I am conducting a research on the impact of child labour on pupils' participation in primary education in Kirinyaga Central sub- County. You have been selected to participate in this study so as to help in achieving this objective. The information you give will be only be used for study and will be confidential. The purpose of this forum is to discuss parents/guardians knowledge and perception, causes and possible solutions to the problem of child labor in Kirinyaga Central Sub-County. Feel free to air out your views. Your response will be treated with utmost confidentiality.

1. Are there children in you teach who are involved in child labor? (*Probe on paid work activities they engage in*).
2. What are the major causes of child labor in Kirinyaga Central Sub-County?
3. Do the activities they engage in affect in their education? (*Probe for punctuality, school attendance, absenteeism, attitude towards schooling, academic progress, and completion of the course.*)
4. Do pupils ask and answer questions in class as you teach? If no, why?
5. Do pupils complete all assignments you give in class after you teach? If no, why?
6. Generally how does pupils perform in academics in Kirinyaga Central sub- County?
7. What do you think should be done to stop pupils from getting involved in child labour in Kirinyaga Central sub- County?

## APPENDIX VI

### WORK PLAN

Activity	2017											
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec
	Writing concept paper					X						
Proposal Development						X						
Literature Review							X					
Dev. of instruments								X				
Data collection									X			
Data analysis										X		
Writing report										X		
Submission											X	

## APPENDIX VII

### BUDGET

Activity	Cost (K shs.)
Proposal Development	
Typing 120 pages @ 30/= per page	3,600.00
Photocopying 100 pages @ 3/= per page	300.00
Transport	6,000.00
Lunch - 21 days in a hotel @ 500/=per day	10,500.00
Literature Review photocopying 200 Pages @ 3/= per page	600.00
Research Instruments Photocopying 240 pages @ 3/= per page	1720.00
Project Report writing (data analysis, typing printing and binding).	25,000.00
Incidentals	1000.00
Tuition	240,000.00
Total	288, 720.00







## APPENDIX IX

### APPROVAL OF RESEARCH PROPOSAL

  
**KENYATTA UNIVERSITY**  
GRADUATE SCHOOL

E-mail: [kubps@yahoo.com](mailto:kubps@yahoo.com) P.O. Box 43844, 00100  
[dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke) NAIROBI, KENYA  
Website: [www.ku.ac.ke](http://www.ku.ac.ke) Tel. 810901 Ext. 57530

**Internal Memo**

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FROM: Dean, Graduate School DATE: 13<sup>th</sup> December, 2014  
TO: Ms. Muriuki Felister Njeri REF: E55/CL/26777/11  
C/o Educational Foundations Dept.  
KENYATTA UNIVERSITY

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**SUBJECT: APPROVAL OF RESEARCH PROPOSAL**

This is to inform you that the Graduate School Board at its meeting of 10<sup>th</sup> December, 2014 approved your M.Ed. Research Proposal entitled "An Assessment of the Impact of Child Labour on Access and Participation in Primary Education in Kirinyaga Central Sub - County, Kenya".

You may now proceed with your Data collection, subject to clearance with the Principal Secretary, Higher Education, Science and Technology.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed supervision Tracking Forms per semester. The form has been developed to replace the progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

  
JOHN M. MWANGI  
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Educational Foundations Dept.

Supervisors:

1. Prof. Daniel Sifuna  
C/o Educational Foundations Dept.  
KENYATTA UNIVERSITY
2. Dr. Mandela Rubai  
C/o Educational Foundations Dept.  
KENYATTA UNIVERSITY

JMO/cao

## APPENDIX X

### RESEARCH AUTHORIZATION



KENYATTA UNIVERSITY  
GRADUATE SCHOOL

E-mail: [kubps@yahoo.com](mailto:kubps@yahoo.com)  
[dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)  
Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/26777/11

Date: 13<sup>th</sup> December, 2014

The Principal Secretary,  
Higher Education, Science & Technology,  
P.O. Box 30040,  
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MS. MURIUKI F. NJERI-REG. NO.REF: E55/CE/26777/11

I write to introduce Ms. Njeri who is a Postgraduate Student of this University. She is registered for a M.Ed. degree programme in the Department Educational Foundations in the School of Education.

Ms. Njeri intends to conduct research for a thesis Proposal entitled, "An Assessment of the Impact of Child Labour on Access and Participation in Primary Education in Kirinyaga Central Sub - County, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

  
MRS. LUCY N. MBAABU  
FOR: DEAN, GRADUATE SCHOOL

JMO/cao

**APPENDIX XI**  
**RESEARCH PERMIT**

THIS IS TO CERTIFY THAT:  
**MS. FELISTER NJERI MURIUKI**  
of KENYATTA UNIVERSITY, 0-10300  
KERUGOYA, has been permitted to  
conduct research in Kirinyaga County

on the topic: **IMPACT OF CHILD LABOUR  
ON PUPIL PARTICIPATION IN PRIMARY  
EDUCATION IN KIRINYAGA CENTRAL  
SUB-COUNTY, KIRINYAGA COUNTY,  
KENYA**

for the period ending:  
**25th July, 2018**

.....  
**Applicant's  
Signature**

Permit No : NACOSTI/P/17/52319/18476  
Date Of Issue : 26th July, 2017  
Fee Recieved :Ksh 1000



.....  
**Director General**  
**National Commission for Science,  
Technology & Innovation**