CHILD LABOUR AND SCHOOL ATTENDANCE IN PUBLIC PRIMARY SCHOOLS IN KIAMBAA DIVISION, KIAMBU COUNTY, KENYA

IRERI, JOYCE WAMBUI

A Thesis Submitted to the Faculty of Education in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Educational Administration and Planning.

The Catholic University of Eastern Africa

NAIROBI- KENYA

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DECLARATION

I, the undersigned, declare that this thesis’ proposal is my original work, and that it has not been submitted to any university or institution for the award of any academic credit.

Ireri, Joyce Wambui
MED 1019349.

Signature __________________________ Date ______________________

Supervisors

This thesis’ proposal has been submitted for examination with our approval as the University supervisors:

Prof. Maurice Amutabi
Director of Research
The Catholic University of Eastern Africa.

Signature______________________________ Date_______________________________

Dr. John Charley Waweru
Lecturer, Catholic University of Eastern Africa.

Signature_______________________________Date_______________________________
DEDICATION

This work is dedicated to everyone who stood with me in prayer, financially, and who encouraged me and gave me moral support throughout my study.
ABSTRACT

The purpose of this study was to examine the influence of child labour on school attendance in public primary schools in Kiambaa division in Kiambu County. Child labour is a persistent problem in Kenya as well as in the other parts of the world. Child labour affects education negatively. However, the reviewed literature doesn’t reveal any study that has been conducted in Kiambaa Division on how child labour affects school attendance. Hence, the motivation of this study. The study was guided by four research questions namely: What causes child labour in Kiambaa Division and in turn affect public primary school attendance?; What types of work are engaged in by children in Kiambaa division?; To what extent does child labour affect the education of children in Kiambaa Division?, and What policy measures should be put in place to curb child labour in Kiambaa Division? The study used cross-sectional survey research design. The target population included pupils, teachers, and head teachers. Data were collected by use of questionnaires, structured interview guide, focused group discussion guide, and observation schedule. Data were analyzed using quantitative and qualitative methods. Findings from the study show that child labour is prevalent in Kiambaa division, most children combine work with schooling with most of them being involved in unpaid work within their families. Single parenthood, poverty, low educational level, and negative attitude of parents towards education are the major causes of child labour. School related factors like poor educational quality also contribute to child labour. Major types of work done by children are household work and working in family businesses. Working was found to affect children’s education and was largely responsible for the children’s poor academic performance. Some of the measures proposed to curb child labor include: punishment of parents who don’t take children to school, making Free Primary Education compulsory, economic empowerment of women, punishment of parents and employers who embrace child labour, educating parents on importance of education, and making Free Primary Education totally free amongst others.
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ABBREVIATIONS AND ACRONYMS

EFA - Education for All.
FPE - Free Primary Education
ILO - International Labour Organization
KCPE - Kenya Certificate of Primary Education
KNBS - Kenya National Bureau of Statistics
MICS - Multiple Indicator Cluster Survey
MP - Member of Parliament (formerly). Now, Member of National Assembly.
NSSO - National Sample Survey Organization
SIMPOC - Statistical Information and Monitoring Program on Child Labour
SPSS - Statistical Package for Social Sciences
TSC - Teachers Service Commission
UIS - UNESCO Institute for Statistics
UNESCO - United Nations Educational, Scientific, and Cultural Organization
CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Education is a fundamental human right, and cognizance of this fact saw the initiation of Education for All (EFA) global movement. Though one of the EFA goals is the provision of free and compulsory primary education for all, many countries are yet to achieve this. For instance, the United Nations Educational, Scientific, and Cultural Organization Institute for Statistics (UIS) (2012) found that, an estimated 61 million children of primary school age were out of school globally between the years 2008 and 2010. Primary education, besides inculcating basic skills and knowledge into a child, is also the gateway to all higher levels of education that train the various professionals needed by a country. Thus, when a large number of children fail to complete primary education, the productivity of the labor force which is key in every knowledge-based economy is highly constrained, and this leads to poor economic growth in a country.

Child labour, amongst other factors, is the key in influencing poor primary school attendance and even eventual school dropout. According to the recent global estimates by the International labour organization (ILO) (2010), 215 million children in the world are still in child labour. Out of these children, 153 million fall in 5-14 age group while 62 million are in 15-17 age group. In Africa, child labour is on the increase with 65 million children being in child labor. This is probably the reason that makes Africa, as advanced by the ILO report, to account for 47 percent of the world’s out-of school children. These statistics portray child labour to be prevalent among children aged 5-14. These are children of primary school-going age and their large involvement in child labour definitely impacts negatively on their school attendance.
In Kenya, according to a report by Kenya National Bureau of Statistics (KNBS) (2008), 1.01 million children, comprising of 535,197 (52.9%) boys and 476,987 (47.1%) girls, were recorded to be working in 2006. Out of these, 52.2%, the largest number of the working children, was found in the 5-14 age group and the remaining 47.8% in the 15-17 age group. Out of the 52.2% children in the 5-14 age group, 36.4% are in 10-14 age group while the remaining 15.8% are in 5-9 age group. Also, 1.7 million children were found not to be attending school and out of these, 500,804 (13.3 percent) children came from female headed families. Apparently, this report also shows the prevalence of child labour to be higher amongst children of primary school-going age and especially among older children aged 10 to 14 years. These are children who are basically in upper classes (standard 6 to 8) of primary school. Boys also seem to be more affected by child labour than girls. Female headed families also seem to contribute to child labour. In Kiambaa division, Republic of Kenya (2005), reports an increase of female headed families due to increased marital instability. It is an uphill task for a single mother, and especially one that lacks a regular source of income to meet all the financial obligations and responsibilities of the family. This situation is therefore likely to contribute to child labour and poor school attendance in Kiambaa division.

Kiambaa division is in Kiambu County in Central Kenya. Kiambaa division borders Nairobi city to the North. Though the division is predominantly rural, it’s increasingly becoming peri-urban due to the urban population that is highly seeking residence there as Nairobi continues to grow rapidly. According the Republic of Kenya (2005), the main economic activity in the division is agriculture, with coffee, tea, and dairy farming. Kiambaa division is very small in size with an area of 91.1 km$^2$ yet has a very high population density of 1,375 persons per km$^2$. The high population density has made land to be fragmented into very small pieces resulting in a
decline in productivity. This has seen many people resort to entrepreneurship and many parents are involving their children in the running of the businesses, which are a source of their family income. These children assist in the businesses after school hours instead of doing their studies, and others drop out of school and engage in the business completely.

According to information gathered from the Kiambu District Education Office, the District Education Officer in his speech as the guest of honor in a prize-giving ceremony held at Kiambu High School in May 2011, urged parents to take their children to school and also to cultivate a positive attitude towards their children’s education. He continued to say that: *we are experiencing a big problem as far as school completion is concerned. Quite a large number of children are dropping out of school before they complete their education, both at the primary school and secondary school levels.* The Republic of Kenya (2005) also reported a 30 percent drop out in primary schools in Kiambu district.

It is on the basis of this background that this study therefore, attempts to investigate the extent to which child labour influences school attendance in public primary schools of Kiambaa division, in Kiambu County. The study will find measures of curbing the child labour phenomenon since primary school education forms the foundation for the training of the various professionals needed by Kenya for its economic and social growth.

1.2 Statement of the Problem

Child labour has potentially harmful consequences both for the child and for the society at large. Child labour affects the health of the children concerned and due to ill health some of these children are unable to attend school at times. Some children are subjected to work activities, especially in the evenings after school that require long hours to finish. Such children are deprived of time to attend to any assignments given in school and others, due to fatigue are
unable to attend school the following day. Chronic absenteeism not only leads to poor academic performance but may also prompt the affected children to eventually drop out of primary school. Poor academic performance and lack of completion of primary school affects the future life of the individual child, and also leads to negative social and economic development of the society and the nation as a whole.

A number of studies have been conducted on child labour. Gatabu (2012) conducted a study on influence of child labour on pupils' performance at the Kenya Certificate of Primary Education. This study used data from Tiriki division of Hamisi district in Kenya. The study was based on Karl Max theory of historical materialism. The researcher used descriptive research design. The sample of the study comprised of teachers, head teachers and parents, and data were collected using questionnaires and interview schedule. The study found that pupils are involved in domestic chores, commercial child labour, and household poverty affects their academic performance. In contrast to this study, the current study was based on the human capital theory. Also, this study used cross sectional research design. The sample of the study also included pupils in addition to the teachers and head teachers. Data were also collected by use of focus group discussion guides and observation schedules in addition to questionnaires and interview guides. Again, this study by Gatabu did not tackle the causes of child labour and even the policy measures that should be put in place in order to curb child labour.

In another study conducted in Mwea division of Kirinyaga district in Kenya, Kibugu (2011), investigated the effects of child labour on Free Primary Education. The study also explored the gender involved in child labour. The study used descriptive survey design. The sample comprised of teachers and head teachers only, and data were collected by use of questionnaires only. The study found that child labour has led to reduction in enrollment of
pupils in schools. Also, the pupils combining work with education drop out before finishing primary education. However, this study did not come up with the gender involved in child labour as outlined in the purpose of the study. Again, in contrast with this study, the current study involved pupils in the sample. Also, besides questionnaires, data were also collected by use of interview guides, focused group discussion, and observation schedules. This aided in collection of comprehensive data. These research gaps therefore justified the carrying out of the current study in Kiambaa division of Kiambu County, in Kenya.

1.3 Research Questions

In view of the aforementioned reality of child labour in Kiambaa division, this study sought to answer the following questions:

1. What causes child labour in Kiambaa division and in turn affects public primary school attendance in Kiambaa division?
2. What types of work do children engage in Kiambaa division?
3. To what extent does child labour affect the school attendance of children in Kiambaa division?
4. What policy measures should be put in place to curb child labour in Kiambaa division?

1.4 Significance of the Study

The findings from this study will provide information to teachers and head teachers on the extent of child labour in the schools. This will compel them to sensitize parents during parent meetings and other forums in the school on the dangers of child labour so that they may embrace schooling of their children.

The teachers would also find ways of accommodating pupils involved in child labour in their teaching, for example, by giving them remedial classes, so that such children are not left
behind in any way in syllabi coverage. The teachers would also find ways of making their lessons more attractive to the pupils so as to capture their attention and encourage them to remain in school.

The parents will know the harmful effects child labour has on their children education, and in turn on their future. This would encourage them to send their children to school as opposed to working. They would also be encouraged to give them a favorable atmosphere at home for studying, and even get encouraged to rejoin those who have dropped out back to school.

The education policy makers would ensure that schooling is attractive and enjoyable to the children. They would ensure that there is availability of teaching aids and models in schools; children are not forced to repeat classes, and also provide chances of re-enrollment of children who had dropped out of school back to school.

All these would contribute to increased primary school rates. In turn, this would increase chances of the children entering higher levels of education that train the various professionals needed by our country. This will not only aid the children in their acquiring of gainful employment in future, but will also promote the social and economical growth of Kiambaa division and of the whole nation in general.

1.5 Theoretical Framework

This study was guided by the human capital theory, which proposes that investing in human capital through training or education increases productivity, hence raising workers’ future income by increasing their lifetime earnings. When children go through school they gain knowledge and skills which increases their productivity in future employment and consequently increases their future earnings, thus grounding this study on human capital theory is found to be
appropriate. The human capital theory has been used by Shimelis (2006) in a study of child labour in the informal sector in Ethiopia.

According to the human capital theory, human capital consists of the knowledge, skills and abilities of workers employed in an organization. Children are potential workers for tomorrow and are supposed to go through schooling in order to accumulate the human capital needed for their gainful future/adulthood employment. Child labour limits or hinders human capital formation in children and destines the children to a future or adult life of low wages/earnings, thus the appropriateness of this theory to this study. The human capital theory was originally founded by Theodore Schultz in 1961 and was further developed by Gary Becker in 1964 (Wells, 2009).

According to the human capital theory, both direct and indirect costs are incurred in expectation of future income (Cahuc & Zylberberg, 2004; Mankiw, 2004; Wells, 2009). For instance: although the government introduced Free Primary Education (FPE) in 2003, parents are still required to cater for such direct costs as buying of uniforms and stationeries and in addition, they (parents) also experience the opportunity cost of foregone wages when their children attend school. It then follows that parents with low family income may fail to afford these direct costs of schooling and the low family income may not afford them to bear the opportunity cost of schooling. As such, these parents may opt to send their children to work rather than school. Consequently, this hinders the capital formation of these children and ultimately condemns the child to a future/adult life of poverty, and which enhances an intergenerational cycle of child labour and poverty. This shows the relevance of the use of the human capital theory in this study.

Thus, as Mankiw (2004) and Wells (2009) argue, according to the human capital theory, individuals primarily invest in human capital through schooling, by paying and/or forgoing
something in the present, in anticipation of future gains or returns in forms of increased productivity and financial returns. As such, parents in Kiambaa division should therefore bear the costs of their children’s schooling and ensure their regular school attendance in order to secure a better future for their children. As pointed out by Swanson and Holton (2001), the human capital theory assumes that investments in education and training result in increased learning which, in turn, results in increased productivity, and this finally, results in greater wages for individuals and earnings for businesses. Children’s regular school attendance would go a long way in improving social and economic standards in Kiambaa division.

1.5.1 Strengths of the Human Capital Theory

From an economic point of view, the human capital theory emphasizes that investing in education results in increased learning which, in turn, result in increased productivity of an individual in the future. According to the theory, individuals accumulate skills and knowledge over time. The total amount of learning at any given point in time determines how valuable one will be in the future as an employee. The human capital theory views formal education as highly instrumental and necessary in improving the productive capacity of people. The theory emphasizes that education increases the productivity and efficiency of workers by increasing their level of cognitive stock.

Further, the theory clearly points out that increased productivity leads to increased earnings. According to Swanson and Holton (2001), greater productivity results in greater wages for individuals and earnings for the business. Individuals primarily make investments in schooling and other forms of human capital to earn a return, that is, increase their income in the future. Mankiw (2004) argues that workers with more human capital on average earn more than those with less human capital. Workers, who are suppliers of labor, are willing to pay the cost of
becoming educated only if there is a reward for doing so. On the other hand, firms, who are the
demanders of labor, are willing to pay more for the highly educated because highly educated
workers have higher marginal products. Thus, as Free (2010) points out, the human capital
theory regards education as one of the main determinants of one’s labor market success.

1.5.2 Weaknesses of the Human Capital Theory

According to Mercer, Barker, and Bird (2010), it is hard to predict what knowledge and
skills might be needed in 30 and 40 years’ time, meaning that today’s school leavers can never
be fully prepared for tomorrow’s jobs. They argue that instead of teaching specific skills and
knowledge with an inbuilt obsolescence, schools and colleges should be nurturing creativity and
a passion for lifelong learning. Also, the theory is seen to ignore the social and moral purposes
of education. These might include living ethically and peacefully in a diverse society, and
developing a commitment to social justice.

1.6 Conceptual Framework

Child labour is a key obstacle to school attendance. An increase in child labour ultimately
results in a decline in school attendance. Majority of the working children are engaged in unpaid
work whereby they work with their parents as part of a family enterprise or farm.

Family income is a key determinant in influencing parents’ choices between child labour
and school attendance. In situations where the parents barely earn enough to meet the
household’s needs, parents may resort to having their children work in a bid to help supplement
the meager household income for the survival of the whole family. Household poverty is
prevalent in families where the parents have low/no education, meaning they too worked as
children instead of schooling. Such parents may see nothing wrong in having their children work
since they also did the same thing, and apart from having the children work in order to contribute
to the family income, they may also argue that child work imparts important qualities into the children. They may also opt to have more children than their educated counterparts, so as to have a larger share of money contributed towards the family income when these children work.

Child labour may also arise when families are credit-constrained. For example, if parents expect family income to be rising over time, they may find it optimal to “borrow” against the future to smooth consumption across time. However, if parents do not have access to credit markets, they have to turn to internal assets. In such situations, the credit constrained parents may “borrow” from the future by putting their children to work rather than investing in human capital that will make their children more productive in future. Such credit-constrained parents, and who have low/no education may tend to have a large number of children so that they may work and thus, help rescue the family from financial crisis. Children in full time child labour are left with no chance of schooling. On the other hand, those who combine work with schooling, due to fatigue and lack of enough time, they may fail to complete assignments given at school, experience poor concentration during class time, and may even skip class or school altogether. All these definitely leads to poor academic performance, class repetitions, and these coupled with chronic absenteeism may finally lead to the affected children dropping out of school.

Generally, children who fail to attend school or who drop out of school accumulate low human capital hardly enough to secure them employment in future, and this, thus condemns them to a life of poverty as adults and thus, enhances an intergenerational cycle of child labour and poverty.
Figure 1: Child Labour Determinants and their Influence on School Attendance

Source: Researcher (2013)
1.7 Scope and Delimitation of the Study

Though child labour is a problem prevalent in most parts of Kiambu County, due to limitation of time and finances, this study will only be conducted in Kiambaa division due to its accessibility to the researcher. Kiambaa division has prevalence of coffee and tea plantations and this, coupled with its close proximity to Nairobi city may greatly influence children into child labour. Also, this study will be conducted amongst primary school children because, as reported by KNBS (2008), these are the children most affected by child labour in Kenya.

Lastly, though there is a good number of private primary schools in Kiambaa division, this study will concentrate on public primary schools only. This is because children from poor backgrounds are the ones who mostly enroll in public primary schools. And the same household poverty, and partly the quality of public primary education which has been greatly jeopardized following the introduction of FPE in Kenya, force/push children into child labour.

1.8 Definitions of Terms

Child: Refers to a person under the age of 18 years.

Child Labour: Refers to work, according to ILO, that interferes with children’s schooling by: depriving them of the opportunity to attend school; obliging them to leave school prematurely; or requiring them to attempt to combine school with excessively long and heavy work (besides harming them health-wise).

Credit Constraint: Inability to access or borrow money from money-lending organizations due to lack of collateral or other requirements needed in obtaining the loan.

Family Size: The number of children and their parent(s) in a given house.

Human Capital: People’s knowledge, skills, and abilities, that are acquired through education or schooling and which are used in employment and otherwise contribute to the
Inter-generational Cycle of Poverty: The transmission of poverty from one generation to the next, that is, across generations.

Economy.

Matatus: Public transport vehicles.

Opportunity Cost: The cost of an alternative that must be foregone in order to pursue a certain action.

Productivity: A measure of the efficiency of a person in converting inputs into useful outputs.

Real Estate Development: Buying and selling of land, and building of residential and commercial houses.

School Attendance: The act of a child regularly going to a formal school.

1.9 Organization of the Study

This study was organized into five chapters. Following this introductory chapter, is chapter two that consists of a review of related literature dealing with child labour and school attendance. Chapter three delineates the research design and methodology of the study. The instruments used to gather the data, the procedures that were followed, and determination of the sample selected for the study, are described. Chapter four consists of an analysis of the data and a discussion of the findings. The summary, conclusions, and recommendations of the study are contained in chapter five. The study finally concludes with a list of references and appendices.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Child labour is a major problem in Kenya just like in many other African countries. Through it’s persistence, child labour has had a huge impact on education, particularly on school attendance and subsequently, on academic performance. Even though the government introduced Free Primary Education, many children of school-going age stay out of school and get engaged in work or stay at home and look after their younger siblings and thus free their parents to go and work, while others combine work with schooling.

This chapter concentrates on a review of empirical researches done by various scholars and which are related to influence of child labour on school attendance. In the first section, research studies related to the determinants of child labour are addressed. In the second section, there is a discussion on the types of work done by child labourers. The third section looks into the effects of child labour on the education of children, while the fourth section focuses on research-based strategies that have been effective in curbing or reducing child labour. The chapter concludes with a summary.

2.2 Factors that Cause Child Labour

2.2.1 Global Level

Child labour is a phenomenon that is caused by a myriad of factors. A lot of empirical findings report poverty as the greatest determinant of child labour. Low household income prompts parents to send their children to work or ask them to work in the family business or on family farm. This is because the poor families require the earnings of the children in order to contribute to the low household income. Orphaned children work too for their own survival.
Khan (2003) carried out a study in Pakistan on the determinants of child labour and examined the socio-economic variables which affect the parents’ decisions regarding children’s time utilization. The study used case study design and one major finding of the study is that children from rich families, and who have literate parents are more likely to go to school and less likely to work. The results of the study also revealed that school attendance is negatively and child labour is positively related to household size. However, this study was conducted in a totally different context. Again, the researcher used case study research design.

A study carried out in Indonesia also finds a strong link between the child labour phenomenon and poverty, in that the profile of child labour largely mirrors the profile of poverty. However, the study finds that working does not always completely eliminate a child’s opportunity to obtain formal education; children from poor households can still attend school by undertaking part-time work to pay for their education (Asep, Agus, & Sudarno, 2005). However, contrary to these findings, when children are subjected to long hours of heavy part-time work, for instance, in the evening after school, they are left with little or no time to devote to their studies. They also experience a lot of fatigue that may make them become highly unproductive in class the following day. If this occurs on a daily basis, it ultimately results in a decline in the academic performance of these children. Constant fatigue may also cause these children to absentee themselves from school. Chronic absenteeism and poor academic performance may make these children to finally drop out of school. This thus created a need of conducting this study.

In Bangladesh, Khanam (2008), in a study of child labour and school attendance, sought to understand better the determinants of child labour and schooling. The study used data based in rural Bangladesh, and considered children aged 5-17 living in rural households in which both
parents are present. The sample size consisted of 1,628 children. A multinomial logit model is used in estimating the determinants of child labour and schooling. The study found that education of parents significantly increases the probability that a school-aged child will specialize in study (schooling); that the presence of very young children (aged 0-4) in the household increases the likelihood that a school-aged child will combine study with work. The study also finds that girls are more likely than boys to combine schooling with work.

In contrast to the above study by Khanam, the current study was conducted in Kiambaa division in Kenya which is not totally rural due to the urban population that is increasingly moving into the area from Nairobi. This comes as a result of close proximity of the area to Nairobi (Republic of Kenya, 2005). Again, the sample of this study encompasses children aged 5-17 meaning both primary and secondary school-aged children. The current study, however, only involved primary school-aged (5-14) children and also considered children from both single and both parents’ families. This was quite an important consideration since most of the children in Kiambaa division belong to single parent families (mainly mothers) due to increased marital instability that has resulted. Although lots of empirical literature emphasizes poverty to be the main cause of child labour, some empirical evidence point to a weak relationship between poverty and child labour. Hai, Fatima and Sadaqat (2010) in a study of the socio-economic conditions of child labour in the Balochistan coast of Pakistan, explored by use of case study research design, the extent and effect of socio-economic and demographic factors that lead to the phenomenon of child labour in the fishing sector of Balochistan. Their findings indicated that in the coastal areas, about 30% of the children are involved in fishing. The main cause of child labour was found not to be poverty but low quality of education. This study concentrated on only one type of work, that is, fishing, yet there are several types of work that children are involved in. Also, the study
didn’t come up with measures that could be effected in order to stop the children from working. Lastly, the study was conducted in a coastal area that is totally different from the locale of the current study.

2.2.2 Regional Level

In Africa, a number of studies that link child labour to poverty have also been conducted. For example, in a study of the nature and extent of child labour in Zimbabwe, Musandirire (2010) finds poverty, increased cost of education, and cultural practices, to be some of the causes of child labour. This study used interviews only in collection of data. The current study, however, used questionnaires, interviews, and observation in data collection. Poverty and in particular household poverty can spur parents to send their children to work instead of school, and especially when the family income is so low such that it’s hard for the parents to meet the cost of education. However, the proposed study will focus on public primary school children and with the introduction of Free Primary Education in Kenya, increased cost of education as Musandirire reports, could be viewed in terms of opportunity costs of schooling whereby the poor parents would not send their children to school but rather to work, since they feel time spent in school (and especially when the returns to education are low) deprives their children of an opportunity to work and in so doing, help contribute to the family income.

In Nigeria, Omokhodion and Uchendu (2010) conducted a cross-sectional study on perception and practice of child labour among parents of school-aged children. Questionnaires and interviews were used to gather data from the parents. The findings of the study revealed that 39% of parents thought their school-aged children should work; this view was held by more women than men especially those from polygamous homes and those with lower educational status. The reasons given by the parents for preferring their children to work were: to supplement
family income (45%), to gain experience (35%), and to help in family business (10%). Finally, 50% of the parents reported that their school-aged children were working. The findings of this study portray household poverty as the greatest factor that compels parents in Nigeria to put their school-aged children to work at the expense of schooling. The sample of this study comprises of parents only whereas the current study consisted of head teachers, teachers, and pupils. Again, the current study also added focused group discussions and observation in collection of data. These helped the researcher to obtain detailed and comprehensive data concerning child labour and primary school attendance in Kiambaa division.

Moyi (2006) conducted a study on child labour and schooling in Ghana and Kenya. The study examined how the household characteristics and government policy impact child labour and school attendance in Ghana and Kenya. Using household-level data from the Statistical Information and Monitoring Program on Child Labour (SIMPOC) of the International Labour Organization (ILO) and the Multiple Indicator Cluster Survey (MICS) developed by the United Nations Children’s Fund (UNICEF), this study compared the nature and determinants of child labour and/or school attendance between Ghana and Kenya. This study found that differences exist between Ghana and Kenya in the relationship between child labour and poverty and schooling. Across both countries, in poor households, the struggle to survive makes it very difficult for parents to invest in their children’s education. The findings also demonstrate that children can attend school despite facing poverty. Despite greater poverty, Kenyan children have a higher probability of school attendance. Overall, the results of this study highlight the importance of government commitment to the provision of education to all children in these two countries. However, the findings of this study do not portray clearly how household characteristics and government policy (as indicated in the purpose of the study) impact child
labour and school attendance in both countries. What household characteristics are responsible for household poverty? Is it the number of children, their age and gender? Parental level of education and their income status? What about the government policy? Is it that even after the introduction of Free Primary Education in both countries, the failure of the two countries’ governments to enforce compulsory schooling has spurred parents to put their children to work, especially in Ghana? Apart from the determinants of child labour and school attendance, the study is also in-exhaustive regarding the nature of child labour. This created the need for the current study in Kiambaa division in order to clearly identify the determinants of child labour, types of work the children are involved in, and how this impacts their schooling.

In a study conducted in Egypt, Wahba (2006) sought to examine the influence of market wages and having parents who were child labourers on child labour, when this decision is jointly determined with child schooling. The study found low adult market wages as key determinants of child labour. A 10% increase in the illiterate market wage decreases the probability of child labour by 22% for boys and 13% for girls. The findings also indicated the importance of social norms in the intergenerational persistence of child labour; parents who were child labourers themselves are on average 10% more likely to send their children to work. According to the findings of this study, investment in a child’s education increases his/her future earnings and vice versa. Illiterate parents tend to have low wages and tend to have a positive attitude towards child labour, since they too worked as children. These findings also show girls to be more affected by child labour than boys. However, this study seemed to concentrate only on causes of child labor. Differently, the current study also focused on types of work done by children, effects of working on children’s education, and measures that could be used to curb child labour.
In Northern Ghana, Feigben (2010) conducted a study on child labour and children’s education. The study used case study research design and found out that child labour is considered as a normal practice and healthy to the proper upbringing of the child. Children working on family farms and with family enterprises are seen as part of the process by which they are trained towards adulthood. The reasons given by the heads of households for allowing their children to work were: as a form of child training, to support family income, to support child education, and to help in the household enterprises. However, this study only dwelt on the causes of child labour. It didn’t look at the effects of child labour on children’s education nor even on the various types of work that the children involved in. Again, this study used case study research design.

2.2.3 Local Level

Using data from Kenya, Moyi (2012) conducted a study on child labour and school attendance. The study examined causes and magnitude of child labour in Kenya. The study used multiple indicator cluster survey. The sample of the study comprised of 8993 households which consisted of 17,159 children aged between 5 and 17. The researcher used questionnaires only in the collection of data. The findings of the study revealed that socioeconomic status and structure of the household have a strong effect on child labour. However, this study concentrated only on the causes of child labour. It did not look at the types of work done by the children, how child labour affects education of the children, nor did it even look at the policy measures that could be used to curb child labour. In contrast to this study by Moyi, the current study used cross-sectional survey design. The sample of the study comprised of teachers and head teachers and pupils. The pupils comprised only of primary school aged children, meaning, aged between 5 and 14. The
study also used focus group discussion guides, interview schedules, and observation schedules, in addition to questionnaires for data collection.

In another study, Ojuodhi (2012) examined the effects of economic activities on pupils' academic performance in Lari division, of Kiambu County in Kenya. The study used survey design and used questionnaires in data collection among head teachers and standard eight pupils. The findings of the study revealed that academic performance of pupils in Lari division was adversely affected by inadequate support by parents, low income, negative attitude of parents towards schooling, and parental education level. The study also found that children involved in child labour had poor academic performance. However, this study did not exhaustively look at the effects of child labour on the academic performance of pupils. Such other factors like school absenteeism, poor class concentration, school drop out can be attributed to children's participation in economic activities, and ultimately contribute to poor academic performance. The findings of the study identified causes of children's participation in economic participation yet this was not indicated in the purpose of the study. In contrast to this study, the current study cross-sectional survey design. Also, in addition to the head teachers, data were collected also from pupils and teachers. In addition to standard eight pupils, this study also included standard seven pupils into the sample. The data were collected by use of interview schedules, observation schedules, and focused group discussion guides in addition to the questionnaire. This aided in collection of comprehensive data for better understanding of the research problem.

2.3 Types of Work Done by Children

In a study of child labour and schooling in Ghana, Canagarajah & Coulombe (n.d.) find that unlike Asia, the majority of child labour in Africa, and especially in Ghana, is unpaid work and takes place in family agricultural enterprises. Of the 28 percent of children involved in child
labour more than two-thirds were also simultaneously schooling. Also, of all the children between 7-14 years around 90 percent were involved in household chores. The findings, however, reveal clear gender based distinctions in the type of tasks performed by a girl and boy worker; girls do more household chores, while boys are in labour force. This is in accordance with Mehrotra and Biggeri (2010)’s findings in India, that children from home-worker households have a higher probability of working, pointing to the evidence of the feminization of home work from childhood.

In Nepal, Edmonds (2006) reports that girls, especially older girls, tend to work more than their brothers. This extra work increases with the number of younger siblings and the spacing between siblings. The extra work performed by girls is such that, at modal birth spacing, the younger girl actually spends significantly more time working than her older brother. In Zimbabwe, Musandirire (2010) finds that children are involved in different types of work such as, working in communal and commercial farms, working in domestic set up, and child prostitution. In Ethiopia, Felleke (2007) notes that agriculture is, by far, the dominant sector of child employment in rural areas whereas child labourers are mostly engaged in the informal sector in urban areas. According to Fassa, Parker, and Scanlon (2010), child labour remains widespread in Kenya and many children work in agriculture, domestic service, commercial sexual exploitation, and in the streets. ILO (2010) also finds that the largest sector for child labour remains agriculture, where the majority of children work as unpaid family members.

2.4 Effects of Child Labour on Children School Attendance

Besides health issues, child labour impacts heavily on education whether children are working full-time or combining schooling with work. Children combining work with schooling for instance, may experience absenteeism, have little time to do their school assignments, have
poor concentration in class due to fatigue, and this ultimately leads to poor academic performance. Chronic absenteeism and poor academic performance may finally lead to the affected children dropping out of school before completing their primary school education.

Kibugu (2011) conducted a study on the effects of child labour on Free Primary Education in Mwea division of Kirinyaga district. The study also explored gender involved in child labour, the causes of child labor, and the various occupations that are undertaken by child workers. A descriptive survey design was used in the study. The sample of the study consisted of 35% and 11.4% of the 60 head-teachers and 369 teachers respectively. Data was collected using questionnaires administered to 21 head teachers and 42 teachers in the sampled schools by the researcher. The findings of the study indicated that child labour had affected free primary education through reduction in school enrollment; that for those children combining work and education, performance at school often suffers. The findings of the study also revealed that the higher the prevalence of children work, the higher the chances of children dropping out of school before completion of primary education; and finally, that child labour impacts negatively on school attendance. However, the findings of this study neither portray how gender is involved in child labour, the causes of child labour, nor the various occupations undertaken by child labourers as indicated in the purpose of the study. This study also did not include primary school children in the sample.

In a study conducted in Lari division of Kiambu district, Ojuodhi (2012) sought to investigate the effect of economic activities on pupils' academic performance at Kenya Certificate of Primary Education. The study used survey research design and the study sample comprised of head teachers and standard eight pupils. The researcher used questionnaires only for data collection. The findings of the study indicated that pupils in Lari division participated in
child labour, as well as working in their parents' farms and domestic related chores. According to the study, these activities coupled with absenteeism have contributed to poor academic performance of pupils in the division. However, this study didn’t look at the factors that prompt these children to get into child labour nor did it come up with measures of overcoming child labour. Again, in addition to the head teachers and standard eight pupils, the current study also included teachers and class seven pupils.

In a study of the efficacy of Free Primary Education in withdrawing children from child labour in Kiambu district, Ringera (2011) finds that following the introduction of FPE, there was an increased school enrolment of children withdrawn from child labour. However this mass re-enrolment was not sustained in the subsequent years and this is because some children withdrawn from child labour did not participate effectively in the learning process as some of them combined schooling and child labour and others dropped out of school and rejoined child labour. The study adopted the theoretical lens of the cycle of poverty while the current study adopted the human capital theory. The study also used case study methodology and the sample size constituted boys and girls withdrawn from child labour and enrolled in upper primary classes between 2002 and 2006. However, the current study used cross-sectional survey research design. In the study sample, the researcher specifically included some randomly selected primary school pupils in standard seven and eight, primary school head-teachers and teachers.

In Githunguri division in Kiambu district, Njoroge (2012) conducted a study aimed at examination of the factors that hinder girls from completing primary education. The study employed survey research design. The study sample consisted of pupils, teachers and head-teachers who were randomly selected for the study. Data were collected by means of an interview schedule for the head-teachers and questionnaires for the teachers and pupils. The
findings of the study indicate that child labour was the major cause of girls' drop-out; a problem affecting all the selected schools. However, this study was gender-biased in that it concentrated on girls only. Also, the current study will add observation schedules and focused group discussion guides in data collection.

2.5 Policy Measures of curbing Child Labour

In Kirinyaga district, in Kenya, Kibugu (2011), indicated poverty as the main factor that needs to be addressed in elimination of child labour. In addition, there is a need to educate the community so that they can appreciate the consequences of child labour and recognize the role they can play in combating it. Fors (2012), on the other hand, finds that no one factor on it’s own can account for the phenomenon of child labour. Therefore, policies aimed at eradicating child labour will need to address the broad range of underlying factors that contribute to the incidence of child labour, such as poverty, market imperfections, and access to education. Aggarwal (2004) in a study on child labour and household characteristics in selected states in India found that, among other things, poverty and illiteracy have a bearing on child labour. According to the researcher, a policy is needed to make education more meaningful and rewarding so that households are incentivised to send their children to school and keep them there. Measures aimed at poverty reduction and physical and social infrastructure development may also help reduce child labour.

Vuri (2010) studied the effect of availability of school and distance to school on children's time allocation in Ghana. The study aimed at establishing the impact of distance to school and school availability on households' decisions concerning time allocation of primary-age children between work, schooling, and household chores activities. The results of the study indicate that indicate that the increased and eased access to school has a well-defined impact on
children's time use. In particular, reducing the distance to primary school encourages children school attendance and reduces children work. The availability of both primary and middle schools has a positive effect on schooling decisions, and having a primary school nearby discourages household chores activity. The findings also show that household decisions about children's time use differ by children's sex, suggesting that girls may be differently responsive to policy measures aimed at reducing work and household chores activities and at increasing their school attendance. This study portrays poverty of educational opportunities, and as the Republic of Kenya (2005) reports; the poverty situation in Kiambaa division is manifested in various forms such as inaccessibility to education and inadequate education facilities. Some public primary schools in the division are too far and interiorly situated such that there lacks appropriate means of transport to them. This inaccessibility and unavailability of the schools has contributed in pushing some children into child labour.

In Ghana, Canagarajah and Coulombe (n.d.) find poverty not to be the main culprit of child labour but is significantly correlated with schooling decision. Their findings also indicate high cost of schooling and low quality and weak relevance of education to have also pushed many children into work. Thus, they find that increasing schooling demand is the effective way of reducing child labour and ensuring that Ghana’s human capital is stabilized. Similarly, in a study conducted in India by Mukherjee (2010), poverty emerges to be a necessary condition thereby preparing the breeding ground but not sufficient to drive the children to the labour market. However, lack of educational infrastructure is found to be very important in this respect. This includes not only the physical but also the human component, which is emerging to be more crucial. Poverty alleviation programmes must therefore, be complemented by expansion of educational infrastructure for eradicating child labour.
According to the above two studies, school quality is seen to be influential in determining child labor. A study conducted in Kenya by Kenya National Bureau of Statistics (2008) finds Free Primary Education policy to have resulted in overcrowding in public schools. This coupled with the high teacher-pupil ratio and shortage of materials, equipment, and facilities has highly compromised the quality of education in public primary schools. This is the same scenario in Kiambaa division in Kiambu County. For instance, Ringer (2011) conducted a study on the efficacy of Free Primary Education in withdrawing children from child labour in Kiambu district. He found school-related factors like inadequate physical and learning facilities, inappropriate methods of maintaining discipline, indirect costs of education, and high teacher pupil ratio in most of the schools to be very influential in prompting children who had been withdrawn from child labor to rejoin it. Also, the Republic of Kenya (2005) reports a lot of over-crowding in educational facilities in Kiambu district. This may be attributed to high population growth in the district, especially in Kiambaa division which is the smallest in Kiambu district and yet is said to have the highest population density. Thus, though the studies by Canagarajah and Coulombe (n.d.) and Mukherjee (2010) have been conducted elsewhere, they identify with Kiambaa division.

Kurosaki, Ito, Fuwa, Kubo, and Sawada (2006), studied child labour and school enrollment in rural India. The study analyzes the determinants of child labour and school enrollment in rural Andhra Pradesh, India. The results of the study show that the education of the child's mother is more important in reducing child labour and in increasing school enrollment than that of the child's father, the household head, or the spouse of the head. The effect of the child's mother is similar on boys and girls while that of the child's father is more favorable on boys. However, the findings of this study seem to disregard the influence of a father’s education
on children’s schooling. In Kieni west district in Kenya, Kaguamba (2011) examines factors affecting boys' academic performance in public primary schools. He finds that the education level of male guardians also affects boys' academic performance. This is because educated male guardians are more interested in boys' education, act as role models, can assist with the homework, they are a source of inspiration to the boys. All these promote good academic performance among boys, if they lack, it may lead to poor performance. This made it worth to conduct the current study in Kiambaa division so as to investigate the influence each parent’s education has in reducing child labour and increasing school attendance.

Saswati and Mukherjee (2007) carried out a study in India on the role of women in schooling and child labour decision on urban boys. The study uses household level data from National Sample Survey Organization (NSSO) of India, the 55th round (1999-2000), to show that for urban male children there exists significant wage incentive for schooling, though school dropout rate and child labour incidence are not so small. The researchers find that parents’ level of education plays an important role in reducing this tendency; thus establishing the linkage between social and human capital outcomes in the family. The study also examines the incidence of harmful and manual occupations among the child labour, and finds that mother's education to be a very important factor in curbing these incidences; supporting earlier findings that women's empowerment (one important indicator of which would be female educational level) is indeed instrumental in increasing parental awareness. This study focuses on boys only and how female parents contribute to their schooling and child labour activities whereas the current study focused on both boys and girls of primary school going age and also how both female and male parents contribute to their schooling and child labour. Additionally, the current study was conducted in an area which is not totally urban, but peri-urban.
Senbet (2010) in a study of the determinants of child labour versus schooling in rural Ethiopia argues that a crucial policy issue for a typical developing country would be a poverty reduction strategy that leads to a higher child schooling and lower child labour. However, a poverty reduction approach that generally aims at increasing access of productive assets to the poor might not lead to a better school enrollment or reduced child labour. Some assets could increase the productivity of child labour, resulting in a higher demand for it. The findings show that incidence of child labour versus schooling depends on (among other factors) ownership of crop land (for boys) and ownership of cash crops. Similarly, in an investigation of the role of household asset profiles and poverty on child work and schooling in rural Ethiopia, Cockburna and Dostieb (2007) find that the demand for child labour plays a major role in child time-use decisions and that this demand varies substantially between households according to their asset profiles and household composition. These results imply that in pursuing asset accumulation-based poverty alleviation policies, attention should be paid to the possibility that this will encourage households to withdraw their children from school in order to take advantage of the increased returns. However, since these two studies have been conducted in a different context and one that is completely rural, there is a need to confirm these findings in Kiambaa division which is becoming increasingly urban due to increased inhabitation by population moving from Nairobi.

In Nigeria, Obayelu and Okoruwa (n.d.) report that child labourers are predominantly found in the informal sector, with family characteristics playing a key role in determining children’s educational attainment and labour in the country. According to the researchers, the government should not only emphasize the need for a reduction in family size but also enforce the law on the ban of child labour and compulsory education and give parents who want to educate
their child access to market credit. Although the study is in a different context, it’s findings identify with Kiambaa division. Due to failure of the Kenyan government in making Free Primary Education compulsory, many children in Kiambaa division are still engaged in child labour and lack of enforcement of the laws on the ban of child labour is also to blame. Many parents involve their children in child labour due to poverty. Republic of Kenya (2005) finds that women are denied access to credit due to lack of collaterals. Most children in Kiambaa division belong to single mothers and when these women/parents lack access to credit, many resort to indulging their children in child labour instead of schooling. As indicated in chapter one of this study, the results of a study conducted by Kenya National Bureau of Statistics (2008) indicated 1.7 million children not to be attending school and out of these, 500,804 children came from female headed families.

Ersado (2002) in a study of child labour and school decisions in urban and rural areas in Nepal, Peru, and Zimbabwe finds that while poverty drives child work and schooling in rural areas, it does not appear to significantly influence such decisions in urban areas. This suggests that policies such as trade sanctions or a ban on child labour in rural areas could have an adverse effect as child labour decisions in such areas are more likely a response to poverty and subsistence requirements. Similarly, improving access to credit has greater potential for alleviating child labour and enhancing school enrollment in rural than urban areas, particularly in Nepal and Zimbabwe. On the other hand, the availability of alternative childcare options appears to considerably decrease child labour and create conditions for higher school attendance rates in urban than in rural areas. Finally, evidence from all three countries indicates that efforts to bolster adult educational levels and wages will help curb the prevalence and intensity of child labor and improve the likelihood that children stay in school. In Kiambaa division, many poor
parents especially women are credit-constrained due to lack of collaterals borrow from the future by engaging their children in child labour instead of schooling. Thus, improving access to credit may greatly help in curbing child labour. However, alternative child care options may not only help in reducing child labor in urban areas, but also in the rural areas too. In the parts of Kiambaa division with prevalence of coffee and tea plantations, parents may use their older children to babysit their younger siblings so that the parents may be freed to go work in the plantations. This makes such children used in babysitting to forego schooling.

2.6 Summary of the Reviewed Literature

The research studies reviewed in this chapter indicate that the decision between a child’s schooling and working is made at the household’s level and largely depends on the household’s income status and expected return to education. Financially strained parents may prefer their children working to schooling and especially in cases when they envision low returns to education. Even with the introduction of FPE in Kenya, some parents may still not afford to meet the costs of buying of school uniforms and stationery. This coupled with the indirect costs such as distance to school and the working time lost by the child when schooling and low education quality lower the perceived returns to education, and prompt many poor parents to put their children to work instead of school.

Additionally, researchers found that household income is largely influenced by the parents’ (especially mothers’) educational level as revealed from the literature. Low parental education means low income and this means lower educational investments for their children. Low parental education is high indicator of the working of the parents in their young age. Thus work experience affects their attitudes in that they feel putting their children to work instead of school is appropriate. Household income is seen to be indirectly influenced by credit constraints.
and income shocks. A household experiencing some income shock and with no access to credit facilities is likely to ‘borrow’ from its children’s future by putting them to work instead of school thereby jeopardizing their own future through low/no human capital accumulation. From the literature reviewed, there seems to be sex division in the work activities done by children in that girls are more involved in domestic work unlike boys but generally, most child labour occurs in agriculture.

Child labour largely affects the concerned children’s education through absenteeism, poor concentration in class, poor academic performance, and dropping out of school. Though child labour is a persistent problem, several measures have been put in place and proposed to curb it. These include creation of child labour awareness in communities, poverty reduction, improvement of physical and social infrastructure, increasing access to schools, parental/adult education, access to credit markets, compulsory schooling, and subsidies for school attendance. However, although these studies showed the determinants of child labour, effects of child labour on education, and the types of work child labourers are engaged in, a number of research gaps emerge from them. To start with, some of the researchers in the reviewed literature have used case study research design, others used descriptive survey. However, this study used cross-sectional survey research design. In a study conducted in Nigeria, Omokhodion and Uchendu (2010) used cross-sectional survey to investigate the perception and practice of child labour among parents of school aged children. This study was, however, conducted in a totally different context and it also used parents only as study participants. Again, this study dwelt with parents of both primary and secondary school children. In regard to the research instruments, from the literature reviewed, some of the researchers like Kibugu (2011) and Ojuodhi (2013) used questionnaires only in data collection. Others like Musandirire (2010) used interviews only.
Others like Omokhodion and Uchendu (2010) used both questionnaires and interviews. However, none of the studies reviewed used observation schedule and focused group discussion guide in the collection of data.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Child labour in Kenya seems to mainly affect children in 5-14 age bracket. This is as according to a report by Kenya National Bureau of Statistics (KNBS) (2008) that indicates 52.2% of these children to be working. However, as the KNBS Report further indicates, the highest number of these working children which accounts for 36.4% is in 10-14 years age bracket. Given this reality, this study aimed to investigate the influence of child labour on school attendance in public primary schools in Kiambaa division in Kiambu County.

This chapter therefore describes the methodology used by the researcher in finding answers to the main and specific research questions of the study. It includes a description of the research design, sampling and sampling procedures, data collection instruments, data collection, data analysis procedures, and ethical considerations.

3.2 Research Design

This study used a mixed methods approach. This entails mixing of quantitative and qualitative research methods, approaches, or other paradigm characteristics. The researcher used cross sectional survey design, meaning the study was mainly pegged on quantitative research approach, but some aspects of qualitative research approach were also included in the study. The researcher combined the two approaches because, as explained by Biber (2010), mixed methods approach provides complementarity in that both quantitative and qualitative data provide a better and more thorough understanding of the research problem being studied. The sampling of the respondents was largely done using probability sampling technique that is quantitative in nature. However, in cases where it was not applicable, the researcher used non probability sampling
technique which is qualitative in nature. As earlier mentioned, cross-sectional research design was the one used in the study. As defined by Catane (2002), cross-sectional survey is a survey, which collects data from a sample that is drawn from a predetermined population and the data is collected at one point in time. This design was found appropriate for this study because it’s relatively economical in terms of time and cost efforts, as large numbers of people can be surveyed relatively quickly. Further, Hall (2008) notes that surveys are more appropriate in establishing descriptive relationships among variables. This made survey design appropriate in this study in that it enabled the researcher to establish the influence of child labor on pupils’ primary school attendance in Kiambaa division.

3.3 Locale of the Study

This study was conducted in Kiambaa division which is located in Kiambu County in Central Kenya. Kiambaa division is very small in size covering an area of 91.1 km$^2$ but holds a very high population density of 1,375 persons per km$^2$. Kiambaa division borders Nairobi city to the North (Republic of Kenya, 2005). Though Kiambaa division is predominantly rural, it’s however becoming increasingly urbanized due to large numbers of people seeking residence in the area from Nairobi. This is largely attributed to the close proximity of the area in relation to Nairobi. The area has prevalence of coffee and tea plantations which may influence children into child labour, either directly or indirectly. Kiambaa division has an increased number of female-headed families.

3.4 Target Population

The target population in this study was all pupils in public primary schools in Kiambaa division. Head teachers and teachers in all these schools were a target too. This is because by virtue of head teachers being managers of their schools and teachers’ close contact with the
pupils, the researcher felt they had valuable information to offer regarding the problem under study.

3.5 Description of the Sample and Sampling Procedures

The study used probability and non-probability sampling procedures in selecting the participants of the study. As pointed by Ogula (2005), non probability sampling, unlike probability sampling, uses non-randomization sampling technique and the sample is based on the subjective judgement of the researcher. The use of probability sampling enabled the researcher to select a representative sample and generalise the findings to the whole population. However, in situations where it wasn’t possible to use probability sampling procedure, the researcher used non-probability sampling and particularly purposive sampling. The sample of the study comprised of head teachers, teachers and standard seven and eight pupils. According to KNBS (2008), children aged 10-14 accounts for 36.4% which is the highest proportion of the children in child labor. These are children in upper classes of primary school and this justifies the use of class 7 and 8 pupils. Again, the researcher preferred them because of their relatively higher level of maturity, as compared to the rest of the pupils. The selection of the pupils’ and teachers’ samples was guided by Borg and Gall (1989) in Ogula (2005) who suggested that 100 observations for major sub-groupings is representative enough with 20 to 50 for minor sub-groupings.

3.5.1 Sampling of Schools

Information obtained from the District Education Office in Kiambu indicates that there are 26 (11 in Kihara zone and 15 in Karuri zone) public primary schools in Kiambaa division. The researcher selected 7 schools (3 in Kihara zone and 4 in Karuri zone) from these to participate in the study. The 7 schools represent a 30% of the total public primary schools in
Kiambaa division. This number is based on the guideline of Brown (2001) that in survey populations of less than 100, a sample of 20 to 30% should be selected in order to ensure its representativeness. The 7 schools were selected by use of simple random sampling technique. All the 26 public primary schools in Kiambaa division are day schools and are mixed in terms of gender. Given this, and their relatively small number, this made simple random sampling technique appropriate for their selection. According to Mugenda and Mugenda (2003), this method of sampling involves giving a number to every subject of the accessible population, placing the numbers in a container, and then picking any number at random. In line with this, the researcher made a list of all the schools in the division and later assigned each school a consecutive number on a piece of paper. The papers were folded properly and then placed in a container. The papers were then shuffled thoroughly inside the container to allow for their thorough mixing. The researcher then picked 7 folded papers from the container. The schools corresponding to the numbers picked are the ones that participated in the study (Kothari, 2008).

3.5.2 Sampling of Pupils

The sample of the study also included 112 pupils who were selected through stratified random sampling and simple random sampling. These pupils belonged to standard seven and eight, and in each school, a total of sixteen pupils were be selected. This was done by selecting a proportionate number of pupils, both boys and girls, from the two classes using stratified and simple random sampling procedures. According to Kothari (2008), if a population from which a sample is to be drawn doesn’t constitute a homogenous group, stratified sampling technique is generally applied in order to obtain a representative sample. In each of the 7 schools, the pupils constitute a heterogeneous group because they are mixed in terms of gender. This made the use of stratified sampling appropriate in order to ensure representativeness. Simple random sampling
was appropriate for use because it gives each element (pupil) in the population an equal probability of being represented in the sample; and all choices are independent of one another (Kothari, 2008). This sampling procedure therefore eliminates any likelihood of bias and hence its use in this study.

Through stratified random sampling, in each school, the pupils were first divided into two groups in terms of their classes. Further, each group (class) was then subdivided into two subgroups based on gender. Further, simple random sampling was used to select a proportional number of boys and girls in each class to make a total of 16 pupils in each school. In each class, the names of the pupils from each subgroup were written on a paper and then assigned consecutive numbers. Small pieces of papers were then used to write the assigned numbers, then folded properly and placed in two separate containers, one for boys and the other for girls. The containers were then shaken properly for the papers to mix thoroughly. A proportional number of papers were picked from each of the two containers in each class. The names of pupils corresponding to the numbers picked participated in the study. At the end of this procedure, the researcher had obtained 16 pupils in each school who participated in the study (Kothari, 2008; Mugenda & Mugenda 2003).

3.5.3 Sampling of Teachers

In each of the 7 selected schools, 6 teachers were randomly selected to participate in the study. Hence, a total of 42 teachers were included in the sample of the study. These teachers were selected using stratified random sampling and simple random sampling procedures. The teachers also constituted a non homogenous group since they were mixed in terms of gender. This made the use of stratified sampling appropriate in order to ensure their representativeness. Simple random sampling was also found appropriate for use because, as advanced by Kothari
(2008), it gave each teacher in the population an equal probability of being represented in the sample. In stratified sampling, according to Mugenda and Mugenda (2003), the population is divided into two or more groups using a given criterion and then a given number of cases are randomly selected from each population subgroup. However, Ogula (2005) points out that the number selected from each subgroup should be proportional to the total number of cases in each subgroup. This sampling method ensures that different groups of the population are represented in the sample.

Using stratified sampling procedure, the researcher first divided the teachers in each school into two groups based on their gender. Then by use of simple random sampling procedure, 6 teachers were selected in each school to participate in the study. The researcher did this by writing the names of all the teachers in each group on a paper and assigning consecutive numbers to every one of them. Each of these numbers was then written on a small piece of paper which was then folded properly. The folded papers were then put in two separate containers, one for males and the other for females. The containers were then shaken thoroughly to allow for the mixing of the papers. Finally, a proportional number of papers in relation to the teachers’ gender were picked from each container to constitute six teachers in each school. The teachers whose names corresponded to the numbers picked are the ones who participated in the study (Kothari, 2008; Mugenda & Mugenda 2003). This was done in all the selected schools until a sample of 42 teachers was obtained.

3.5.4 Sampling of Head-Teachers

The study also included 7 head teachers who were selected using purposive sampling technique. These came from the 7 primary schools that had been selected to participate in the study. Since their schools were participating in the study, they too were also included. Thus, they
participated by purposively being included in the study because they were perceived to hold important information regarding the influence of child labour on the pupils’ school attendance. This is because the head teachers are in charge of the schools on a daily basis. Therefore, in overall, a total of 161 respondents were included in the sample of the study.

Table 1: Summary of the Sample and Sampling Technique

<table>
<thead>
<tr>
<th>Participants</th>
<th>Sampling Techniques</th>
<th>Actual Sample</th>
<th>Number Sampled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils</td>
<td>Stratified and simple Random</td>
<td>14,144</td>
<td>112</td>
</tr>
<tr>
<td>Teachers</td>
<td>Stratified and simple Random</td>
<td>330</td>
<td>42</td>
</tr>
<tr>
<td>Head teachers</td>
<td>Purposive</td>
<td>26</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>14,500</strong></td>
<td><strong>161</strong></td>
</tr>
</tbody>
</table>

3.6 Description of Data Collection Instruments

This study was conducted by use of questionnaires, structured interview guides, and observation schedules. This enabled the researcher to gather comprehensive data that aided in determining the influence of child labour on school attendance in the public primary schools in Kiambaa division.

3.6.1 Questionnaires

A questionnaire is a carefully designed research instrument that typically consists of questions and statements (Ogula, 2005). They are found appropriate for use in this study because they are cheap to use on a relatively large number of respondents. They also permit use of standardized questions, ensure uniform procedures, and provide time for the respondents to think about responses. Further, they were appropriate for use in this study because the respondents were able to read and write. The questionnaires were designed to consist of both open-ended and
closed-ended items. In the administration of the questionnaires, the researcher used captive group mode where they were distributed to the pupils and teachers in their classrooms and offices respectively.

According to Kelly (1999), a captive group is an assembly of people that the researcher has enough control over for the completion of the questionnaires. The researcher preferred this mode because it guarantees a high response rate and also permits collection of large amounts of data in relatively short time. In the filling of the questionnaires, the researcher was available to offer any assistance and clarifications to the pupils where they needed it. However, the teachers were not assisted by the researcher in the filling of the questionnaires since they were perceived to have a higher level of understanding than the pupils.

3.6.1.1 Questionnaires for Pupils

These questionnaires consisted of four sections. Section A aimed to gather information on pupils’ personal data. Section B gathered data on factors that caused child labour in Kiambaa division. Section C gathered data on the types of work child labourers were involved in and lastly, section D gathered data on effects of child labour on children’s education, while Section E gathered data on the measures that should be used to curb child labour in Kiambaa division.

3.6.1.2 Questionnaires for Teachers

These questionnaires will consist of five sections. Section A aimed to gather information on teachers’ personal data. Section B gathered data on factors that caused child labour in Kiambaa division. Section C gathered data on the types of work child labourers were involved in. Section D gathered data on the effects of child labour on children’s education. Lastly, section E gathered data on policy measures that should be put in place to curb child labour in Kiambaa division.
3.6.2. Structured Interview Guide for Head Teachers

This involved a face to face conversation between the researcher and the interviewees (head teachers). A structured interview is one in which the researcher comes to the interview with a set of questions, does not deviate from these questions, and asks the same questions of all the participants (Lodico, Spaulding, & Voegtle, 2010). The researcher therefore asked all the head teachers the same questions based on the research questions. The interview guide contained both open-ended and close-ended items similar to the questionnaires. It was divided into five sections as follows: Section A aimed to gather information on the head teachers’ personal data. Section B gathered data on factors that cause of child labour in Kiambaa division. Section C gathered data on the types of work child labourers were involved in. Section D gathered data on effects of child labour on children’s education. Section E gathered data on policy measures that should be put in place to curb child labour in Kiambaa division.

3.6.3 Focused Group Discussion Guide

A focus group is a carefully planned discussion designed to obtain perceptions on a defined area of interest, in a permissive, non-threatening environment, where participants share and respond to comments, ideas, and perceptions (Litosseliti, 2003). The guide was designed to consist of questions on the four research questions. A focus group consists of at least one moderator and up to 10 participants (ibid). In each school, the researcher had one focus group comprising of 6 participants, both boys and girls, from class eight. The focus group discussion was conducted in the playground in each school, and this made the participants relaxed and comfortable, and encouraged them to freely participate in the discussion.

In conducting the discussions, the researcher explained to the pupils what child labour is about, and assured them that their identities would not be revealed in any publication or report.
The researcher also established rapport with the pupils and informed them about the purpose and the format of the discussion at the beginning of the session which further helped to make the pupils more relaxed. The participants were all encouraged to freely participate and contribute in the discussion. The researcher recorded all the discussions by use of a tape recorder and notes taking, in order to facilitate data analysis. However, the researcher asked the groups permission for recording of the discussion and also further promised and ensured anonymity of the data collected. The focus group discussions were found appropriate for use in this study because, as Litosseliti (2003) explains:

Focus groups are useful for revealing through interaction the beliefs, attitudes, experiences, and feelings of participants in a way that would be impossible using other methods such as questionnaires, individual interviews, observations, and questionnaires. They also allow for more in-depth assessments of factors related to the phenomenon under study than would be obtained through other ways (p. 36).

3.6.4 Observation Schedule

An observation is a systematic process of recording the behavioral patterns of people, objects, and occurrences without questioning or communicating with them (Wiid & Diggines 2010). The researcher conducted the observation in the schools selected for the study and recorded the relevant facts, actions, and behavior concerning the research problem. The researcher used structured and non-participant observation. According to Bryman (2004), structured observation entails the direct observation of individuals in field settings and the recording and encoding of observations according to a previously formulated schedule. As noted by Gerrish and Lacey (2010), using a structured observation schedule helps to minimize observer bias in that the data collected are pre-determined. Gerrish and Lacey further note that structured observation offers a method of collecting quantitative data and thus can be incorporated into descriptive or cross-sectional surveys or experiments. This made structured observation in which
the observer is normally non-participant, as advanced by Kothari (2008), appropriate for use in this study.

3.6.5 Validity and Reliability of Instruments

3.6.5.1 Validity

According to Webb (2002), validity is the extent to which a scale of measurement is capable of measuring what it is supposed to be measuring. In order to ensure that the research instruments collected the data they were supposed to collect, the researcher validated them before administering them to the sample population. To ensure content validity, the researcher issued copies of the five different research instruments to some Doctorate students, fellow students in Masters Program, and to some members in the research department at the Catholic University of Eastern Africa. These different people looked at the instruments independently and ascertained whether they were able to collect the right data in relation to research problem. The comments from the different people helped the researcher to adjust the instruments appropriately. The researcher used the comments given to refine the instruments by removing the ambiguous items, spelling mistakes and other typographical errors in the items.

3.6.5.2 Pilot Test of Research Instruments

The questionnaires were pretested amongst 6 teachers and 8 pupils. This pilot test sample is based on what Mugenda and Mugenda (2003) indicate; that normally the pre-test sample is between 1% and 10% depending on the sample size. The pilot test was conducted in two public primary schools in Kiambaa division and these were excluded from the main study. The questionnaires were administered using captive group mode. As such, they were distributed to the pupils and the teachers in their classrooms and offices respectively. The researcher hand-delivered the questionnaires to the respondents, allowed them some time for responding, and
later picked them. No assistance was accorded to the teachers as they filled the questionnaires as compared to the pupils. The researcher encouraged the respondents to comment and make suggestions on the instructions given in the questionnaires, clarity of questions, and the vocabulary used. Later, the researcher reviewed the answers given in the questionnaires and looked at the time taken by the respondents to fill the questionnaires. Based on all these, the researcher edited, revised and refined the questionnaires. This greatly helped in improving their quality before they were used on the main study sample.

3.6.5.3 Reliability

Reliability, as defined by Webb (2002), is the extent to which a scale of measurement delivers consistent results. The researcher used split-half technique to assess the reliability of the research instruments. According to Mugenda and Mugenda (2003), in split-half technique, an instrument is designed in such a way that there are two parts. Since the teachers’ and pupils’ questionnaires covered the same concept, the researcher only used the pretested teachers’ questionnaires because they contained two Likert type questions unlike the pupils’. The two likert type questions were divided into odd and even numbered items. In question 5, ii, iv, and vi, were categorised as even numbered, while i, iii, and v, were categorized as odd numbered. Similarly, in question number 8, ii and iv, were categorised as even, while, i, iii, and v, were categorised as odd. The scores of each teacher in odd and even numbered items in each of the two questions were added together and the totals entered in two separate columns. These scores were then correlated using Pearson Product Moment formula and yielded a correlation coefficient \( r \) of 0.71. This figure was then adjusted using Spearman Brown Prophecy formula \( \frac{2r}{1+r} \) and became 0.83. This was done in order to control for test length. The yielding of 0.83 showed that the instruments had high split half reliability. According to Bramble and Mason
(1997) research instruments with a reliability index of 0.5 and above can be used to collect data. This is to say that these instruments were therefore fit for data collection.

3.7 Data Collection Procedure

Having ensured the validity and reliability of the research instruments, the researcher sought a written permit from the university and then from the Ministry for Higher Education Science and Technology in order to be allowed to conduct the study. After the approval of the permit, the researcher then personally visited the selected schools to collect data through the administration of questionnaires to the selected pupils and teachers, and conduction of interviews among the selected school heads and pupils. Alongside these, the researcher also conducted observation within these schools. The researcher used captive group method in the data collection exercise- where the questionnaires were administered to the pupils and teachers in their classrooms and offices respectively. In this way, a high response rate was guaranteed. The questionnaires were self- administered amongst the teachers. However, amongst the pupils they were researcher-administered because some of the pupils needed to be assisted. The researcher collected data in June 2013. After explaining to the teacher participants about the time constraint, they were requested to fill the questionnaire at the same time while the researcher waited for them to fill. As the teachers were filling their questionnaires, the researcher conducted the interview with the head teacher in each school. The researcher then administered the pupils’ questionnaires and later held focused group discussion. With the permission of the head teachers and the pupils, the researcher conducted the focused group discussions in three of the schools on a Saturday. Meanwhile, the researcher observed various aspects within the school that seemed to contribute in pushing children into child labour.
3.8 Data Analysis Procedures

After the retrieval of the research instruments, the collected quantitative data was organized and coded for analysis using Statistical Package for the Social sciences (SPSS) program version 16. The program was used to define the different quantitative variables. Each research instrument was placed under its own category, meaning the teachers’ questionnaires were separated from the pupils’. The head-teachers interview guides were also treated independently. Data was entered into the SPSS programme under specific category and was analyzed using descriptive statistics to yield frequencies and percentages. The findings of the study were then presented in tables accompanied by explanations. The use of descriptive statistics aided in describing the characteristics of the participants and their views on the different aspects sought in the study, and also helped in summarizing the collected data. Qualitative data was analyzed by use of content analysis technique. The raw data was first organized during which it was edited in order to derive meaning from it. The organized data was then coded and then put into categories from which themes were generated. The analyzed data was then presented in form of narratives where verbatim reports of respondents were quoted.

3.9 Ethical Considerations

As part of adherence to research ethics, the researcher obtained permission from the relevant authorities and from the participants involved in the study. A research permit was obtained from the university, and from the Ministry of Higher Education, Science and Technology. The researcher then made the purpose of the study known to the teachers and head teachers so that they could choose to participate or not. For the case of the pupils, the head master was consulted before they were involved in the study. The participants’ anonymity and confidentiality was also guaranteed by instructing them not to indicate any of their personal
details in the research instruments that was not sought for by the researcher. For instance they were not required to indicate their names on the research instruments. The researcher also ensured total acknowledgement over the use of other people’s works, and consequently, a list of references showing the author(s) and the source of every cited work was included at the end of the study.
CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents the findings, data analysis and discussion of the data collected from the field. The chapter consists of two sections. The first section provides the demographic characteristics of the participants while the second section presents the findings which have been thematically arranged according to the research questions. Thus, the second section presents the findings in terms of the factors that cause child labor in Kiambaa division, the types of work children are involved in, effects of child labour on the children’s education, and policy measures that can help overcome child labour in Kiambaa division.

4.2 Demographic Information of the Participants

The demographic data sought in the study include gender, age category, pupils’ class level, years of work experience, terms of service, years of service, and a teacher is whether a class teacher or not. These demographic data were sought in order to determine the characteristics of the participants and their potential reliability in providing the relevant data that were being sought in the study. The knowledge of the participants’ demographic data also helped the researcher to design the instruments in a way that suited their level of understanding in relation to the study problem. The return rate of the pupils’ questionnaires was 98.2% because two questionnaires were not returned. As for the teachers’, the return rate was 100%. This shows the response rate was very good and this could be attributed to the use of captive group mode in the administration of the questionnaires. Surveys administered through captive group mode
generally have a response rate of 95% to 100% (Kelly, 1999, pp.82). The interview process also reached all the seven targeted head teachers.

4.2.1 Demographic Characteristics of Pupils

The total number of pupils who participated in the study is 110. Their demographic data was analyzed and is presented in Table 2.

Table 2: Distribution of Pupils’ Demographic Data

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>59</td>
<td>53.6</td>
</tr>
<tr>
<td>Female</td>
<td>51</td>
<td>46.4</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Age bracket</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-12</td>
<td>3</td>
<td>2.7</td>
</tr>
<tr>
<td>13-15</td>
<td>81</td>
<td>73.6</td>
</tr>
<tr>
<td>Above 15 years</td>
<td>26</td>
<td>23.6</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 7</td>
<td>58</td>
<td>52.7</td>
</tr>
<tr>
<td>Class 8</td>
<td>52</td>
<td>47.3</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to Table 2, the pupils were fairly distributed in terms of gender. However, 53.6% of them were male while the remaining 46.4 % were female. This slight gender disparity is a likely indication of girls being more involved in child labour than boys. This is supported by Wainaina (2012) in a study conducted in Thika district that found girls to be more affected by school dropout than boys and this was largely attributed to child labour. This is also in agreement with Edmonds (2006), who in a study conducted in Nepal in India, found girls, especially older girls, to work more than their brothers. According to Edmonds, the extra work performed by girls is such that, at modal birth spacing, the younger girl actually spends significantly more time
working than her older brother. Also, a study conducted in Ethiopia by Amssalu (2003) finds that:

More than half of female entrants to school drop out without completing the first cycle of primary level and many of them repeat in a class. Parental need of their labour contribution is one of the major reasons for their withdrawal from the school and poor academic performance. Female child labour contribution is higher than that of males.

In terms of age, majority of the pupils, 73.6%, were between 13-15 years, followed by 23.6% pupils who were above 15 years old, while the remaining 2.7% were in 10-12 age bracket. Age 12 to 14 years is actually the right age for class seven and eight pupils. This is supported by former Education Minister, Sam Ongeri, as reported by Muindi (2012) that:

…”candidates aged 13 and 14 years, regarded as the right aged for standard eight pupils…”

Those aged 15 years and above must either have had repeated some class; started school late or maybe had dropped out of school at some point and later rejoined. By having only 2.7% of the pupils aged 10-12 years, this shows that most of the pupils are over aged by the time they complete standard eight. The pupils were fairly distributed in terms of class level. However, class seven had more pupils at 52.7% than class 8 which had 47.3%. The higher number of pupils in class seven may be as a result of pupils who might have had repeated the class in a bid by the head teachers to improve the school’s mean score at the final exam in class eight. Due to lack of enough time to dedicate to their studies, most children involved in child labour tend to have poor academic performance. As a result, these children are sometimes denied the chance of progressing to the next higher class and instead made to repeat in order to improve their performance. As reported by Muindi, Sam Ongeri continued and said that: ‘…weak learners in standard seven at primary level are targets for repetition…’
4.2.2 Demographic Characteristics of Teachers

The total number of teachers reached in the study is 42. Their demographic data was analyzed and is presented in Table 3.

Table 3: Distribution of Teachers’ Demographic Data

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
<td>42.9</td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>57.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>42</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Age Bracket</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-25</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>26-31</td>
<td>3</td>
<td>7.1</td>
</tr>
<tr>
<td>32-37</td>
<td>10</td>
<td>23.8</td>
</tr>
<tr>
<td>38-43</td>
<td>12</td>
<td>28.6</td>
</tr>
<tr>
<td>44 years and above</td>
<td>16</td>
<td>38.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>42</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Years of Working Experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 years and below</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>6-10</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>11-15</td>
<td>11</td>
<td>26.2</td>
</tr>
<tr>
<td>16 yrs and above</td>
<td>27</td>
<td>64.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>42</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Class Teacher</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>37</td>
<td>88.1</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>11.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results in Table 3 show a fair distribution of teachers in terms of gender. However, most of the teachers were female at 57.1% and the remaining 42.9% being male. This slight gap may be attributed to the fact that Kiambaa division is not classified by the Teachers Service Commission (TSC) as a ‘hardship’ zone and thus quite a favorite work station for female teachers. This is probably due to its favorable climate and also its close proximity to Nairobi.
Age wise, most of the teachers, 38.1%, were aged 44 years and above, followed by 28.6% and 23.8% in 38-43 and 32-37 age brackets respectively. A proportion of 7.1% of the teachers were aged 26-31 and the least proportion of teachers who were 2.4% were aged 20-25. This shows a fair distribution of the teachers in terms of age and can be explained in terms of the regular deployment of teachers done by the government country wide.

As regarding working experience, the teachers were unequally distributed. 4.8% of the teachers had worked for 5 years and below, another 4.8% had worked for 6-10 years, 26.2% had worked for 11-15 years, while the largest proportion of teachers, 64.3%, had worked 16 years and above. This results show that teachers working in Kiambaa division 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 majority of the teachers had worked for a relatively long period of time meant that they were conversant with the influence of child labour on education, and particularly on school attendance and could therefore provide reliable information on the same. Pertaining to being a class teacher, 88.1% of the teachers indicated they were class teachers while the remaining 11.9% responded in the negative. Again, given that majority of the teachers were class teachers, meant that they could provide reliable information pertaining to the study problem. This is because class teachers are very close to the pupils, and since they take roll calls twice a day, they are able to establish the pupils absent from school and even the reasons for their absenteeism.

4.2.3 Demographic Characteristics of Head Teachers

The total number of head teachers targeted and interviewed in the study was 7. Their analyzed demographic data is presented in Table 4.
According to Table 4, the head teachers are unequally distributed in terms of gender. The majority of the head teachers, 71.4%, were male and the remaining 28.6% were female. This disparity could be because TSC mainly assigns males to head public primary schools since most of these schools are mixed in terms of pupils’ gender. Age wise, majority of the head teachers, 71.4%, were aged 41 years and above with the remaining 28.6% of them were aged 36-40. This shows majority of the head teachers were advanced in age, a factor that could enable them to give reliable information regarding child labour. With regard to years of working experience, 42.9% of the head teachers had worked for 26 years and above, 28.6% had worked for 21-25 years, while the remaining 28.6% had worked for 16-20 years. This shows that the head teachers were fairly distributed in terms of their working experience. The head teachers had worked for a relatively long period of time and this could be explained by the fact that one must have worked
for quite some time before being appointed as a head teacher by the TSC. This meant the head teachers had a lot to offer on the trends of child labour and the problem influenced school attendance. As for the years of headship, 57.1% head teachers had worked for 5-10 years, while the remaining 42.9% had worked for 11 years and above. This shows that each of the head teachers had worked in their current schools as school heads for a minimum period of five years which is not a short period of time. As school heads, this meant they were conversant enough with amongst others; school enrollment trends, drop out rates, and child labour trends and how child labour influences school attendance.

4.3 Factors that Cause Child Labour

This section contains the participants’ responses to the research question that sought information on the factors that cause child labour and affect public primary school attendance in Kiambaa division. Information regarding the factors that cause child labour was sought from the pupils, teachers, and the head teachers. The data collected was analyzed and the findings are presented in this section starting from Table 5.
### Table 5: Pupils and Head Teachers’ Responses on Causes of Child Labour

<table>
<thead>
<tr>
<th>Cause of Child Labour</th>
<th>Pupils f</th>
<th>Pupils %</th>
<th>Head Teachers f</th>
<th>Head Teachers %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single parenthood</td>
<td>22</td>
<td>20.0</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>Poverty</td>
<td>19</td>
<td>17.3</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Low parental education</td>
<td>16</td>
<td>14.5</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Negative parental attitude to education</td>
<td>15</td>
<td>13.6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Large family size</td>
<td>13</td>
<td>11.8</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Orphanhood</td>
<td>10</td>
<td>9.1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Low education quality</td>
<td>8</td>
<td>7.3</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Peer influence</td>
<td>7</td>
<td>6.4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
<td><strong>100.0</strong></td>
<td><strong>7</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Note:** f stands for frequency and % for percentage.

The findings in Table 5 show that 20% of the pupils and 28.6% of the head teachers stated single parenthood as the cause of child labour. Most of the single parents are normally mothers. This is confirmed by a study conducted by Republic of Kenya (2005) that found most families to be female headed in Kiambaa division. It’s quite an uphill task for single parents to cater for all the needs of their families alone. This situation is even made worse in situations where the single parents are unemployed or lack a regular source of income. In such circumstances, the parents are many a time prompted to get their children into child labour so as to help them cater for their family needs. Poverty was indicated to be a cause of child labour by 17.3% of the pupils and 14.3% of the head teachers. 14.5% of the pupils and 14.3% of the head teachers indicated child labor to be caused by low parental education. Highly educated parents tend to have better jobs which mean they have a good regular income and this enables to cater for their family needs and also place the education of their own children in high regard. This is as
opposed to lowly educated parents. This agrees with the findings of a study conducted in Madrid by Huebler (2008) that:

Children from poor households and from households without a formally educated household head are more likely to be engaged in child labour and less likely to attend school than members of rich households and children living with an educated household head.

Some parents engage their children in child labour due to the negative attitude they have towards education. This was as indicated by 13.6% of the pupils. Most of these parents tend to have low level of education, most of them having been child labourers in their childhood, and this makes them develop a positive attitude towards child labour. Such parents tend to value child labour more than schooling. This agrees with Wahba (2006) who, in a study conducted in Egypt, found parents who were child labourers themselves to be on average 10% more likely to send their children to work. Large family size was found by 11.8% of the pupils and 14.3% of the head teachers to cause child labour. Many parents with a low income tend to bear many children. These parents regard the large number of children as an asset that they can use with regard to increasing family income through child labour.

Orphanhood was found by 9.1% of pupils to be a cause of child labour. Many orphaned children living alone have to work in order to fend for themselves. Other orphaned children may be living with their relatives who discriminate against them and put them to work. Low quality of education offered in schools was indicated by 7.3% of the pupils and confirmed by 14.3% of the head teachers as a cause of child labour. During the interview one head teacher said:

The bad side of the FPE policy is that it led to limited learning opportunities in overcrowded classrooms, with insufficient learning materials and inadequate and sometimes also under-qualified teachers. There is an acute shortage of teachers in some of our schools and we are at times compelled to employ form four leavers, and college graduates who have trained in other fields other than education. This definitely compromises the quality of education offered in our public primary schools. This is why you find that those parents who can afford it prefer enrolling their children in private
primary schools where they are assured of quality learning.

Another head teacher made the following remarks in relation to low educational quality and child labour:

Due to the poor quality of education offered in the public primary schools, some households even if not very poor and especially where parents don’t value education, find it more rational to send their children to work. This is especially so for such work like farm work and family business, which can produce experience gains that are valuable if the child grows to inherit the farm or business.

These findings on low educational quality are confirmed by Mukherjee (2010) in a study done in India. According to Mukherjee:

…Poverty emerges to be necessary condition thereby preparing the breeding ground but not sufficient to drive the children to the labour market. Lack of educational infrastructure is found to be very important in this respect. This includes not only the physical but also the human component, which is emerging to be more crucial.

Other children get into child labor as a result of peer influence. This was as indicated by 6.4% of the pupils. Some children get enticed into child labour by their peers especially those who are involved in paid work. These children thereby get driven into child labour so that they can also start making their own money. Other causes of child labour as indicated by 14.3% of the head teachers were low adult wages, illness and poor health of parents especially in single parent families, orphanhood, inaccessibility of most schools, peer influence, poor attitude of parents to education, and low adult wages. Through observation, the researcher noted that most of the schools were located far away from the main road and there lacked appropriate means of transport to the schools. The pupils were found to be overcrowded in their classrooms, and most of the classrooms showed absence of teaching aids like charts hung on the walls and the few ones that had the charts look old and were had holes in various places. A look around the staffrooms also portrayed that teachers were not using teaching aids and models in their lessons. This implied that the schools made no attempt of making learning interesting to the pupils.
4.3.1 Pupils’ Responses on why their Friends are in Child Labour

When asked if they had any knowledge of any of their friends being in child labour, 70.9% of them responded affirmatively while the remaining 29.1% responded negatively. The pupils who answered in the affirmative were asked of the reasons that drove their friends into child labour. Their responses were summarized, analyzed, and are presented in Table 6.

Table 6: Pupils’ Responses on why their Friends are in Child Labour

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplement family income</td>
<td>25</td>
<td>22.7</td>
</tr>
<tr>
<td>Ill mother that can’t work</td>
<td>24</td>
<td>21.8</td>
</tr>
<tr>
<td>Orphan hood</td>
<td>10</td>
<td>9.1</td>
</tr>
<tr>
<td>Assist in family business</td>
<td>11</td>
<td>10.0</td>
</tr>
<tr>
<td>Missing</td>
<td>32</td>
<td>29.1</td>
</tr>
<tr>
<td>Peer influence</td>
<td>8</td>
<td>7.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to Table 7, 22.7% of the pupils indicated their friends to be in child labour in order to help their poor parents support their family. This shows poverty compels parents to put their children into child labour. This is supported by Kibugu (2011) who, in a study conducted in Mwea division in Kenya, 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 income by working, instead of going to school. 21.8% of the pupils indicated the reason for their friends’ working was having a mother who was unable to work due to illness. This shows that these are children belonging to single mothers. However, there was a very small gap (0.9%) between the two responses. Single parenthood might be a contributing factor to poverty and in turn to child labor. If the father is the only one working and supporting
the family while the mother is a housewife, in case of a breakup where the mother is left to care for the children alone, chances are high that these children might get into child labour. Again, these mothers being the sole breadwinners of their families, in cases of sickness, their children may have no other option than to work in order to put food on the table.

Orphanhood was indicated by 9.1% of the pupils as the reason why their friends work. These findings are confirmed by a report from State House Kenya (2007) in which the former First lady, Mrs Kibaki, is quoted saying:

…in most cases poor families, especially those headed by single mothers, send children to work in order to meet their needs. In other cases, orphaned children fend for themselves by engaging in harmful labour…

Many a time some orphaned children go to live with their relatives after the death of their parent(s). However, in some of these families these children are discriminated against and even made to work unlike the biological children of these families. This agrees with the findings of Novella (2013) in Zimbabwe that: … ‘Orphans are less likely to attend school and more likely to work. While orphans and non-orphans face the same marginal cost to go to school and work, living in blended households places orphans at a higher disadvantage…’

The need to assist in family business was stated by 10% of the pupils as the reason why their friends work. 7.3% of the pupils indicated peer influence. The remaining 29.1% of the pupils were indicated as missing since they didn’t have any friends who were in child labour and didn’t therefore answer the question

4.3.2 Teachers Ratings on Causes of Child Labour

The teachers were asked to give their opinion pertaining to causes of child labour. Their data was analyzed and is presented in Table 7.
Table 7: Teachers’ Ratings on Causes of Child Labour

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>%</th>
<th>A</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>SD</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low family income is a cause of child labour</td>
<td>22</td>
<td>52.4</td>
<td>18</td>
<td>42.9</td>
<td>1</td>
<td>2.4</td>
<td>1</td>
<td>2.4</td>
<td>-</td>
<td>-</td>
<td>42</td>
</tr>
<tr>
<td>When parents lack access to credit they resort to child labour</td>
<td>17</td>
<td>40.5</td>
<td>11</td>
<td>26.2</td>
<td>6</td>
<td>14.3</td>
<td>5</td>
<td>11.9</td>
<td>3</td>
<td>7.1</td>
<td>42</td>
</tr>
<tr>
<td>Child labour is high in large-sized families</td>
<td>19</td>
<td>45.2</td>
<td>19</td>
<td>45.2</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>9.5</td>
<td>-</td>
<td>-</td>
<td>42</td>
</tr>
<tr>
<td>Parents embrace child labour Through child-training</td>
<td>21</td>
<td>50.0</td>
<td>17</td>
<td>40.5</td>
<td>1</td>
<td>2.4</td>
<td>3</td>
<td>7.1</td>
<td>-</td>
<td>-</td>
<td>42</td>
</tr>
<tr>
<td>Lowly educated parents highly value child labour</td>
<td>21</td>
<td>50.0</td>
<td>18</td>
<td>42.9</td>
<td>1</td>
<td>2.4</td>
<td>2</td>
<td>4.8</td>
<td>-</td>
<td>-</td>
<td>42</td>
</tr>
<tr>
<td>Family break downs contribute to child labour</td>
<td>12</td>
<td>28.6</td>
<td>26</td>
<td>61.9</td>
<td>1</td>
<td>2.4</td>
<td>1</td>
<td>2.4</td>
<td>2</td>
<td>4.8</td>
<td>42</td>
</tr>
</tbody>
</table>

**Note:** SA stands for strongly agree, A for agree, N for neutral, D for disagree and SD for strongly disagree, f for frequency, and % for percentage.

As shown in Table 7, the teachers’ responses in regard to low family income and child labour were quite unequally distributed. Most of the teachers, 52.4%, strongly agreed, followed by 42.9% who agreed. This is an indication that low family income is believed to cause child labour. However, 2.4% of the teachers were neutral while another 2.4% of the teachers disagreed that low family income is a cause of child labour.

As for credit access and child labour, 40.5% of the teachers strongly agreed that credit inaccessibility causes parents to resort to child labour; and 26.2% of the teachers. These findings depict poverty because one must have collaterals for instance land amongst others in order to get credit from lending institutions. This is in agreement with Udry (2003) who finds that when financial markets are imperfect, the separation in time between the immediate benefits and long
delayed costs of sending children to work lead to too much child labour. However, 11.9% of the teachers disagreed, 7.1% of them strongly disagreed, and the remaining 14.3% of the teachers were neutral on the subject.

On large family size and child labour, 90.4% of the teachers were equally distributed between those who strongly agreed and agreed. This is likely to imply that large sized families are a cause of child labour. Many parents especially those who are lowly educated believe in bearing many children. This is because they view a large number of children as an asset in terms of work within the family. However, many children put a strain on the limited family resources making it hard for the parents to cater even for their education. Therefore, the parents are prompted to get these children into child labour. However, 9.5% of the teachers were rated to have disagreed.

On child training and child labour, 50.0% of the teachers strongly agreed, followed by 40.5% who agreed that parents view child labour as a way of training their children for future roles. This shows child training is a probable cause of child labour. This is especially true in households with family businesses. The parents get their children into child labour under the guise of teaching the children how to run the businesses should they inherit them in future when they grow up. Parents also involve their children, especially girls in household chores on the pretext of training them on how they will take care of their homes in future when they grow up. However, 7.1% of the teachers disagreed while the remaining 2.4% were neutral on the matter.

Regarding low parental education and child labour, a half of the teachers (50%) strongly agreed, while 42.9% of them agreed that low parental education causes child labour. This is in agreement with Khanam (2008) who conducted a study on child labour and school attendance in Bangladesh and found that the education of parents significantly increases the probability that a
school-age child will specialize in study. This implies that highly educated parents will place great value on the schooling of their children as opposed to lowly educated parents. However, 4.8% of the teachers disagreed while 2.4% were neutral.

Concerning family breakdowns and child labour, 61.9% of the teachers agreed that family breakdowns are a cause of child labour. These were followed by 28.6% of the teachers who strongly agreed. However, 4.8% of the teachers strongly disagreed, 2.4% were neutral, while the other remaining 2.4% disagreed.

These results imply that family breakdown is a cause of child labour. When families break the responsibility of the children is mainly left under the care of one parent, mainly the mother. Therefore family break downs result into single parenthood and more so into single mother families. In cases where the mother doesn’t have a regular source of income, it becomes difficult for her to care for the children. Such mothers are prompted to engage their children in child labour so as to assist in catering for the family needs. This is supported by the response of Leah Akinyi, a 14 year old standard eight pupil at Morrison primary school in Nairobi, who was reported to be a ground nuts hawker at night on the streets of Nairobi. When interviewed by Njenga (2013), she said:

We live with mum and she can’t pay house rent. So we have to work and use what we get to buy food and pay school fees. Mum does vibarua (casual jobs). Mum broke up with dad and since then our life has been tough…

These findings were supported by the responses of the pupils during focused group discussions. One girl had this to say:

My mum did not finish her primary school education. She dropped out in class six. As a result of this, she is not so much concerned about our education. She even asks me to skip school at times and instead help her to sell in the market.
Another girl said:

My mother runs a green grocer shop. Every day after leaving school I have to go and help her in selling, and we normally close the shop at 9.00 pm. Though I do not love doing this work, I have to tolerate since it is what we survive on.

One boy said:

The breakup of my parents is the cause of my working. When dad and mum were together, none of us, as children, would be involved in work. This was because dad was able to provide for us all and life was good then. However, after dad and mum separated, three years ago, life has been unbearable. Mum started a small business which so far doesn’t help in meeting all our needs. Therefore, I being the first born have to look for small jobs here and there to help her in caring for the family.

Another boy had this to say:

My two sisters and I have been living with our grandmother since the death of our mum. Our grandmother is poor and she is also old making her unable to work. So we are forced to work in order to get some money for food and also be able to buy books and pay exam fee.

Yet another one had this to say:

The teachers also make one to be involved in more work. As for me, I have been given the work of milking the cow and carrying the milk to diary as I head to school. Many a time this makes me get late for school. On arrival at school, the head teacher at times tells the latecomers to return home and continue sleeping. When I get back home, I am given more work to do. Other teachers on duty punish us heavily and at times I choose to be absent from school altogether when I realize I will arrive at school late. I wish these teachers would listen to us and know what some of us go through!

Another one added:

Some teachers also frequently miss lessons, and even when they attend, the lessons are normally boring, sometimes one doesn’t understand what is being taught, yet they are not willing to explain to us even after class. This at times makes me prefer to stay away from school and work and get some money since I don’t think I have much to lose.

The researcher observed many pupils were being punished by the teachers. They watered and planted flowers, swept and collected litter from the school compound, others were seen mopping classrooms and cutting class. Surprisingly, some of the schools were found to lack guidance and counseling department. Some of these children might be involved in wrong doing
like sleeping in class, lack of completion of assignments, late coming to school which might be influenced by the problems that they experience at home and which even make them get involved in working. Providing guidance and counseling to these pupils would be better than punishing them. The researcher also observed that the teachers didn’t observe punctuality in attending their lessons.

4.4 Participants’ Responses on the Types of Work Done by Child Labourers

This section covers the research question on the types of work the child labourers are involved in. Data regarding this were collected, analyzed and presented in Table 8.

4.4.1 Types of Work Done by Pupils Outside School

The researcher asked the pupils if they were involved in any work outside school. More than three quarters, that is, 90.9%, of them responded in the affirmative. Only 10% indicated that they do not work. Those who responded affirmatively were asked by the researcher about the types of work they do. The researcher also posed the same question to the teachers and head teachers. All the participants’ responses were analyzed and are presented in Table 8.
Table 8: Distribution of the Types of Work Done by Pupils

<table>
<thead>
<tr>
<th>Type of work</th>
<th>Pupils</th>
<th></th>
<th>Teachers</th>
<th></th>
<th>Head teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Family business</td>
<td>30</td>
<td>27.3</td>
<td>11</td>
<td>26.2</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>Household chores</td>
<td>29</td>
<td>26.4</td>
<td>16</td>
<td>38.1</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>Motorbike riders</td>
<td>18</td>
<td>16.4</td>
<td>4</td>
<td>9.5</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Touting in public matatus</td>
<td>9</td>
<td>8.2</td>
<td>2</td>
<td>4.8</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Construction sites</td>
<td>6</td>
<td>5.5</td>
<td>5</td>
<td>11.9</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>9.1</td>
<td>4</td>
<td>9.5</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Missing</td>
<td>10</td>
<td>9.1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
<td><strong>100.0</strong></td>
<td><strong>42</strong></td>
<td><strong>100.0</strong></td>
<td><strong>7</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Note:** f stands for frequency while % stands for percentage.

From Table 8, 27.3% of the pupils indicated family business, 26.4% indicated household chores. This is an indication that most children are involved in unpaid work within their families. A proportion of 16.4% of them said they are involved in motor bike riding, ferrying commuters and goods. Further, 8.2% of the pupils said they tout in public matatus, and 5.5% indicated working in construction sites. Also, 9.1% of the pupils were indicated as missing since they had responded in the negative about working outside school.

As regarding teachers’ responses, 26.2% indicated family business, 38.1% indicated household chores, 9.5% motorbike riding, 4.8% touting in public matatus, and 11.9% of the teachers indicated working in construction sites. Pertaining to the head teachers’ responses, 28.6% indicated family business, another 28.6% indicated household chores, 14.3% said motorbike riding, while another 14.3% of the head teachers indicated touting in public matatus. Other types of work done by children as given by 9.1% of the pupils, 9.5% of the teachers, and 14.3% of the head teachers were hawking, farm work, milking cows and taking milk to dairy, and feeding cows.
These findings portray household chores and family business to be the main works that the children are involved in. Girl children in a family are mainly the ones often used in taking care of the household and babysitting their younger siblings. In so doing, they free their parents to go for work and at the same time the parents feel this also helps to train their daughters how they will take care of their own homes in future. This agrees with Mehrotra (2010) whose study conducted in Pakistan and Indonesia found that there is evidence of the feminisation of home work from childhood.

Also, using data from Ghana, Coulombe and Canagarajah (n.d.) finds that:”…there are some clear gender based distinctions in the type of tasks performed by a girl and boy worker; girls do more household chores, while boys are in labor force…” similar to the findings of Canagarajah and Coulombe, motorbike riding, touting in public matatus, working in construction sites were works found to be mainly done by boys. However, both boys and girls were found to work highly in their family businesses. This concurs with Edmonds and Turk (2002), who using data from Vietnam, found that households with their own business are more likely to send their children to work. This implies that a household that owns a business has a greater opportunity to use children’s labour. These parents probably do so as a way of reining their children on how to run these businesses in the future. Also, it might be a way of obtaining cheap labour as opposed to employing outsiders. This concurs with Parikh and Sadoulet (2005) who in Brazil found that children whose parents are self-employed or employers are more likely to work than children of employees, irrespective of the sector of the parent activity.
4.4.2 Pupils Responses on if they Work Willingly or Forcefully

The researcher asked the pupils whether they worked willingly or were forced to. The responses they gave were analyzed and are presented in Table 9.

Table 9: Pupils’ Responses on if they Work Willingly or Forcefully

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forcefully</td>
<td>92</td>
<td>83.6</td>
</tr>
<tr>
<td>Willingly</td>
<td>8</td>
<td>7.3</td>
</tr>
<tr>
<td>Missing</td>
<td>10</td>
<td>9.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to the results in Table 9, 83.6% which is more than three-quarters of the pupils, indicated that they worked forcefully. Only 7.3% of them said they worked willingly. However, 9.1% of the pupils were indicated as missing since they were not involving in working. This implies parents or the children’s guardians are partly to blame for the high levels of child labour and given an option most of the children would not be involved in child labour. However, these findings are contrary to Amanda (2009) who conducted a study in Ghana and found that the children worked freely and willingly on family cocoa farms.

During the focused group discussions, the pupils were seen to be involved in family business, touting in public matatus, household work, farm work, and working in construction sites, and riding of the motor bikes. One boy said: *I have several friends from my neighborhood who are conductors and drivers and they allow me to take squads (rounds) in their matatus*. Touting came also from a number of other boys and it was found that a number did it sometimes after school in the evening and some even hid from school in the afternoon to do it. However, the majority of them were found to engage in it over the weekends and during the school holidays.
4.5 Effects of Child Labour on Children School Attendance

This section covers the research question on the effect of child labour on education of children. Data regarding this were collected, analyzed and presented starting from Table 10.

4.5.1 Number of Times Pupils are Absent from School in a Term

The researcher sought to know the number of times the pupils were absent from school as a result of work. The pupils’ responses were analyzed and are presented in Table 10.

Table 10: Distribution of Pupils’ Responses on Frequency of School Absenteeism

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twice a week</td>
<td>51</td>
<td>46.4</td>
</tr>
<tr>
<td>Once a week</td>
<td>16</td>
<td>14.5</td>
</tr>
<tr>
<td>Once in two weeks</td>
<td>10</td>
<td>9.1</td>
</tr>
<tr>
<td>Once in a month</td>
<td>7</td>
<td>6.4</td>
</tr>
<tr>
<td>Twice in a month</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Missing</td>
<td>25</td>
<td>22.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From Table 10, the responses of the pupils were fairly distributed. Most of the pupils (46.4%) indicated they were absent from school twice a week. 14.5% said once a week, 9.1% said once in two weeks, 6.4% of the pupils indicated once in a month, and 0.9% said twice in a month. 22.7% of the pupils were indicated as missing, meaning they didn’t respond to the question. These comprised of the pupils who had said that they were not involved in child labour, and those had said that they did get to be absent from school. Children who are involved in child labour and especially on a daily basis are highly likely to absent themselves from school. When asked about how often they work, 69.1% of the pupils indicated every day while the rest indicated that they do not work on a daily basis. Working every day means these children are given work to do even in the evenings after they leave school. If this work happens to extend into
the night, this means they even sleep late. This may make them to rise up late the following day and some may even fear to got to school especially if they are punished for late arrival at school. This therefore implies that child labour is a cause of school absenteeism amongst pupils. These findings are confirmed by Munene and Ruto (2010) who in a study conducted in Kenya found that children in domestic labour often skipped school. Similarly, Akello (2011) using data from Nyatike district in Kenya, found fishing as the main cause for persistent absenteeism of male pupils in schools. The study found most pupils not to attend classes because of poverty, especially the orphans, who have to take care of their siblings.

4.5.2 Time Pupils are Absent from School in a Day

The researcher sought to know from the pupils and the teachers about the time in a school day the pupils were normally absent from school. The responses they gave were analyzed and are as shown in Table 11.

Table 11: Distribution of Responses on Time Pupils are Absent from School in a Day

<table>
<thead>
<tr>
<th>Response</th>
<th>Pupils</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Whole day</td>
<td>61</td>
<td>55.5</td>
</tr>
<tr>
<td>Afternoon session</td>
<td>19</td>
<td>17.3</td>
</tr>
<tr>
<td>Missing</td>
<td>25</td>
<td>22.7</td>
</tr>
<tr>
<td>Morning session</td>
<td>5</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Note: f stands for frequency while % stands for percentage*

From Table 11, 55.5% of the pupils indicated that they absent themselves from school a whole day, 17.3% of them said afternoon session, 4.5% said they were absent in the morning session, and 22.7% of the pupils are indicated as missing in the results meaning they did not answer the question. This number comprised of the pupils who indicated they do not work and those who said working doesn’t cause them to be absent from school.
On the side of teachers, 66.7% of them also indicated a whole day, 14.3% said afternoon session, and 7.1% of them indicated morning session. A proportion of 11.9% of the teachers are indicated as missing in the results meaning that they did not respond to the question. This proportion of the teachers comprised of the teachers who were not class teachers, since the question was intended for class teachers only. These results indicate majority of the pupils to be absent from school the whole day meaning these pupils significantly lose out on learning. 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. Others may hide from school in the afternoon especially when teachers are not keen on taking afternoon roll calls. These results were confirmed in the focused group discussion. one girl said: *my mother has a grocery shop in the market and there are times she asks me to skip school and join her in running the shop.* Another boy said:

> I have been given the duty of milking the cow and later carrying the milk to the dairy very morning. Sometimes, the milk buyers are late in coming and on such days I get late for school. Sometimes when this happens I choose to spend the whole day at home rather than go to school and be punished by the teacher.

### 4.5.3 Pupils Last Term’s Academic Performance

The researcher asked the pupils of their opinion regarding their last term’s academic performance. The responses they gave were analyzed and are presented in Table 12.
According to Table 12, 60% of the pupils had performed poorly, 19.1% indicated fairly, 11.8% indicated good, and 0.9% indicated very good. Other responses as indicated by 8.2% of the pupils were that some didn’t do all the exams, and some said they missed some papers. These results show that majority of the pupils had poor academic performance in their last term's examination. When children are involved in work for long hours and are denied time for study, they definitely must have declined performance in their academics. Using data from Lari division in Kiambu district, Ojuodhi (2012) also found that children who participated in economic activities, as well as working on their parents' farms and domestic related chores performed poorly in Kenya Certificate of Primary Education.

4.5.4 Teachers’ Ratings on Effects of Child Labour on Children School Attendance

The researcher asked the teachers to give their ratings on the effects of child labour in relation to the children’s education. Their responses were analyzed and are presented in Table 13.
Table 13: Teachers’ Ratings on Effects of Child Labour on Children School Attendance

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA (f)</th>
<th>A (f)</th>
<th>N (f)</th>
<th>D (f)</th>
<th>SD (f)</th>
<th>TOTAL (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children in child labour have poor</td>
<td>18</td>
<td>18</td>
<td>3</td>
<td>3</td>
<td>-</td>
<td>42</td>
</tr>
<tr>
<td>concentration in class</td>
<td>42.9</td>
<td>42.9</td>
<td>7.1</td>
<td>7.1</td>
<td>-</td>
<td>100.0</td>
</tr>
<tr>
<td>Child labour denies children time for study at</td>
<td>18</td>
<td>20</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>42</td>
</tr>
<tr>
<td>home</td>
<td>42.9</td>
<td>47.6</td>
<td>7.1</td>
<td>2.4</td>
<td>-</td>
<td>100.0</td>
</tr>
<tr>
<td>Child labour causes high class repetitions</td>
<td>20</td>
<td>20</td>
<td>47.6</td>
<td>4.8</td>
<td>-</td>
<td>42</td>
</tr>
<tr>
<td>Child labour leads to poor academic</td>
<td>22</td>
<td>18</td>
<td>42.9</td>
<td>2.4</td>
<td>1</td>
<td>42</td>
</tr>
<tr>
<td>performance</td>
<td>52.4</td>
<td>47.6</td>
<td>7.1</td>
<td>4.8</td>
<td>2.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Child labour leads to high school drop out</td>
<td>25</td>
<td>15</td>
<td>35.7</td>
<td>4.8</td>
<td>-</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>59.5</td>
<td>35.7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: SA stands for Strongly Agree, A for Agree, N for Neutral, D for Disagree, and SD for Strongly Disagree, F for frequency, and % for percentage.

According to Table 13, on child labour and poor class concentration, the results indicate that, 42.9% of the teachers indicated strongly agree, another 42.9% said agree, 7.1% rated disagree, and the remaining 7.1% indicated neutral. Majority of the pupils (79.1%) indicated yes, 11.8% indicated no, and the remaining 9.1% were didn’t answer the question. Also, when the same question was posed to the pupils, 79.1% of them responded affirmatively and 11.8% answered in the negative. These findings imply that children, who are involved in long hours of work especially the night before, have poor concentration in class the following day. This is likely because of lack of enough sleep at night and fatigue and these children are likely to fall asleep in class. Leah Akinyi, when asked how she balanced work and school by Njenga (2013), had this to say:

I leave the streets for home at 1 am, sleep for two hours, wake up, revise at 5am, and prepare for school. At school, at 2 pm after eating, I start sleeping in class and the teacher tells me to move outside…
On child labour and lack of time for study at home, 47.6% of the teachers rated agree, 42.9% strongly agree, 7.1% neutral, and 2.4% rated disagree. Also, 78.2% of the pupils admitted that they didn’t have enough time for doing school assignments and only 12.7% of them responded in the negative. This was confirmed during the focused group discussion where one girl had this to say:

Our mum sells vegetables at Gikomba in town and she therefore leaves the house very and also returns at around 9.00pm to 10.00 0m at night. I, being the first born in our family have been given the duty of cooking, taking care of the house, as well as looking after my younger brothers and sisters every morning and evening. This usually leaves me with no time even for doing my school homework and mum doesn't really seem bothered that KCPE is around the corner. Due to this work I have slowly been worsening in my academic performance.

On child labour and poor academic performance, the results indicate that, 52.4% of the teachers rated strongly agree, 42.9% rated agree, 2.4% were neutral while the remaining 2.4% rated strongly disagree. These findings imply that child labour leads to poor performance. When children are involved in long hours of work at night and after school and are denied time to study, they definitely can’t perform well in their academics. Poor academic performance results in most of the pupils being forced to repeat classes, and others may even get discouraged due to the poor results and even opt to drop out of school before completion of class eight.

Regarding child labour and high school repetitions, 47.6% of the teachers indicated strongly agree, another 47.6% indicated agree, while the remaining 4.8% indicated disagree. Similarly, when asked about class repetitions, 53.6% indicated that they had repeated some class, while the remaining 46.4% indicated that they hadn’t. These findings are an indication that poorly performing children were made to repeat classes. This is mainly done by the school heads in an attempt to better the school’s mean score in Kenya Certificate of Education exams. However, this is against government policy as was reported by Muindi (2012) that: …’Education
minister Sam Ongeri has also outlawed repetition in Kenyan schools but the practice continues…’

Pertaining to child labour and high school drop outs, most of the teachers standing at 59.5% indicated strongly agree, 35.7% rated agree. However, the remaining 4.8% of teachers disagreed that child labour do cause drop out of pupils from school. These results point to the fact that child labour leads to pupils dropping out of school. As a matter of fact, when children are denied time for study at home and are instead subjected to work, these children are highly likely to perform poorly at school. Owing to poor results, these children are also likely to repeat classes. Class repetition may lead to some of the children becoming over aged for primary school. This, coupled with consistent poor performance may make these children to finally drop out of school before they finish their schooling. This is confirmed by Inganga (2012) in a study of factors that influence the dropout of boys in public primary schools in Kakamega Central district, who found that poor academic performance and repetition of classes discouraged pupils and made them to drop out of school. However, school dropout seems to be a problem that affects girls more than boys. In concurrence with this, when the head teachers were asked about the gender highly affected by school dropout, majority of them, accounting for 71.4%, indicated girls and only 28.6% indicated boys. Also, Njoroge (2012) in a study conducted in Githunguri division found that girls' dropout was a problem affecting all the selected schools and child labour was found to be the major cause of this.
4.5.5 Other Effects of Child Labour on Children’s School Attendance

The head teachers were asked about other effects of child labour on children education, other than poor academic performance and school drop out. The responses they gave were summarized, analyzed, and are presented in Table 14.

Table 14: Head Teachers’ Responses on Other Effects of Child Labour

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School absenteeism</td>
<td>3</td>
<td>42.9</td>
</tr>
<tr>
<td>Poor class concentration</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>Sleeping in class</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to Table 14, 42.9% of the head teachers indicated school absenteeism, 28.6% indicated poor class concentration, 14.3% indicated sleeping in class, while another 14.3% indicated other effects of child labour to be lack of participation in class, lack of participation in co-curricular activities, incompletion or total lack of doing of class assignments.

During the focused group discussions, the pupils stated absenteeism, poor academic performance, poor class concentration, fatigue, injury and sicknesses, sleeping in class, as the effects of child labour on their education. For instance, one girl said: *sometimes my mum asks me not to go to school and instead stay at home looking after our young baby and taking care of the home while mum goes to work.* Another girl said:

I live with my aunt and after school I have been given the duty of fetching water and then cooking for the family. Also, I have to wash the dishes and clean the kitchen after every member of the family has finished eating. Most of the time, this leaves me with little time for doing my studies. There are some few times that I manage to finish this work early, but then due to tiredness am still not able to do anything concerning my school work.
One boy said:

I have to wake up as early as 4 am in the morning so that I may manage to milk the cow and carry the milk to the dairy before going to school. Due to waking up this early and especially when it happens that I had slept also late, I usually have a hard time keeping awake in class. This makes me learn very little from the teachers during the lessons. Fortunately, I sit at the back in class and most teachers are not able to notice me.

It also emerged from the pupils during the discussions that most of them are forced to work, either by their parents, or guardians, or by the circumstances. Most of them mentioned the need to supplement family income while others said they are forced to work when their mothers, who are their sole breadwinners, are unable to work especially due to sickness. However, a number of them felt that though they are forced to work, it’s not really because of poverty. For example one boy said:

I remember one time that I had been sent home to buy two books which I didn’t have. Mum, who is in business, took that opportunity to have me assist her sell mangoes in the market. It was during mangoes’ season and my mum had hired a pick up, gone to Ukambani and bought and filled the pick up with mangoes. For me, I just needed less than five hundred shillings to buy the books which mum could have afforded to give me and go back to school while she continued with her business or hired someone to help her sell. Yet, she forced me to go work with her for a few days after which she bought the books for me. So for me, I feel I feel at times our parents force us to work just because of the little value they have towards education.

A few of the pupils said they worked willingly. For instance one boy said:

As for me, I was influenced into working by my friends. I could always see them with money at school and they would keep on talking about the movies they saw in town over the weekend, how they went swimming and things like that. When I inquired about the source of their money, that’s when I learned that they get do some few jobs here and there. Since then, I also got into working.

From the discussions it also emerged that most of the pupils worked every day and only a small number did work occasionally. Those pupils that were engaged in household related works worked daily as compared to those who were involved in farm work, working in construction sites, touting and riding motorbikes.
4.6 Measures of Curbing Child Labour in Kiambaa Division

This section covers the research question on the measures that can be used to curb child labour in Kiambaa division. Data regarding this were collected from all the participants, analyzed and presented as shown in Table 15.

Table 15: Distribution of Participants' Responses on Measures of Curbing Child Labour

<table>
<thead>
<tr>
<th>Response</th>
<th>Pupils</th>
<th></th>
<th>Teachers</th>
<th></th>
<th>H/Ts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Punish parents who don’t take children to school</td>
<td>20</td>
<td>18.2</td>
<td>6</td>
<td>14.3</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Provide support to poor families</td>
<td>16</td>
<td>14.5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Educate parents on importance of education</td>
<td>13</td>
<td>11.8</td>
<td>8</td>
<td>19.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Punish parents who engage children in child labor</td>
<td>13</td>
<td>11.8</td>
<td>6</td>
<td>14.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Make FPE compulsory</td>
<td>12</td>
<td>10.9</td>
<td>3</td>
<td>7.1</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>Punish any employer who employs children</td>
<td>11</td>
<td>10.0</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Educate parents on dangers of child labour</td>
<td>11</td>
<td>10.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Provide support to orphaned children</td>
<td>10</td>
<td>9.1</td>
<td>2</td>
<td>4.8</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Economic empowerment of women</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>16.7</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>Make FPE totally free</td>
<td>4</td>
<td>3.6</td>
<td>6</td>
<td>14.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>9.5</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
<td>42</td>
<td>100.0</td>
<td>7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: FPE is Free Primary Education and H/Ts are Head teachers, f stands for Frequency and % for percentage.

The findings in Table 15 show that 18.2% of the pupils suggested parents who don’t take children to school to be punished. Parents who fail to take their children to school jeopardize the future life of their children. Any such parent who does that contravenes Article 30 of the Basic Education Act (2013) which states that every parent shall ensure that the child attends regularly as a pupil at a school. Such parents commit an offence and according to the Act, they are liable on conviction to a fine not exceeding a hundred thousand shillings or to imprisonment for a term not exceeding one year, or to both. A proportion of 14.5% of the pupils said poor families should be
supported, 11.8% said parents who engage their children in child labour should be punished. Any parent who engages their children in children labour infringes on the rights of these children. Every child has a right to education as stipulated in the Children Act (2012). Another 11.8% indicated parents should be educated on the importance of education. Some parents don't value education probably because they also never went to school due to child labour. The government should provide ways and frameworks of educating such parents on the importance of taking their children to school. Another 10.9% of them indicated FPE should be made compulsory. This is in line with Article 10 of the Children Act (2012) which states that: every child shall be entitled to free basic education which shall be compulsory in accordance with Article 28 of the United Nations Convection on the Rights of the child. Another 10.0% of the pupils said that any employer who employs children should be punished. Any such person should be punishable by the law because this is contravention of Article 38 of the Basic Education Act (2012) which states that: no person shall employ a child of school age in any labour or occupation that prevents such a child from attending school. Of the remaining proportion of the pupils, 10.0% said parents should be educated on the dangers of child labour; 9.1% said orphaned children should be supported and the remaining 3.6% were for FPE to be made totally free.

As for the teachers, 14.3% said parents who don’t take their children to school should be punished; 19.0% said parents should be educated on the importance of education; 14.3% said parents who embrace child labor should be punished; 7.1% said that FPE should be made compulsory; 4.8% indicated that orphaned children should be supported. Another 16.7% suggested economic empowerment of women, and 14.3% said FPE should be made totally free.

As regarding the head teachers, 14.3% of them indicated that parents who don’t take their children to school should be punished; 28.6% said FPE should be made compulsory; 14.3% said
any employer that employs children should be punished, and 28.6% of them said economic empowerment of women would reduce child labour. Economic empowerment would greatly help in the alleviation of child labour. When a woman is economically empowered, she would be in a position of comfortably taking care of her family even in the absence of the husband.

Other measures given by 9.5% of the teachers and 14.3% of the head teachers included: encouraging the public to report any person caught engaging children in child labour to the law enforcement authorities, raising adult wages, provision of marital counseling to married couples to reduce the single parent families, and provision of lunch to pupils at schools. According to the Basic Education Act(2012), any person who employs or prevents a child who is subject to compulsory education from attending school, is guilty of an offence and shall be liable to a fine not exceeding five million or to a period not exceeding five years, or both.

The focused group discussions revealed making free primary education totally free, educating parents on importance of education, and making learning interesting in school, educating parents on dangers of child labor, support for orphaned children and poor families and punishing parents who engage their children in child labor as the major measures that could be used in curbing child labour.
CHAPTER FIVE
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of the study, conclusions, and also provides recommendations which are based on the findings. The chapter will conclude by proposing areas for further research. The purpose of this study was to investigate the influence of child labour on school attendance in public primary schools in Kiambaa division in Kiambu County in Kenya.

The study was guided by four research questions as outlined in chapter one. The researcher used cross-sectional survey research design and a sample of seven public primary schools in Kiambaa division was selected for the study. Data were collected from 110 standard seven and eight pupils, 42 teachers, and 7 head teachers. Data were collected from the pupils by use of questionnaires and focused group discussions, by use of questionnaires only on the teachers, and interviews on the head teachers. Data was also collected by use of observation. The collected data were analyzed using descriptive statistics techniques which included frequencies and percentages.

5.2 Summary of the Findings

5.2.1 Factors that Cause Child Labour

The first research question sought to find out the factors that cause child labour and affect school attendance in public primary schools in Kiambaa division. The study findings revealed the high prevalence of child labour in Kiambaa division with more than three quarters of the pupils indicating that they are engaged in work outside school. The study found single parenthood to a major cause of child labour, followed by poverty and low parental education.
Other causes of child labour were found to be negative parental attitude to education, large family size, orphanhood, low education quality, peer influence, inaccessibility of schools, illness and poor health of parents especially in single parent families, low adult wages.

5.2.2 Types of Work Done by the Children

The second research question sought to establish the various types of work that children were involved in. The findings revealed majority of the pupils to be involved in household work and family businesses. This is an indication that most of the children were involved in unpaid work. These were followed by operation of motor bikes, commonly known as boda bodas, where the children ferried commuters and goods at a fee; touting in public matatus, and working in construction sites. These were accounted for by less than a half of the participants. Other types of work reportedly done by the children included hawking, farming, feeding cows, milking them, and taking milk to dairy. It was also revealed that majority of the children got into these works against their will, meaning they were either forced by their parents, guardian, or circumstances such as poverty.

5.2.3 Effects of Child Labour on Children School Attendance

The third research question sought to establish the effects of child labor in regard to the children School Attendance. According to the findings, majority of the children had suffered injury and sickness in the course of working. There was increased absenteeism of pupils from school. Majority of them were reported to had been absent from school a whole day and twice a week every school term. It was also established that working denied the pupils time to attend to their class assignments and also made them to experience poor concentration during class. Child labour was found also to lead to poor academic performance with over a half of the pupils reporting having had obtained poor results last term. The findings also revealed increased
repetition rates, with over a half of the pupils affirming that they had ever repeated classes. It was also established that there were increased dropout rates and girls were the ones mostly affected.

5.2.4 Policy Measures of Curbing Child Labor in Kiambaa Division

The fourth research question sought to find out the policy measures that can be used to curb child labour in Kiambaa division. From the findings, nearly a half of the participants reported punishing parents who don’t take their children to school, making Primary Education compulsory for all children and economic empowerment of women as the major measures that should be employed in order to curb child labour. Less than thirty percent of the participants in each case suggested punishment of parents and employers who embrace child labour, educating parents on importance of education, making Free Primary Education totally free, provision of support to orphaned children. Other measures were found to be encouraging the public to report any person caught engaging children in child labour to the law enforcement authorities, raising adult wages, provision of marital counseling to married couples to reduce the single parent families, and provision of lunch to pupils in schools.

5.3 Conclusions

Child labour was found to be prevalent in Kiambaa division and was found to have a negative influence on school attendance in the public primary schools. Majority of the children were found to combine work with schooling. Most of the children were involved in unpaid work within their families, but still a number of them were engaged in paid work. Major causes of child labour were found to be single parenthood, poverty, low educational level, and negative attitude of parents towards education. School related factors like poor educational quality were also found to contribute to child labour. Major types of work done by children were household
work and working in family business. Working was found to affect children’s education and was largely responsible for the children’s poor academic performance. Measures suggested by majority of the participants to help in curbing child labour, were punishment of parents who don’t take children to school, making Free Primary Education compulsory, and economic empowerment of women.

5.4 Recommendations

Based on the findings of the study, the following recommendations were made by the researcher: One of the recommendations is that the head teachers should frequently convene meetings with parents, at least once a term. In these meetings, the head teachers and teachers should educate the parents on the importance of educating their children and on the harmful effects of child labour. The parents should be encouraged to provide their children a conducive environment for studying at homes, devoid of child labour, and should also be encouraged to provide for their children’s needs.

Guidance and counselling programmes should be strengthened in public primary schools. Teachers, and especially the class teachers should forward cases of pupils having poor concentration in class, sleeping in class, those always reserved, and those declining in their academics, amongst others to the guidance and counselling department. In line with this, all teachers should cultivate friendly relationships with the children such that the children can comfortably disclose them any problems they might be facing without any fear. The guidance and counselling department should also summon the parents or guardians of the affected pupils and guide and counsel them accordingly. Again, the head teachers and teachers should not be too quick in punishing pupils in case of wrong doing or reporting to school late. They should first try to listen to any explanation given by the pupil and do their own investigations because probably
the problems are emanating from home and from there they could even summon the parents and guardians and guide and counsel them.

The government should make Free Primary Education compulsory for all children. Following this, any parent found not taking their children to school should be prosecuted. Alongside this, the government should make Free Primary Education totally free in such a way the parents will not be required to part with a single coin in relation to educating their children in the public primary schools. This would greatly increase school attendance since the parents wouldn’t have any reason for keeping their children out of school.

The government in conjunction with the Ministry of Education should improve the quality of learning in public primary schools. This would be by employment of more teachers to offset the current shortage, buildings of more schools and classrooms to overcome the overcrowding which is currently there, and provision of learning and teaching materials adequately and in good time. The government should also cater for the provision of lunch programmes in the schools. Above all, the government should also increase the teachers pay so that they are motivated to provide quality service to the pupils. The Ministry of Education should frequently dispatch quality assurance officers to all the schools, including those interiorly located, to check on the quality of these schools, and if the teaching and learning process is being done effectively. At the school level, the head teachers should ensure that the teachers are teaching effectively with no skipping of lessons and should also encourage teachers to use teaching aids and models in their teaching. All these would help in making schooling more attractive and meaningful and reduce child labour.

The Ministry of Education, through the Teachers Service Commission, should take disciplinary action against any head teacher who forces pupils to repeat classes.
The government should provide support to orphaned children. The government should
ensure that the cash transfers that are budgeted for these vulnerable children actually reach them.
Proper frameworks should be put in place to ensure that this money doesn’t end up in the pockets
of the wrong people. The government should always have updated data on the total number of
orphans in the country and frequent follow ups should be made to ensure that all these children
are benefiting from the cash transfers. It’s quite unfortunate that most of these children have been
languishing in abject poverty and getting into child labour as a result, yet the government has set
cash transfers for them.

The government should raise adult wages. It should in association with the Ministry of
Labour set minimum adult wages for every job. This should be publicized and punitive measures
should be taken against any employer who subsequently doesn’t adhere. This would help reduce
child labour because employers mostly prefer children because they offer cheap labour.

The government should put emphasis on economic empowerment of women. It could do
this by putting mechanisms in place for them to be provided with interest free loans, and also
make it possible for them to acquire loans without collaterals, as long as they portray the ability
to repay. Better still, it could provide small cash donations especially to single unemployed and
poor mothers with which they could start small income generating projects. This would help
reduce child labour since these mothers would no longer require their children to supplement the
meagre family income.

The church should come in and provide increased marital counselling to married couples
and to those intending to get married. They should be taught on the importance of children
having both parents as they grow. They should also be advised on having small and manageable
families that they can cater for. This would help to curb the increased marital breakdowns which
are leading to increased female headed families. They should also be advised on having small and manageable families which they can cater for. These would contribute to reducing child labour.

The government should strictly enforce child labour laws. The laws should be publicized through mass media and other forums. The members of the public should also be sensitized to report any person embracing child labour to the law enforcement authorities. Strict action should be taken against any parent, employer, or any other person caught or reported to contravene the child labour laws.

5.5 Areas Suggested for Further Research

Several studies have been done on child labour, yet up to now child labour still remains to be a biting issue. The researcher therefore recommends future studies to investigate the effectiveness of the policy frameworks that have been used to curb child labour. An experimental research is also recommended on the influence of child labour on school attendance. Lastly, future researchers may also investigate the influence of child labour on the academic performance of children.
REFERENCES


APPENDIX ONE

QUESTIONNAIRE FOR PUPILS

Dear Respondent

My name is Joyce Wambui Ireri and I am a Masters in Education student at the Catholic University of Eastern Africa (CUEA). I am conducting a study on the influence of child labour on school attendance in public primary schools in Kiambaa division. To help in the achievement of this objective, you have been selected to participate in this study. Kindly respond to the items in this questionnaire as honest as possible. The information you provide will be treated with utmost care and confidentiality. Thank you in advance.

Instructions:
1. Do not write your name anywhere on this paper for the purposes of your confidentiality.
2. Place a tick (√) or write the answer in the space provided.

Section A: Demographic Data of the Respondent
1. Sex of the respondent
   Male ( )   Female ( )
2. Age of the respondent in years
   10-12 ( )   16-18 ( )
   13-15 ( )
3. In which class are you?
   Standard seven ( )   Standard eight ( )

Section B: Factors that Cause Child Labor in Kiambaa Division
4. What causes you to get involved in child labour? Tick (√) only one option in the list below.
   Peer influence ( )
   Poor family ( )
   Many children in the family ( )
   Negative attitude of parents to education ( )
   Single-parent family ( )
   Low education level of parents ( )
Low quality education at school  ( )
To support myself as an orphan  ( )
Other (specify) ____________________________

5. (a) Do you have any friends that are involved in child labour?
   Yes ( )   No ( )

   (b) If Yes, why are they involved in child labour?______________________________

Section C: Types of Work Done by Child Labourers in Kiambaa Division
6 (a) Is there any work that you do outside school?
   Yes ( )   No ( )

   (b) If you answered yes in 9 (a) above, kindly state the type(s) of work that you do.
      a. ___________________________________
      b. ___________________________________

   (c) How often do you do this work?
      Every day ( )   Sometimes ( )

   (d) Are you forced to do this work or you do it willingly?
      Am forced ( )   I do it willingly ( )

Section D: Effects of Child Labour on Children's School Attendance in Kiambaa Division
7. Have you ever been injured or suffered any sickness in the course of working?
   Yes ( )   No ( )

8 (a) Does the work that you do make you to be absent from school sometimes?
   Yes ( )   No ( )

   (b) If you answered yes in 11 (a) above, how often are you absent from school in a term?
      Once in a week ( )   Two times in a week ( )
      Once in two weeks time ( )   Twice in a month ( )
      Once in a month ( )   Other (specify) ____________________________

   (c) What time are you normally absent from school in a day?
9. Have you ever repeated any class?
   Yes (    )  No (    )

10. In your opinion, how was your last term’s academic performance?
    Very good (    )  Fair (    )
    Good (    )  Poor (    )
    Others (specify__________________)

11. Does the work you do:
   (a) Leave you with little time for doing your assignments?
      Yes (    )  No (    )
   (b) Make you have poor concentration in class especially if it runs late into the night?
      Yes (    )  No (    )

Section E: Policy Measures that can Help to Curb Child Labour in Kiambaa Division

12. What do you think needs to be done in order to reduce child labour in Kiambaa division?
Tick ( √ ) only one option in the list below.
   Punish parents who engage children in child labor (    )
   Educate parents on dangers of child labor (    )
   Make Free Primary education Compulsory (    )
   Educate parents on importance of education (    )
   Punish any employer who employs children (    )
   Punish parents who don’t take children to school (    )
   Provide support to poor families (    )
   Support orphaned children (    )
   Make FPE totally free (    )
   Other (specify) (    )
APPENDIX TWO

QUESTIONNAIRE FOR TEACHERS

Dear Respondent

My name is Joyce Wambui Ireri and I am a Masters in Education student at the Catholic University of Eastern Africa (CUEA). I am conducting a study on the influence of child labour on school attendance in public primary schools in Kiambaa division. To help in the achievement of this objective, you have been selected to participate in this study. Kindly respond to the items in this questionnaire as honest as possible. The information you provide will be treated with utmost care and confidentiality. Thank you in advance.

Instructions:
1. Do not write your name anywhere on this paper for the purposes of your Confidentiality
2. Place a tick (✓) or write the answer in the space provided

Section A: Demographic Data of the Respondent

1. Sex of the respondent
   Male ( ) Female ( )

2. Age of the respondent in years
   20-25 ( ) 38-43 ( )
   26-31 ( ) Above 43 ( )
   32-37 ( )

3. Years of working experience
   5 years and below ( ) 21-25 ( )
   6-10 ( ) 26-30 ( )
   11-15 ( ) 31 and above ( )
   16-20 ( )

4. Are you a class teacher?
   Yes ( ) No ( )
Section B: Factors that Cause Child Labor in Kiambaa Division

5. Child labor is known to be caused by different factors. Kindly put a tick (√) against each of the statements in the table below to show whether you Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), or Strongly Disagree (SD).

<table>
<thead>
<tr>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>(a) Low family income or poverty is a key cause of child labour or child work</td>
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<td>(b) When parents lack access to credit (loans), they resort to child labour.</td>
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<td>(c) Child labour is high in large-sized families (families with many children).</td>
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<td>(d) Some parents have a liking for child labour and see it as a way of training their children for future roles.</td>
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<td>(e) Illiterate parents or those with low educational background tend highly value child labour.</td>
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<td>(f) Family/marital break-downs also contribute toward child labour.</td>
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<td>(g) Other (specify)</td>
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</table>

Section C: Types of Work Done by Child Labourers in Kiambaa Division

6. Kindly state the work activities that children are normally engaged in when they are not in school.

a. ________________________________
b. ________________________________
c. ________________________________

Section D: Effects of Child Labour on Children's School Attendance in Kiambaa Division

7 (a) Are there pupils in your class who don’t attend school regularly?

Yes ( ) No ( )
(b) What time are these pupils usually absent from school?

Morning session ( )  Afternoon session ( )  Whole day ( )

8. Child labour results in undesirable effects especially in relation to children’s education. In the following statements, kindly indicate whether you Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), or Strongly Disagree (SD) by ticking (√) against each in the table below.

<table>
<thead>
<tr>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
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<tbody>
<tr>
<td>(a) Children who work for long hour especially in the evenings suffer fatigue and tiredness and have poor class concentration the following day.</td>
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<td>(b) Long hours of child labor/work deny the children time to study and do their assignments or homework.</td>
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<td>(c) Child labor causes high class repetitions</td>
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<td>(d) Poor class concentration, failing to do or complete class assignments, and absenteeism, cause these children to perform poorly in their academics.</td>
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<td>(e) Consistent poor academic performance may finally prompt these children to drop out of school.</td>
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<tr>
<td>(f) Other (specify)</td>
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</table>

Section E: Policy Measures that can Help to Curb Child Labour in Kiambaa Division

9. Kindly suggest some of the measures that can be put in place in order to reduce the problem of child labour in Kiambaa division.

a. ____________________________________________

b. ____________________________________________
APPENDIX THREE
INTERVIEW GUIDE FOR HEAD-TEACHERS

Section A: Demographic Data of the Respondent

1. Sex of the respondent
   Male ( )  Female ( )

2. In which age category do you belong?

3. How long have been in the teaching profession? ___________________________

4. How long have you been a head teacher in this school? _______________________

Section B: Factors that Cause Child labour in Kiambaa Division

5. In your opinion, what are the causes of child labour in Kiambaa division?
   a. _____________________________________
   b. ______________________________________
   c. ______________________________________
   d. _______________________________________  

Section C: Types of Work Done by Child Labourers in Kiambaa Division

6. What work activities do the children get engaged in when they are not in school.
   a. _____________________________________
   b. _____________________________________
   c. _____________________________________
   d. _____________________________________

Section D: Effects of Child Labour on Children's School Attendance in Kiambaa Division

7 (a) How would you rate the academic performance of your school?
   Very good ( )  Good ( )  Fair ( )  Poor ( )  Very poor ( )

(b) Do you have cases of pupils who drop out of school before completing their education?
   Yes ( )  No ( )

(c) What is the average number of pupils that drop out of school in a year?
   Very high ( )  High ( )  Moderate ( )  Low ( )  Very low ( )
8. Besides poor academic performance and school drop out, how else does child labor affect education of children?__________________________

- **Section E: Policy Measures that Can Help to Curb Child Labour**

9. What measures can help to curb the problem of child labor in Kiambaa division?
   a. _________________________________
   b. _________________________________
   c. _________________________________
   d. _________________________________
   e. _________________________________
APPENDIX FOUR

FOCUSED GROUP DISCUSSION GUIDE

1. What makes children get into child labour in Kiambaa division?

2. What types of work do you or your friends do? (*The researcher will probe for any paid work done by the children*)

3. Do you do the work that you do willingly or you are forced to?

4. How often do you do this work?

5 (a) How does working affect your education? (*The researcher will probe for lateness to school, absenteeism, lack of completion of class home works, poor academic performance, and class repetition*).

   (b) What actions do teachers take whenever you are absent or late for school? (*The researcher will probe for punishment and remedial classes or work to help the child to catch up with lost work*).

6. What do you think should be done in order to stop children getting involved in child labour?
APPENDIX FIVE

OBSERVATION GUIDE

The researcher will observe the following in the course of the study:

1. Location of the school
2. Overcrowding of pupils in classrooms
3. Use of teaching aids and models by teachers during lessons
4. Punishment of pupils by teachers
5. Presence of guidance and counseling department in school
6. Punctuality of teachers to lessons