

**INFLUENCE OF CHILD LABOUR ON LEARNERS'
PARTICIPATION IN SCHOOL PROGRAMMES IN
PUBLIC DAY SECONDARY SCHOOLS IN
KEUMBU DIVISION, KISII COUNTY;
KENYA**

BY

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**RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF
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DECLARATION

This research project report is my original work and has not been presented for a degree in any other University.

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DEDICATION

This project report is dedicated to my father Thomas Nyakundi, my mother Miriam Nyabwengi, my wife Janet Omwenga and my children for their Love, Support and Inspiration to excel and further my studies. Their support and prayers gave me encouragement to accomplish this study.

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LIST OF ABBREVIATIONS AND ACRONYMS

A.I.DS	-	Acquired Immuno Deficiency Syndrome
H.I.V	-	Human immunodeficiency virus
H.O.D	-	Head of Department
I.L.O	-	International Labour Organization
NGO	-	Non – Governmental Organization
T.S.C	-	Teachers Service Commission
UNICEF	-	United Nations International Children Education Foundation

ABSTRACT

The purpose of this study was to investigate the influence of child labour on learners' participation in school programmes in public day secondary schools within Keumbu Division and how it affects academic performance. The study was therefore to attempt to investigate how child labour manifests itself in trading related activities, Agriculture related activities, construction related activities and in transport related activities. The study focused on how students in public day secondary schools are affected by the above mentioned activities. In the literature review for the study, various studies which touch on child labour as practiced in The United States of America, India and various parts of the world have been reviewed. From the review a conceptual framework was developed. This was a descriptive survey adopted to determine the current status of child labour practices within Keumbu Division of Kisii central District. The study focused on students in public day secondary schools and also interviewed a few principals to confirm if they are aware of the practice of child labour within their school localities. The study targeted a population of 5581 respondents comprising of 19 principals, and 5562 learners. This study employed a sample size of 14 principals and 359 learners. All the learners completed a specific questionnaire while all the principals were interviewed by the researcher, for the purpose of data collection. The interview schedule and questionnaires' validity and reliability were tested during the pilot study, and by the help of two experts from The University of Nairobi. The data collected was summarized and analyzed quantitatively and qualitatively. The researchers gave the summary of findings and made conclusions and recommendations that highlight the influence of child labour practices and its impact on learners' participation in public day secondary school programmes. The study found out that students indulge in trading related activities like hawking farm products at the market places, they assist their parents in weeding planting and harvesting, they also engage in construction related activities like carrying bricks and fetching water and some are employed as boda boda riders ; all these activities interfere with their participation in school programmes. The study concluded that schools' administrations and managements within the study area are either uninterested or unable to check the problem of absenteeism and/or learners' inadequate participation in school programmes. Another conclusion made was that, the learners themselves did not understand the value of attending school and participating in school programmes to better their academic progress and overall academic performance. The study recommended that the government should put in place stringent measures to curb the practice of child labour and ensure that all children access free education. Learners within the study area should be sensitized and seminized about the value of attending school regularly and participating in school programmes. The researcher suggested that further research should be done to establish the influence of child labour in public day primary schools and also further research can be done to include all private and public schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The problem of child labour is a practice that has been there for quite some time in most countries. Children are forced to involve themselves in working environments due to many social problems at home. Poverty within the family is one of the root causes of child labour in many countries.

The international labour organization approximates that about 250 million children worldwide are involved in child labour. About half of the children in child labour are full time workers. Tens of millions of children work under harmful conditions and circumstances that are detrimental to their physical, moral, and intellectual development. (Damiano 2003).

Despite the fact that there are several international labour organization (ILO) conventions that prohibit employment of children, still the practice of child labour is prevalent in even the developed countries. The causes of child labour differ from country to country but in most developing countries one of the causes is family violence. Family violence leads to break – up of the marriage, children are forced to engage in child labour as away of fending for themselves or assisting their mothers to finance household expenditure. Some girls are forced by their mothers to be employed as maids. Boys work as hawkers and car washers. In cases where physical violence leads to the death of a spouse, mostly the mother, and the children are orphaned and their chances of continuing with schooling or having adequate food at home are limited. Therefore, some children take to the streets in search of greener pastures while others look for alternative ways to make ends meet, like engaging in commercial sex, working as housemaids begging, etc.

Although the practice of child labour is more prevalent in the developing countries, it can be traced in developed countries like in the United States of America where children are routinely working in industries and in agriculture sector. A high proportion of children employed in agriculture are from immigrant or ethnic minority families.

According to Cunningham and Viazzo, (1996), American children working in the farms of New York State showed that almost half had worked in fields still wet with pesticides and over a third had sprayed themselves. Although the United States has enacted strict laws against child labour, the practice still exists in isolated cases in some manufacturing companies and in agriculture. The law enforcers also fail to detect this. Laura Gove (2002) observed in her research that:

“Although many people acknowledge that child slave labor is a problem in foreign countries many do not realize that it goes on right here in the United States. Children are forced to start working as young as age four in fields and factories. They often work eight hours a day for wages which are less than the minimum wage. It was observed that on farms, illegal child labour is most often found, including the most extreme cases the youngest workers struggling through the longest hours for the least pay.” (pg 105)

The practice of child labour in the United States is related to this study in that at Keumbu Division children are employed to plant and harvest sugarcane and bananas and transport the products to the market places. This practice hinders them from attending school regularly hence it affects their academic performance.

In India child labour is a human right issue for the whole world. It is a serious and extensive problem, with many children under the age of fourteen working in carpet making factories, glass blowing units and making fireworks with bare little hands. According to the

statistics given by Indian government there are 20 million child laborers in the country while other agencies claim it is 50 million. This observation is supported by Oxfam in India (2006) report which shows that India has the largest number of children under the age of 15 in work in the world. Some estimates put the figure at 100 million children. In some cases, young children are forced to work for low pay and in dangerous conditions.

Many children in India work because their families are poor. These families rely on the extra money that their children can earn in many cases they cannot afford to send their children to school. Currently in India the practice is quite prevalent due to poverty. These children hardly go to school or they merely make technical appearance this leads to illiteracy which leads again to poverty. The Indian case is related to this study because in Kenya children are used within the family to work in order to earn money for family use. Just like in India poverty is the root cause for child labour in Keumbu division

In Nigeria more than 15 million children under the age of 14 are working mostly to help pay for the cost of going to school. According to a new survey by the Federal office of statistics (F.O.S) it showed that over 8 million of the country's working children were also attending school. The children in Nigeria are forced to work part time in order to pay for their school fees and books. However the needs to earn money often cause them to skip classes. The survey showed that about six million of the working children were not in school at all. Nearly one million of these had been forced to drop out due to poverty or because parents demanded that they work in order to boost the family income. This indicates that working children lose valuable school days. Working children in rural areas engaged in such activities as agriculture and hunting, while those in towns often work as street traders or apprenticed to artisans. Most started working at the age of 5 and nine and continued to adulthood

According to ILO (2008) report published on statistics and trends, it indicated that child labour in most of the sub-Saharan Africa countries was on the rise and there were 215 million

children working illegally in the eyes of international law and almost 14% of all the world's children under 18 are in sub-Saharan Africa. This proportion has risen to 25%. Countries with a particularly high incidence of child labour include Nigeria, Malawi, India, Pakistan and Bangladesh. The same report indicates that children involved in the practice of child labour globally are 115 million, under 18 years. This threatens their safety or health, such as handling chemicals, carrying heavy loads, mining, quarrying or enduring long hours.

In Tanzania a survey conducted by Ubena Sisal Estate in the coastal region revealed that 30% of the workers were children. Children workers age 12 to 14 perform various labour – intensive activities including cultivation, transplanting, weeding, carrying wet fibers from machines and collecting fibers from the brushing machines. Children commonly assist their parents in the fields from a very young age and are later employed independently in their own rights. They receive half the adult wage and often lack adequate nourishment and lodging. The survey also indicated that only half of the workers children completed primary school. Children also in Tanzania work in Gemstone mining and, cotton ginneries.

According to child labour survey conducted by the Kenya central Bureau of statistics in (2000), an estimated 17.4% (1.9 million) of children in Kenya do housework. Quarry soapstone in Kisii, mine sand in Ukambani and other beds throughout the country and mine gold in western Kenya. They wash cars, sell goods on the streets and collect and sale wasted materials for money (Benson Oyugi (1977). About half of the three million children engaged in child labour work in the fishing industry. In Kenya's central province, 60 percent of the workforce on coffee plantations is children. (Ngunjiri (1998)

In Keumbu Division child labour is more prevalent in selling of sugarcane, carrying of bricks riding boda bodas and hawking of farm products. Those children who are involved in such activities fail to participate effectively in school programs. This has led to poor

performance in national exams for the last three years. Hence there is need for appropriate measures to curb this practice before it gets out of hand.

1.2 Statement of the problem

In spite of the efforts made by the government of Kenya to comply with the international conventions on the rights of the child, which defines child labour as work done by children under the age of 15, the practice still exists in our society. Child labour is an economic activity or work that interferes with the completion of a child's education or that is harmful to children in any way.

Child labour affects children and hinders them from effective and efficient participation in school programmes. Education statistics which are confirmed by UNICEF (2002) indicate that since 2000, enrolment in primary school and secondary decreased. It also indicated that four million children in Kenya are absent from the national educational statistics.

In Keumbu Division children are usually engaged in selling farm products at various market places, some plant, weed and harvest crops at the expense of schooling. Children also transport sugarcane to the market place and to Keumbu – Keroka highway to hawk to passengers traveling to Nairobi. Some children are involved in riding of boda boda (motorcycles) which is a business on the rise currently. This practice has raised complaints from teachers, the education officers and provincial administrators who have realized that child labour is one of the factors that has contributed to poor performance in national examinations in the division.

As Anker and Melkas (1996) argue, it is only schooling that is likely to reduce the worst forms of child labour. The learners should be in school as required to effectively participate in school programs. School programmes require that children have continuity at home on what they learned at school. Doing different activities for payment confuses the focus of children hence they end up performing poorly.

According to the records from Keumbu Education office, the division has been performing below average in both K.C.P.E and KCSE Examinations for the last three years .In 2008,2009 and 2010 the mean score for K.C.P.E was 215.91, 211.22 and 212.92; while the mean score for K.C.S.E in the same period was 3.9,3.5 and 3.6 respectively. While you cannot solely attribute this poor performance, under enrollment, and absenteeism to child labour at Keumbu Division, the study revealed that many learners are always involved in the practice of child labour and this affects their participation in school programmes in public day secondary schools in Keumbu Division. Kisii County.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of child labour on learners' participation in school programmes in public day secondary schools in Keumbu Division Kisii county ; Kenya.

1.4 The Objectives of the Study

This study was guided by the following four objectives:

1. To investigate the extent to which trading related activities as a component of child Labour influence learners' participation in school programmes in public day secondary schools in Keumbu Division of Kisii county; Kenya.
2. To establish the level at which agriculture related activities as a component of child labour influence learners' participation in school programmes in public day secondary schools in Keumbu Division of Kisii County; Kenya
3. To determine the extent at which construction related activities as a component of child Labour influence the learners' participation in school programmes in public day secondary schools in Keumbu Division of Kisii County; Kenya.
4. To assess the level at which transport related activities as a component of child Labour influence the learners participation in school programmes in public day secondary schools in Keumbu Division of Kisii County; Kenya.

1.5 Research Questions

This study sought answers to the following research questions drawn from the study objectives.

1. To what extent does trading activities as a component of child Labour influence the learners' participation in school programmes in public day secondary schools in Keumbu Division of Kisii County?
2. To what extent does Agriculture related activities as a component of child Labour influence the learners' participation in school programmes in public day secondary schools in Keumbu Division of Kisii County?
3. To what extent does construction related activities as a component of child labour influence the learners participation in school programmes in public day secondary schools in Keumbu Division of Kisii County?
4. To what extent does transport related activities as a component of child Labour influence the learners' participation in school programmes in public day secondary sschools in Keumbu Division of Kisii County?

1.6 Basic Assumptions of the Study

This study was carried out with the assumption that child labour is a hindrance to learners' participation in school programs in public day secondary schools in Keumbu Division. It was assumed that the research instruments used were valid and measured the desired constructs. The researcher hoped that all students and the principals who were given questionnaires and interview schedule provided true and accurate information that helped the researcher come up with sound recommendations that could be used by educational stakeholders and policy makers to curb child labour in the world.

1.7 Significance of the Study

It is hoped that the study findings shall supplement the government's free education strategies focusing on enhancing accessibility of education to all, transition rate at all levels of education and retention rates. The Government shall fight against child labour through policy measures and ensure the practice is eradicated and no child is exploited and denied an opportunity to learn.

It is hoped the public may have a better understanding of the child's rights to be protected from discrimination, harmful cultural rites and practices, exploitation, neglect and abuse. NGOs engaged in child labour activities targeting academic achievement will have a better insight of the practice of child labour. Future researchers intending to do research in child labour and its effects on education in Kisii County may find the study findings useful in their research endeavors.

1.8 Limitations of the Study

The study was limited due to the fact that, some school administrators were not ready to divulge information about their schools freely. They fear research that focuses on their schools generally since many expose the evils they have been doing all along. They fear that if absenteeism cases in their schools are made public they would be accused of failing to instill discipline in their schools. Obtaining confidential information from the target respondents due to confidentiality clauses in the workplaces limited the depth of the information obtained.

However this was solved by use of the letter of transmittal and explaining to the respondents in advance that the intention of the questions was purely to seek information for research purposes only and not for any malicious intention. The nature of child labour which is quite erratic and unpredictable reduced the study's adherence to the required time-frame to complete it on time. The degree of willingness by the respondents to answer the questions

truthfully also diminished the study's intended level of accuracy. The depth of the study was also affected by the lack of adequate finances and as such it focused on few selected public day secondary schools within Keumbu Division; Kisii County.

1.9 Delimitation of the Study

This study only investigated the influence of child labour on learners' participation in school programmes in public day secondary schools within Keumbu Division of Kisii County. Keumbu Division is in Nyanza Province, Kisii Central District in Nyaribari Chache Constituency with an approximate area of 20,000 square kilometers. Its current population is about 300,000 people. Keumbu is dominated with Agricultural activities as it receives a lot of rain throughout the year. Some of the Agricultural activities that take place in the division are growing of bananas, sugarcane, tea and green vegetables. Brick making is also another economic activity that is done in some parts of Keumbu. The mode of transport particularly in the rural parts is use of boda boda (motorcycles)

The target selected included students in public day secondary schools and principals of schools within the study area. The target selected was appropriate because the principals provided information on enrolment, absenteeism, academic performance and the learners' participation in school programmes. The study was delimited to only public day secondary schools within Keumbu Division because the learners in boarding schools do not experience the problem under study.

1.10 Definition of significant terms as used in this study

Bonded child labour: is taking children to well off relatives or friends to work for their upkeep or to meet the unpaid debt of their parents.

Child labour: is work that is done by children under the age of 18 and interferes with children's schooling by denying them the opportunity to attend school, obliging them to leave school prematurely or requiring them to attempt to combine school and work.

Child headed family: Is a family where children are bread winners.

Learner's activities: Activities which learners engage in for payment e.g. carrying bricks for pay.

School programmes: school curriculum or learning, attending lessons participating in co-curricular activities.

Children: Any human being (s) under the age of 18 year

Participating in school programmes: Going to school; attending lessons; doing assignments and participating in co-curricular activities.

Trading related activities: Child involvement in business activities like actual selling of goods in the market; hawking; doing an activity for money.

Agriculture related activities; Engaging in Farm activities like weeding, tilling, harvesting tea plucking etc.

Construction related activities: Indulging in actual construction or carrying of construction materials like bricks, water, braking concrete

Transport activities: Participating in matatu industry and motorcycle riding for monetary gains.

Boda boda: Motorcycles which do transport business.

1.11 Organization of the study

This study is organized in five chapters. Chapter 1 which is the introduction contains information on the background of the study, the statement of the problem, the purpose of the study, the objectives of the study, research questions, the significance of the study, basic assumptions, limitations and delimitations of the study, definition of significant terms as used in the study and organization of the study.

Chapter 2 contains literature review, which is organized theoretically. The main themes in this chapter are ; the historical background of the concept of child labour ,components of child labour i.e. in trading related activities , agriculture related activities, construction related activities and in transport related activities. It has also the theoretical frame-work, conceptual frame-work, gaps in literature and the summary.

The 3rd chapter is the research methodology. This comprises the research design, target population, sample size and sampling procedures, research instruments, instruments' validity and reliability, data collection procedures and data analysis techniques. The 4th chapter deals with the analysis of the research findings, presentation, interpretation and discussions while the 5th chapter contains summary of findings, conclusion, recommendations of the study and contribution to the body of knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the historical background of child labour, the components of child labour as manifested in trading related activities, agriculture related activities, construction related activities, and transport related activities. It has also a theoretical frame work, a conceptual frame work and the summary.

2.2 The Historical Background Of child Labour

The practice of child labour is a global problem that has aroused the researchers' interests in studying in the subject so as to come up with possible suggestions that can be employed to curb this ugly scenario. Child labour hinders children from achieving their full academic potentials.

Child labour is a practice that can be traced back to the history of human beings. Although history knew very little concerning child abuse some practices entail child labour. Traditionally children were assigned some specific tasks to perform and they accompanied their parents to work places. Child labour was evident in the traditional child for instance in long working hours for underage. Child labour can be defined as work done by children under the age of 12; work by children under the age of 15 that prevents them from school attendance, and work by children under the age of 18 that is hazardous to their physical or mental health. Child labour is an economic activity or work that interferes with the completion of a Child's education or that is harmful in any way (Milton 2009).

When children are exposed to heavy work and for long hours their effective participation in school programmes will be affected. It encourages absenteeism and leads to school dropout. This study investigated how this practice affected learners in their academic

programmes. Milton (2009) traced child labour way back to the late 1700's and early 1800's where power driven machines replaced hand labour for the making of most manufactured items in England. He argues that: The factories employed children in underground, in coal mines. The working children had no time to play or go to school and little time to rest. They often became ill. From this study child labour is a practice that started long time ago and is still prevalent even in the developed countries. Child labour has been a matter of concern for many organizations and countries over a period of time. It is a monster that still can be traced in the present times in diversified forms.

Although most countries have enacted legislation that protects the rights of children; still the problem can be traced in various rural and urban settlements. It can be in factories, mining, prostitution, quarrying, and agriculture, helping in the parents business or doing odd jobs. This hinders the learners' participation in school programmes. The practice has evaded the law enforcers and since it manifests itself in diversified forms it has spilled over to the present times even in the developed world.

2.3 Child Labour in Trading Activities and participation in school programmes.

Child labour in trade or business sector is a global problem. Children in the world all over are involved in family businesses as away of helping their parents but finally such children start formal business where they are employed by wealthy people who find them cheap to pay.

Child labour in trading manifests itself in various forms. It starts with children of school going age assisting their parents in the actual selling of good in shops, or in the open market. It is common to see children also transporting farm products to the market or selling milk early in the morning before going to school. Some children hawk various goods along the highways and in the open markets. This practice leads to such children being absent from

school and this leads to poor performance in exams hence such children are discouraged and finally drop out of school.

According to UNICEF (2005), in their report they show that children usually work for pay in seasonal cycle, for street trade and small workshops; this is done after school or before school. They further observe that this habit denies the children time to fully participate in school activities and finally this leads to dropout from school hence transition rate is affected.

BASU (1998) in his research concurs with UNICEF that children involved in trading activities accounts for 22% of the work force in Asia, 32% in Africa 17% in Latin America, 1% in U S, Canada, Europe and other wealthy nations. In Kenya children are usually seen in major towns and cities selling or hawking paper bags, farm products, sweets etc. whether they are doing it to help their parents the fact remains they are not in school. Some drop out of school to peddle drugs and sell cigarettes along the streets. This is supported by Ngunjiri (1998) in his study which shows that:

“In urban areas children are employed in the informal sector as domestic helpers, in streets begging and hawking. Child prostitution and other forms of child exploitation is known in major cities in Mombasa, Malindi and Nairobi where young girls of below 18 years are involved as commercial sex workers.”

These findings are relevant to this study since it shows that children are involved in hawking in streets. In this study most children at Keumbu market are openly seen hawking sugarcane, bananas, and fruits along the road. Such children are never in school and even when they are there, they don't concentrate hence Keumbu as a division posts very poor results in National examinations.

OXFAM (2004) in their report they note that children who are involved in trading activities perform poorly in their academics. Poor performance in examinations leads to school dropout as such children are asked to repeat classes hence they feel depressed and opt to quite from school and start to doing anything that can support their life. Some end up in the streets where they engage in all manner of evils ranging from prostitution, peddling of drugs and even engaging in thuggery.

Mand (2003) in his studies supports OXFAM'S findings. He observed that in Nyanza province, Kisumu town has more than 300 male and female children engaged in prostitution. Some as young as eight years old. This study was done in an urban setting where most studies have been done but little study has been done in rural areas where children are usually employed in farms and shops. The problem of child labour is aggravated by single – headed households whose level of income is unstable, irregular and inadequate. Those children who come from large family households are forced to engage in informal sector on the streets to do hawking and child prostitution to support their families.

Poverty levels among many families is compounded by the high rate of unemployment due to economic bad times the country is experiencing, rural urban migration, HIV and AIDS, low wages and the inability of government to adequately provide education and health care due to constant deterioration of these services as a result of poor funding. As a result of the above factors and the overwhelming poor social economic situation in the country the number of children entering the labour market has steadily increased. This is forcing the children to work in order to fend themselves or to supplement to family income.

The children Act (2002), which became law in 2002, protect children from employment, hawking, commercial sexual work, and participation in manufacture distribution and use of narcotic and psychotropic substances. The law also protects children from sexual abuse exploitation including prostitution and pornography. It out – laws any form of neglect by

parents including excessive beating. But in rural areas and most slums you find young children who should be in school neglected and doing or helping their parents in small business. This kind of neglect and misuse of children in family business negatively affect the children's effective participation in school programmes. Hence, this study investigated the extent at which learners are involved in trade related activities and how this affects them in implementing effectively school programmes.

2.4 Child Labour in Agriculture and participation in school programs.

Many children in the world are employed in agriculture than in any sector most children in commercial agriculture work on a seasonal basis, often full – time as part of a family unit during the harvest and seeding seasons, but irregularly or on a part – time basis during the remainder of the year many of this children attend school when they are not working. Most of them do not attend school during harvest and seeding months.

ILO – OPEC (2008) reports indicate that, of 215 million children laborers in the world, most laborers aged 5 and 17 years are in agriculture (60%). From the above study it is evident that a large proportion of children are engaged in Agriculture sector hence hindering their full participation in school programmes.

Dumas (2007) in his research found out that: Children working in commercial or family farms and doing fishing face a wide range of health and safety risks. Often forced to work in harsh conditions without protective clothing or safety equipment, many children are injured in the course of their work. These findings by Duma are quite relevant to this study in that most children in Keumbu Division, cut sugarcane and also pluck tea such children work extremely long hours without rest: fatigue makes them more susceptible to accidents.

Such children who are exposed to dangerous working conditions, excessive physical strain, malnutrition, and regular exposure to disease carrying animals and toxic chemicals leads to respiratory diseases, and back injuries. Such children cannot effectively participate

in school co-curricular activities and academic programmes this leads to poor performance in examinations. Falayalo (1997) traced child labour in south Asia which has the largest numbers of child labourers in the world. He noted that Child labour is also present in Pakistan, Bangladesh and Sri Lanka. Agriculture is the largest employer of children. The Yemen Times (2010) also reported that due to deteriorating economy and increasing poverty more and more Yemen children are being forced to abandon their normal childhood to earn a living. This is especially prevalent in the agriculture sector.

From the above studies it is quite evident that most children do agriculture work. Because many of these children work on an occasional basis, and because official statistics either do not count, or are unable to accurately count seasonal workers, estimates of the total number of children working in commercial agriculture are difficult to ascertain. The use of child labour in agriculture is thus, to a large degree invisible – unaccounted, often undocumented and little understood. Child labour in agriculture is traced by ILO (2005) to be more prevalent in India. The reports indicate that 80% of child laborers in India are employed in the agriculture sector. The children are generally sold to rich money lenders to whom borrowed money cannot be returned.

This citation from India indicates that the problem of children engaging in agriculture affects even the developed countries. It is important to do research at Keumbu to establish if child labour in agriculture has any bearing to its poor performance in national exams. In Kenya child labour has existed even during the pre – independence days. Children were sent by their parents to work in farms and homes of white settlers in order to earn money to pay taxes for their parents. Today, due to high incidences of poverty and the changing family structures and values, children are known to work in the commercial agriculture sector, in tourism, stone mining, fishing and in industries, in order to supplement family incomes. In Kenya Children provide about 25% of labour in agriculture sector, while unknown number of

working children is involved in domestic work in the country. 3.6 million Children who are between 6- 14 years are not in school and are estimated to be involved in working and hence denying them the right to education (UNICEF 2006).

In a related study by UNICEF I Kenya (2000), the report indicates that 4 million children are said to be absent from the educational statistics. These children are said to have become, street children, abandoned and neglected children or are in places they are not supposed to be as children. From these two studies, it is worrying that many children who should be in school receiving knowledge and participating in co-curricular activities are engaged in child labour. This report indicates the urgency of doing research at rural areas to establish how child labour manifests itself in small scale farming and at family set ups. In the family it can go on unnoticed.

In the central province of Kenya ILO (2001) showed that during the peak harvest season in the Kenya Coffee plantations, as many as 30% of the coffee pickers are children aged less than 15 years. These children are exposed to poor working conditions; they are injured by pruned coffee and tea bushes. They also work for long hours. Children who are injured while working in the farms cannot fully participate in co – curricular activities. They occasionally become absent from school and some end up dropping out and become full time employees in the farms.

Participating in school programmes require that the learners are fully attended to and they do co – curricular activities. But when involved in such hard work their concentration while in class is interfered with. Failure to complete assignment given leads to attracting punishment from teachers hence some learners drop from school. This leads to absenteeism hence transition rate from one step to another level is not achieved.

Benson (1977) in his research shows that children who are employed in farms or who assist their parents in doing harvesting, weeding and planting do not realize their full

potential in academics. They spend most of their time in plucking tea and transporting it to the market place hence their concentration in class work becomes poor leading to poor performance in examinations.

From this study it can be observed that when children participate in agriculture work, they go to school when they are already exhausted and cannot participate fully in school programmes. Even those who work during weekends are exposed to dangers of injury or if they do spraying of chemicals they suffer from respiratory diseases. This will lead to some being hospitalized hence leading to dropout from school. Clear statistics is missing to account for how many children are employed in the agriculture sector and to what extent does it affect learners' participation in school programmes at Keumbu which is dominated with similar agriculture activities as above discussed.

2.5 Child Labour in Construction Activities and participation in school programs.

In construction children are particularly used in carrying of construction materials like sand, bricks, fetching water, collecting liter around the construction sites and breaking parasite. In doing this they may be paid some token of appreciation or they are not paid at all especially when assisting their parents. It is common to see children drop out from school to engage in making bricks, and transporting them to the roadside for sale. Some children are used by their parents in breaking concrete or digging murrum used for construction. This habit encourages the children to be absent from school to assist their parents or for monetary gain. Such children form a habit in their life such that they can do the work early in the morning before going to school or during school hours or after school. Whichever the case such children are tempted to drop from school to engage in such activities. This also leads to poor participation in school programmes as such children will not have sufficient time to do their assignments. In bricks carrying some young children even those of 10 years and below assist their mothers in transporting or carrying bricks to the roadsides. They are also fetch

water to the construction sites in order to earn a living. This practice of child labour in construction is also reported to exist in Yemen. According to Yemen Times (2010) it reported that:

“The leading area where child labour is rampant is agriculture where children are exposed to pesticides, handling heavy agricultural and carrying heavy loads. The second area is in the construction industry, where children are exposed to chemical toxics and paint and finally car repair workshops where children face physical injuries, burns and respiratory problems from inhaling fumes.”

From the above report it is evident that the practice of child labour exists even in the middle developed countries. Such children exposed to construction activities will not go to school hence they cannot concentrate in school programmes. When they are injured they become absent in school as they have to seek medication. This further derails their progress in academic some finally drop out of school.

In India the exploitation of little children for labour is an accepted practice and perceived by the local as popular and a necessity to alleviate poverty. Carpet weaving industries pay very low wages to child labourers and make them work for long hours in unhygienic condition. (OXFAM, 2004).

Beguile and Boyden (1988) also comments about child labour in China. He noted that: There continue to be reports that some Chinese children are forced into prostitution and various forms of forced labour, including begging, stealing, selling flowers, and work in brick Kilns and factories. For example, there were reports; child labourers were found working in bricks Kilns, low skill service sector and small workshops and factories. It is evident that children are real exploited in construction sites and in factory production and backstreet

workshops. The studies did not investigate the effects of such practice in their education. In most cases parents sacrifice the education of their children to the growing needs of their younger siblings in such families and view them as wage earners for the entire class. This practice of using children in construction generates into a habit hence children form part of the unskilled labour force. They drop from school at a tender age and start to earn a living.

In Kenya child labour in construction is a phenomenon that is common. According to child labour survey conducted by the Kenya Bureau of statistics in (2000), an estimated 17.4% (1.9 million) of children in Kenya do housework, Quarry soapstone in KISII, mine sand in Ukambani and mine gold in Western Kenya. They wash cars, sell goods on the streets and collect and sell wasted materials for money (Oyuga 1977).

These studies have only sited and revealed the existence of the practice of child labour but they have not linked it with children's education. Hence this study determines how the practice of child labour in construction activities affects the learners' effective participation in school programmes.

2.6 Child Labour in Transport sector and participation in school programmes

The transport activities that the study examined are those that influence learners' participation in school programmes which are motor cycle riding, commonly referred to Boda boda and touting. School going children drop out of school to engage in such practice fail to participate in school programmes. In Kenya, children primarily work in the informal sector. They work, often with their families in subsistence and commercial agriculture on tea, coffee, rice and sugar plantations, children also work in herding and fisheries, domestic service, construction, transport, quarries and mines. The report indicates that children who should be in school are employed in the transport sector. This affects their attendance of school and leads to poor performance in exams.

In Kenya today Boda boda business is on the rise as they conveniently drop people to their houses at relatively cheaper cost. Most middle level income earners have invested in boda boda business. This has led to a shortage of riders. Some businessmen have engaged children in riding as a way of alleviating the shortage. This has led to most young men dropping from school to be employed by boda boda owners.

The UN Reports (2008) shows that in Busia town, enrollment of children in schools decreases due to child labour in boda boda industry. It noted that.

“Busia District has 277 primary schools and 27 Secondary schools. Many of the District schools are under utilized due to low enrollment and high dropout rate. 605 of boys and almost 70% of girls who begin class one drop out before they complete class eight, child labour, pregnancy, early marriage, death of parents and lack of parental support drive these high drop out rates.”

Busia is one of the areas dominated by boda boda business. In fact the word boda boda came from the word ‘boarder’ due to the town being along the Uganda Kenya border. Many children are engaged in transporting goods from Kenya to Uganda and vice versa. Such children have dropped from school at a tender age hence are exploited.

There are many Motor cycles in most towns in Kenya of late. They have attracted the young children who have either dropped out of school or are doing the practice while attending school. It is estimated that there are almost 600 boda boda motor bike taxis in KISII town. This being a new venture in Kenya it has attracted young boys and girls who have dropped out of school to engage in the business. As this business is booming many reports indicate that young children are hired as drives. Traffic police in most towns are working

under pressure to contain the excesses of thousands of boda boda, motor bike taxi. Some of the drivers do their work while under the influence of alcohol; some of them have no driving licenses, hence end up causing accidents and in the process they are injured and this affects them from participating in school programmes.

In Keumbu division many children are dropping from school due to the problem of boda boda. Boda boda accidents occur almost on daily basis and people attribute them to young boys who have not completed schooling. Through a general survey in most matatu terminus, you will see young boys touting at a small fee. Occasionally they are rounded up by the law enforces and locked up in the sells but again they return. In Nairobi and Mombasa touting is a major evil that have rendered government efforts useless in eliminating the vice.

According to Manda (2003) in his research he shows that when children engage in transport activities, it limits a learners time for schooling he further argues that if working leaves children with insufficient time or energy to devote to studies then child labour should be discouraged as it is injurious to the development of a child. From this observation it can be argued that when children engage in touting, boda boda, car washing or Tyre repair they lose concentration in school programmes. They cannot focus fully in doing, school work. They are exposed to accidents which lead to hospitalization or death. This leads to poor performance in exams which finally leads to dropping out of school. Boda Boda riding or business has attracted very many local investors in urban and rural centres. This business has boosted communication particularly in the rural and remote places. But they have also led to some students dropping from school to engage in such business.

In Keumbu Division this is quite evident as there are complaints from all sectors. The researcher found out that those learners who participate in boda boda business don't participate effectively in school programmes and this leads to poor performance in examinations, absenteeism and finally dropout from school.

2.7 Theoretical frame work

This study is modeled on the social conflict theory which was advanced by Karl Marx (1959). The theory postulate that social behavior can be best understood in terms of tension and conflicts between the ruling class and subject class. The ruling class derives its power from its ownership and the control of the forces of production. The ruling class exploits and oppresses the subject class.

This theory is applied in that child labour is a form of exploitation on the rights of a child. The parents have imperfect information about whether employment opportunities available to their children are exploitative or not. In this study a ban on exploitative child labour is desirable, because it resolves the problem of imperfect information faced by parents and therefore leads to a situation where children enjoy their rights of freedom and access to education. Education is one of the fundamental human rights and should be accessed by all children.

2.8 Conceptual Framework

The study was guided by the conceptual model in figure 1 below

DEPENDENT VARIABLE

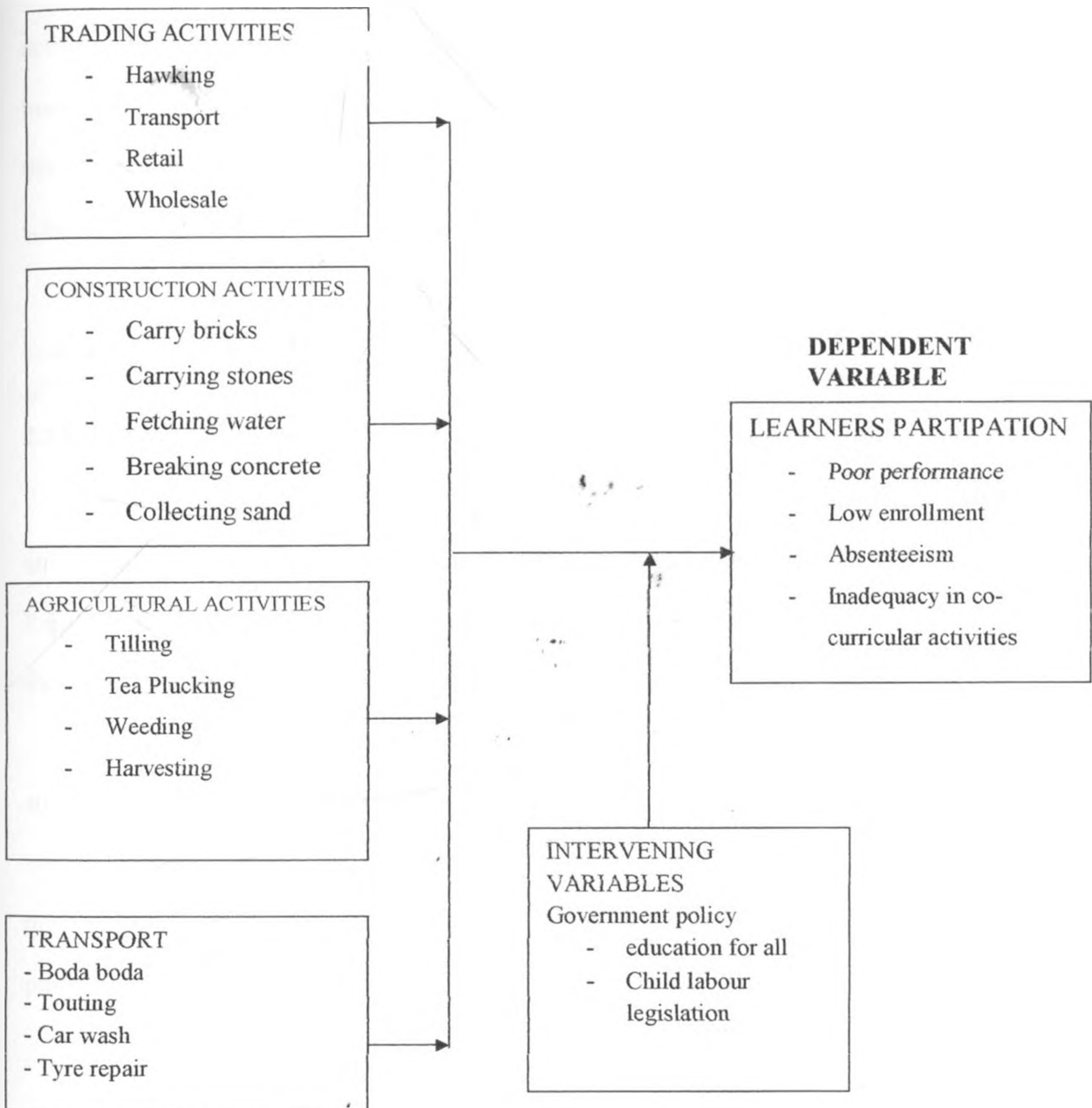


Figure 1 Conceptual frame work

According to the researcher's conceptual working model, Child labor is influenced by family backgrounds which include orphanage, single parenthood, poverty, parental negligence and parental harassment. It is also worthwhile to note that the practice of child labor which revolves around aspects like trading, construction, Agriculture and transport is fuelled by activities such as Hawking of bananas and sugarcane, carrying bricks for construction, boda boda taxis, touting and land tilling. This can easily results into poor academic performance of the learners involved in the said activities, low enrollment in schools, absenteeism from school, poor concentration while attending classes and inadequacy in co-curricular activities.

However, in this model the government policy can influence child labor practices by for example banning the participation in such activities as mentioned.

2.9 Gaps in the Literature.

Quite a lot of research has been done by various researchers, such as ILO, UNICEF and OXFAM to determine why the practice of child labour is prevalent in most societies. Research has also been done by Ngunjiri on 'Child labour on the rise' but the study did not show how child labour affects the children in their participation in school programmes.

Dumas (2007) conducted some research on why parents make their children to work and he argued on the cost effectiveness on using children in business. However his study did not establish how children are involved in transport, agriculture and trading activities hence this study intends to establish the extent to which child labour influences learners' participation in school programmes

2.10 Summary

In this chapter it was established that various studies have been conducted about child labour by many researchers and NGOS .ILO and OXFAM have also done so many research surveys in various countries. The surveys revealed that indeed the practice of child labour is not a problem only in the developing world but it is a global problem that cuts across all countries. Despite the fact that many countries have enacted legislation which outlaws the practice much progress has no been realized. The study also revealed that children of school going age are involved in trading activities like hawking in the streets, assisting parents in retail and wholesale shops. This was found to deny learners humble time of study .some learner assist their parents in transporting the farm products to the market places while some assist in the actual selling and this encouraged the children to engage in trade at the expense of schooling.

The learners were also found to indulge in agriculture related activities like land tilling, planting, weeding and harvesting. Agriculture is the biggest employer of children in most countries. In the process the children are injured and fatigued hence they cannot effectively participate in school programmes. The study reviewed literature which revealed that learners participate in construction activities where by they carry construction materials such as bricks, water and sand. The children start this work when they are five years old and finally get formally employed. Others were also found to participate in transport related activities like boda boda business, car wash and touting.

The study revealed that the problem of child labour contributes to poor performance in exams as it denies children the valuable time that they should utilize to participate effectively in school programmes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter explains the design of the study, target population, the sampling procedure to be used and the instruments to be used for the study, the section will also include the methods of data collection and data analysis techniques. The researcher therefore explains below what was done in each of the above sub-section.

3.2 Research Design

The study was carried out using descriptive survey method. This is a research method through which data is collected from members of a population by use of a questionnaire and interviewing schedule so as to determine the current status of that population with respect to one or more variables. It is therefore, a self reporting study, which brings out quantifiable information from the sample (Mugenda and Mugenda, 1999). The research study was aimed at establishing the relationship between the child labour and learners participation in school programmes within Keumbu Division of Kisii Central District. It was also concerned with the types and factors that are associated with child labour activities and the conditions that accelerate this behaviour. The researcher used this method because the design looks with intense accuracy at the phenomena of the moment and then describes precisely what the researcher sees. In regard to this study therefore, the researcher used the design to systematically collect and analyze data, which he used to successfully answer the given research questions and came up with appropriate recommendations.

3.3 Target Population

The target population for this study involved the principals of public day secondary schools within the Division, and learners in the schools. Thus, the total number of target participants was 5581 which includes 19 Principals and 5562 students. This is represented as in table 3.1

Table 3.1 Target population

Category	Number for each
Principals	19
Students in secondary	5562
Total	5581

The Principals were used since they are the custodians of the enrollment records in their schools and they also keep records of academic performance, attendance records and student dropouts.

In this study learners were also involved to establish the extent at which they participate in trading, agriculture, construction and transport activities and how this affects their participation in school programmes.

3.4 Sample Size and Sampling Procedures

In this section this study deals with the sample size and sampling procedures

3.4.1 Sample size

According to Krejcie and Morgan (1970), random sampling refers to selecting a number of subjects of a sample. They give a sample of 361 respondents for 6,000 target

population. In this study, there is a total target population of 5581 respondents and the sample population for the study will be 361 respondents

The sampling design for this study was hinged on specific research assumptions. It was assumed that there is no significant statistical difference between the head teachers of schools, and learners in all schools. Out of 19 secondary schools only a sample of 14 schools was used in the study.

3.4.2 Sampling Procedures

In this study the researcher used both purposive sampling and simple random sampling techniques in arriving at the sample size for the study. Therefore, a total of 14 principal participated in the study drawing one principal from each of the schools selected for the study. Also there were a total of 5562 students in these secondary schools. The proportion for the learners who participated was computed as shown below:

Proportion for secondary school students was:-

$$\frac{5562 \text{ (Total no learners)}}{5581 \text{ (total target population)}} \times 361 \text{ (Total sample size)} = 359$$

The information above can thus be shown in a table as below:

Table 3.2 Sampling Procedures

Respondent	Target Population	Sample Size	Sample per School
A. Secondary			
1. Schools	19	14	-
2. Principals	19	14	1
3. Students	5562	59	26

In the table above the sample size for principals was 14 representing 1 principal from each school sampled, while 359 learners formed the sample size for the study taking 25 learners from the 14 schools sampled. Therefore the sample size for the study was:

$$14 + 359 = 373.$$

3.5 Research instruments

Data for this study was collected mainly by use of questionnaire for all learners. The principals were only interviewed by the researcher. The questionnaire and the interview schedule used for data collection were designed in such a way that the items captured the objectives of the study, which helped to answer the research questions.

The questionnaire for the learners and the interviewing schedule for principals were divided into five sections each. Section A was to solicit for background information regarding the respondents. Section B included items which sought response towards objective one which deals with trading related activities, while section C contain items seeking information relating to objective two which is interested in agricultural related activities. Section D targeted information for objective three on constructions related activities and section E included items asking for response regarding objective four on transport related activities. All the items captured in sections B-E also aimed at establishing the impact of trading, agriculture, construction and transport related activities as a component of child labour on students' participation in school programmes. The same items were also used in the interviewing schedule for the principal to measure the response from the two groups on the same item using different instruments.

3.5.1 Piloting of the Research Instruments

A pilot study tries out the research tools on respondents who would be eligible to take part in the main study. One actually aims at finding out whether or not the respondents have

the same understanding of the items and questions and thus would offer the required information. It is not until a researcher has information obtained using all the instruments in the study that one can be sure the research needs are going to be met by the information one asked for.

In this study, the research tools were appraised and amended by two experts from the University of Nairobi before piloting in the neighboring Division called Igare. This was chosen for piloting because the division shares the same characteristics and operates under similar conditions like those in the study area.

Through pilot study, ambiguities in the questions asked were corrected before the final study was carried out. After the reliability and the validity of the instruments established, the researcher went to the field for data collection.

3.5.2 Validity of the instruments

According to Leady (1980) validity is the degree to which a test measures what it purports to measure it is concerned with the soundness and the effectiveness of the measuring instruments. Content validity was done by the use of the results of the Pilot study. Moser and Kalton (1992) describe validity as "... the success of the scale in measuring what it sets out to measure so that differences in individual scores can be taken as representing true differences in the characteristic study" (p 355).

Content validity was done by the use of the results of the pilot study. The instruments were given to two experts in the area of the study who went through them and advised on relevant corrections to ensure their content validity. The pilot study was expected to ensure their common understanding and interpretation of the items in the research instruments. After the reliability and the validity of the instruments were established, the researcher went to the field for the final data collection.

3.5.3 Reliability of the instruments

Reliability is the degree of consistency that an instrument or procedure demonstrates. Thus, the instrument measures what it is expected to measure consistently. Borg and Gall (1986) also define reliability as the level of internal consistence of stability of the measuring device over time.

To test reliability of the instruments before the actual field research the researcher gave the questionnaire to the 359 learners in public day secondary schools. The same instruments were then given to the same respondents after two weeks, responses were analyzed to check for consistency, and questionnaire items with contradictions were eliminated or changed.

The test –retest method was used to assess the reliability of instruments. The researcher used Spearman rank order correlation, a positive correlation coefficient for questionnaire and interview schedule of over (r) 0.75 was judged high enough to consider the instrument reliable Orodho (2009)

$$R = 1 - \frac{6\sum D^2}{N^3 - N}$$

3.6 Data collection procedures

Before collecting data from the targeted population, the researcher obtained an introductory letter from the dean department of extra mural studies –The University of Nairobi which enabled the researcher to obtain a research permit from the National Council of Science and Technology. After obtaining the research permit from the ministry of Education which authorized the researcher to carry out the study at Keumbu Division, the researcher made a courtesy call to the Nyanza provincial director of Education and the District Education officer, Kisii District and informed them of the intended study.

The public day secondary schools selected for the study were visited with the intention of informing their administrators that this study was to be carried out in their schools. After the administrator acceptance, the researcher then issued the target population with the research questionnaires and asked them to complete the items therein. The researcher then organized and interviewed the principals at their schools at their convenient time. In the process, the researcher assured the respondents that the information provided by them would be used only for the purpose of the study and would be maintained in strict confidence. The transmittal letter was issued together with the questionnaires and interview schedule. The researcher then visited the schools again after two weeks to collect the completed questionnaires.

3.7 Data Analysis Techniques

After data collection and organization, the researcher inspected and edited the data to ascertain accuracy, completeness and uniformity. There were two instruments used to collect data from the respondents. The interview schedule for principals had 15 items with open ended questions to which they responded to. Each interview schedule had five sections. The first section solicited for demographic answers while the rest of the sections had questions regarding the four objectives of the study. The questionnaire for learners had 16 items with closed ended questions which had the same sections as the interview schedule. The data collected was examined to facilitate answering the research questions alongside the objectives of the study. The researcher then coded and analyzed the data by using the statistical package for social sciences to produce tables, frequencies and percentages. The interviewing schedule for principals was analyzed qualitatively and in comparison with what the learners said.

3.8 Ethical Consideration

The information collected from the respondents was treated with strict confidentiality and was only used for research purposes. The researcher cited from the original source and the citations were recognized appropriately.

Figure 2. Operationalization Table

Objectives	Type of variable	Indicator	Measures	Level of scale	Data collection method	Approaches of analysis
	Independent					
To investigate the extent at which trading related activities as a component of child labour influences learners' participation in school programmes in public day secondary schools in Keumbu Division of Kisii County; Kenya	Trading related activities	Attendance Performance	Number of students	Ordinal & ratio	Questionnaire & Interviews	Quantitative & Qualitative
To establish the level at which agriculture related activities as a component of child labour influence learners' participation in school programmes in public day secondary schools in Keumbu Division; Kisii County; Kenya.	Agriculture related activities	Absenteeism performance	Number of students		Questionnaire & Interviews	Quantitative & Qualitative
To determine the extent at which construction related activities as a component of child labour influence learners' participation in school programmes in public day secondary schools in Keumbu Division of Kisii County; Kenya.	Construction related activities	Absenteeism Performance	Number of students		Questionnaire & Interviews	Quantitative & Qualitative
To assess the level at which transport related activities as a component of child labour influence learners' participation in school programmes in public day secondary schools in Keumbu Division of Kisii County; Kenya.	Transport related activities	Absenteeism performance	Number of students		Questionnaire & Interviews	Quantitative & Qualitative
Dependent variables						
Learners' participation in school programmes		Enrolment	No. of students	Ratio		
		Concentration	No. promoted to next class	Ratio		
		Participation	School activities	Ratio		
		Performance	Completion	Ratio		

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

The researcher organized the findings of this study under the following sub headings; questionnaire return rate, report of findings and analysis of data obtained. The data in this chapter is presented using both quantitative and qualitative procedures using frequencies and percentages. After data analysis and presentation the information shall be interpreted and discussed in relation to the literature reviewed and in comparison with the respondents' responses.

4.2 Questionnaire and Interview schedule Return Rate

A total of fourteen (14) interviewing schedule for principals, and three hundred and fifty nine (359) Questionnaires for students were used in the main study. All the fourteen (14) principals of the 14 public day secondary schools were interviewed. Three hundred and fifty nine (359) Questionnaires were given to students and out of this number, three hundred (300) which is 83.9% of the Questionnaires, were returned to the researcher.

This return rate was above 75% minimum as advocated by Tuckman (1972) to justify any research work. The questionnaires that were not returned therefore did not affect the results of the study because major findings had appropriate sample size. The high return rate was achieved due to the researcher's familiarization and reconnaissance tour of the area which was studied and the high literacy level of the respondents. This return rate was also enabled through a constant effort of follow up by the researcher and by calling some of the respondents.

4.2.1 Demographic Information of Respondents (Responses from principals)

This section deals with the demographic information about the principals sampled for the study. It sought information about the sex and length of stay in their current schools and the frequency of checking the learners' attendance register.

4.2.2 Distribution of Respondents by sex

It is very important for the researcher to understand the gender distribution of the respondents. Therefore the researcher indicated the sex of each of the fourteen interviewed. From the fourteen interviewed thirteen were male while only one was a female. This implies that majority principals within Keumbu Division are male. It is also an indication that there is gender imbalance in the promotion of teachers to positions of leadership in the study area. It may also imply that women fear taking up leadership positions due to the challenges this post have. It also shows that the practice of child labour has affected girls more than boys hence few girls complete their education.

4.2.3 Respondents Length of stay and frequency of checking register

The study sought information concerning the number of years the principals had served in their current stations. Various responses were provided by the participants. From their responses, it occurred that most of them had served for over six years with only a small number having served for less than five years. This means that the information provided by these respondents was reliable and could be depended on for the purpose of making conclusions in this study. From the interviewed principles on this item of length of stay, majority or a large number seemed to agree that the problem of child labour in the division is rampant and has affected the students from participating fully in school programmes.

The study was also interested in the frequency of checking the learner's attendance registers by after being marked by the class teachers. This item sought to find out the frequency of monitoring students' attendance of school programmes. It is through marking of the register that attendance can be monitored. Majority of the respondents interviewed said that they checked the registers on daily basis by the help of the deputies and seniors teachers. This implies that the majority principals take time to check the attendance of learners. Therefore the information they give in regard to learners' participation in school programmes is appropriate and accurate.

4.2.4 Common trading related activities and frequency of involvement

Item four on the interview schedule for the principals sought for information on the type of trading activities that are common within their school localities. This was important for the researcher to find out if indeed the activities targeted in the objectives are found in the study area. A large number of respondent indicated that the selling of sugarcane is more dominant than the rest of the activities. This response was supported by the learner's response on the same item in the learners' questionnaire (item six) in which majority of respondents said that the selling of sugarcane is common at the study area.

This confirms that selling of sugarcane is the most common trading activity in locality. And it has a big impact on the learners' participation in school programmes within the study area. This item is closely related to the next item in the principals' interviewing schedule where the respondent were asked to indicate how often their learners participated in the above mentioned trading activities. The researcher intended to capture the view of the respondents on the frequency of the learner's participation in the said activities. From the responses it occurred that majority of the principals confirmed that learners participated always in the trading activities of selling sugarcane at the expense of attending school programmes.

This finding agrees with what Dumas (2007) who observed that children engaged in harsh conditions without protective clothing or safety equipment may lead to children being injured in the course of their work. This lead to absenteeism from school and finally if may lead to dropout from school. Selling sugarcane involves transporting sugarcane from the farm to the market place on foot. This leaves many children fatigued and their concentration in class work is affected.

4.2.5 Rate of school attendance and participation in school programmes

The researcher interviewed the principals to rate the attendance and participation of the learners who engaged in trading activities on school programmes. This item sought to find out whether those students who indulge in trading activities are able to effectively attend to school programmes.

The response from majority principal was that the learners' attendance and participation in school programmes was poor. These findings are similar to the response given by the learners on item seven pertaining how often they assisted their parents in trading activities. Majority of the learners (57.1%) indicated they assist them always. That revealed that the impact of child labour within the study area was real and that is why the study was conducted. This status adversely affected the academic performance of such learners.

4.2.6 Agriculture related activities and participation in school programmes

This section sought information on the learners' participation in agriculture related activities, such as land tilling, planting, weeding, harvesting and plucking tea. A large number of principals interviewed on whether their learners participated in agriculture related activities, answered on the affirmative. Respondent number six was quoted as saying or confirming that:

“Most students assist their parents in plucking tea very early in the morning before going to school, some milk the cows and sell milk while the girls assist in transporting bananas and sugarcane to the market or road before and after school. This is a common phenomenon in this place and it has really affected the performance in national examinations.”

These findings agreed with what Falayalo (1997) said that in Bangladesh and Sri Lanka Agriculture is the largest employer of children. The learners' response to item 11 on their questionnaire supported what principals said. Majority of them (71%) indicated in the questionnaire that they assisted their parents in plucking tea, milking and transporting sugarcane to the market always.

From this information it can be inferred that most learners participate in agriculture related activities besides the trading activities. This means that learners do not have more opportunities for study since they divide the time available between the various activities and school attendance and participation in school programmes thereon. This in effect, affects their performance in academics. All the 14 principals interviewed confirmed this.

4.2.7 Participation in Agriculture and its effects on performance

This item sought to find out if the learners' participation in Agriculture related activities affects the learners' performance in school programmes. The findings from most respondents revealed that learner's participation in school programmes was adversely affected by the learner's participation in Agriculture related activities. This was mostly common during the planting and harvesting season when work was a bit high. Most learners stop even going to school during such season as they are expected to offer labour.

This finding is similar to what ILO (2001) found out that 30% of the coffee pickers in Central province of Kenya are children aged less than 15 years. These children are injured while working in the farms and cannot participate in co – curricular activities. They occasionally become absent from school especially during harvesting and planting season. Some finally drop from school.

It can be inferred that the poor performance in national exams in Keumbu division is caused by most learner's failure to participate fully in school programmes like attending lessons and concentrating in academic programmes. Also since all learners are day scholars, parents are tempted to use them for farm work before they go to school or even after school. This chews the time that a student can use to do extra academic work or assignments.

4.2.8 Construction related activities and participation in school programmes.

In this item the researcher sought information related to which construction activities that the learners participate in. The researcher wanted to get information about the common construction activities that the learners participate in that hinder them from going to school.

Majority of the respondents interviewed confirmed that fetching water was the most common activity that takes place in the study area. It is closely followed by the carrying of bricks to the road for sale. Few respondents said that some children are engaged in breaking baraste and actual masonry work. This item is related to item 14 on the learner's questionnaire which sought the same information; majority students confirmed that they engaged in fetching water mostly and in the carrying of bricks to the road.

One of the principals on interview schedule number 8 was quoted as saying that

"Most learners since they are at a prime age and are energetic, they make their own bricks which they sell while some learners assist their parents in fetching water to raise money for school fees"

The same principle sighted Nyangoko, Nyamecheo and Nyakebako as areas where learners are mostly engaged in bricks makings to a point where some schools enrollment has drastically dropped due to the mentioned activity.

From this finding it can be concluded that construction related activities in which learners involve themselves are fetching water bricks making. These activities have accelerated poor performance and low enrollment in schools.

4.2.9 Construction related activities and absenteeism

In this study the researcher was interested to find out if the construction related activities above mentioned contribute to poor performance and absenteeism in school

From the interview schedules, most principals were in agreement that the construction related activities above mentioned indeed contributes to absenteeism a great deal. They observed that most learners own the business of making and selling of bricks. Bricks making, burning and transporting is an activity that requires some skills which some of the learners have mastered, hence they are hired by some people to assist them. Carrying bricks requires many people hence learners abscond school to give such assistance. This leads to absenteeism and finally poor performance. Some women usually are employed to fetch water at construction sights hence they take their children to assist them in fetching water to increase the days earnings. such children used in fetching water get used and finally resort for quite from school and start engaging in child labour.

These findings are related to what Benson (1977) said that when children spend most of their time in some activities, their concentration in class work becomes poor leading to poor performance in examinations: From these findings it was revealed that indeed children are engaged in construction related activities at the expense of good performance. Absenteeism is caused by most children engaging in some income generating activities which take their good time hence they lose track in academic issues.

4.2.10 Transport related activities and frequency of participation in boda boda

The researcher was interested in understanding if the principals are aware of their learners participating in transport related activities like riding boda boda (motor cycle), touting and car wash. Therefore in this item the principals were asked if their learners were involved in transport related activities. Most principals answered in the affirmative that some of their learners engaged in some transport related activities.

It was confirmed that most young boys were engaged in transport activities. This business leads to absenteeism and poor performance. Students who engage in transport related activities don't find time to even participate in co – curricular activities. This hinders them from developing even their talents.

This item is closely related to item 8 which sought to find out how frequently the learners participated in motor cycle business. The researcher was interested to find out if this transport related activity was frequently or occasionally done in the study area. This would have helped find out if child labour in the boda boda business was rampant and has any effect on the performance and enrollment of students in school. From the principals interviewed a large number of them confirmed that most learners occasionally participated in the business. This was also confirmed by the learners in item 17 of their questionnaire to which they responded by a big number that they participated occasionally in the business.

From the above findings it was concluded that boda boda business is one of the biggest attraction to students that occupies them to a point of leading to drop from school. A student who engages in boda boda is usually diverted in focus on school programmes hence cannot perform well in education.

4.2.11 Problem of Absenteeism during market days

The principals were also asked to say how serious the problem of absenteeism was in their schools. A large number of those interviewed said the problem was high. In a related item which sought to know if absenteeism was rampant during market days, they affirmed that absenteeism syndrome was especially rampant during market days around the study area. From the two items related it occurred that the problem of absenteeism was worrying. The implication is that during market days learners avoid school to engage in the various activities mentioned above. This then means that their participation in schools programmes was wanting. The respondents said the problem is higher during market day at Keumbu town where young children were openly seen hawking sugarcane and bananas.

4.2.12 School mean score in relation to boda boda transport

In the principals interviewing schedule, the researcher sought information in the relationship between school mean scores in the last three years and the participation in transport related activities by learners in the study area. From the responses obtained a large number of the respondents confirmed that the mean scores of their schools had decreased in the last three years largely due to some learners being engaged in boda boda business. This was supported by the learners who were asked in item 17 whether they participated frequently or occasionally in boda boda business. 49% confirmed that they always participate in the business. One of the principals who participated in the interview complained that since the coming of boda boda business his schools enrollment has dropped due to most boys joining the business which appears attractive to the young boys.

Thus from the above interview it was confirmed that learners spend most of their time in operating boda boda business and this adversely affects their academic performance. Thus from the principals responses it can further be interred that indeed, learners' participation in

various trading, agriculture, construction and transport related activities affect their school attendance and participation in school programmes.

4.3: Demographic Information from the learners' questionnaire

This section sought information about the learners' age, sex, class/ Form and family status.

4.3.1: Learners' age and distribution by sex

The first item on this questionnaire solicited information of the age brackets of the participants. From the data collected, it occurred that, out of the 300 respondents, 21(7.0%) were aged between 7-13 years, 276(92.0%) were aged between 14-20 years. However, one respondent did not indicate the age. This information shows that within the study area, most of the learners who attend school are between the ages of 7-20 years. This is as shown in the table 4.1 below.

Table 4.1 Age of students attending school and their gender

Age in Yrs	Frequency	Percentage (%)
7 – 13 Yrs	21	7.0
14 – 20 yrs	276	92.0
21 – 25 yrs	-	-
Missing	1	1.0
Total	300	100.0

The finding in the table above shows that most of the learners are in the middle teenage level and as such can primly participate in other activities away from school programmes. This can in return affect their academic performance. This is in agreement with what most principals said that some students are energetic enough to do some trading activities,

agriculture activities, construction and transport related activities which finally lead to absenteeism and poor performance in examinations.

Another item in the students' questionnaire was the distribution of respondents by gender. It is very important to understand the gender disparity to be able to know which sex is more affected by the practice of child labour. It occurred that male learners were more than female learners. This implied that parents gave more learning opportunities to boys than girls. Perhaps girls were left at home to assist parents in domestic work as the parents were busy looking for money for feeding the family.

4.3.2 Family status

The students were also asked to state their family status and say whether the families were made up of single parentage, both parents alive or if they were total orphans. The researcher sought this information to assess if child labour is influenced more by the type of family that one comes from. The responses given revealed that 57(19%) belonged to the single parentage category, 222(74%) had both parents alive, while 18(6,0%) were total orphans and 1(1.0%) did not supply a response for this item. This is captured in the table below.

Table 4.2 Learners' family status

Responses	Frequency	Percentage	Rank
Single parent	57	19	2
Both parents alive	222	74	1
Total orphan	18	6.0	3
Total	300	100.0	

It was necessary to find out the family status of the respondents in order to establish whether or not that status is responsible for the absenteeism in school and participation in other activities, such as trading, agriculture and transport related. The implication of this finding is that, besides students with single and no parent at all participating in such activities to vend for their daily bread, the students who indicated that both parents are alive may have such parents being very poor and as such these students do that to meet the financial obligations of the family.

4.3.3 Participation in trading related activities and parents business.

Students were also asked to indicate whether their parents or guardians engaged in any kind of business. Their responses indicated that, 207(69%) had their parents engaging in some kind of business, while 93(31%) said that their parents never engaged in any business. This big number of parents engaging in business shows that even their children are likely to participate in the same. On the same note, the students were asked to state which type of business their parents or guardians engaged in. The researcher sought this information to understand if the learners were encouraged by their parents to participate in trading related activities which is one of the researcher's areas of interest. Out of the 300 respondents, 117(39.0%) indicated that their parents engaged in the business of selling and buying farm produces such as bananas, sugarcane, maize, etc; 78(26%) reported that their parents engaged

in the business of operating a retail shop, while 45(15%) indicated that the business of their parents was selling milk. 6(2.0%) of the respondents indicated that their parents engaged in other businesses other than the ones shown in the choices, although they did not mention which ones they were. Out of the 300 respondents however, 54(18%) of them did not show their responses. This information is reflected in table 4.3 below:

Table 4.3 Types of business parents engage in

Type	Frequency	Percentage	Rank
Selling and buying farm produce	117	39	1
Operating a retail shop	78	26	2
Selling milk	45	15	3
Other	6	2.0	5
No response	54	18	4
Total	300	100.0	

The implication of the information on the table is that, since the purpose of this study was to assess the extent to which participation in other activities by learners other than academic, affected learners' participation in school programmes, the existence of various businesses in the homes of the learners could mean that the learners were influenced by these businesses. This was supported by the response from the principals in item number 4 in their interview schedule.

4.3.4 Assisting parents in trade

The students' questionnaire also sought information regarding how often they assisted their parents during school days in the various trading activities. The responses indicated that, out of the 300 participants, 198(66.0%) said that they always assisted their parents in the various trading activities, while 99(33.0%) indicated that they occasionally assisted their

parents in such activities. On this item, 1(1.0%) respondent did not give his response. The information obtained from the above responses indicate that a large number of learners assist their parents and/or guardians in doing the various trading activities. This implies that their participation in school programmes remains at stake. The time the learners have to attend school may not be enough to enable them engage in other activities away from academic activities effectively. This is supported by Manda (2003) in his study where he said that those children from large families are forced to engage in assisting their parents hence they end up being used with the business .

4.3.5 Type of assistance offered in trading activities

Since the learners have known to always assist their parents and/or guardians in various trading activities, the study sought to find out the ways in which they offered their assistance. In this item the researcher was interested to find out if the learners are used to transport farm products to the market place hence failing to participate in school programs. The participants gave the following responses. 75(25%) respondents indicated that they assist the parents in carrying and ferrying products to the market, 45(15%) said that they assisted in the actual selling of products and goods, and another 75(25%) reported that they assist their parents in working in the farm to tend the products. On this item, out of the 300 participants, 105(35%) of them did not supply their responses: This is captured in table 4.4.

Table 4.4 Ways of assisting Parents

Assistance	Frequency	Percentage	Rank
Carrying and ferrying products	75	25	2
Actual selling of goods	45	15	4
Working in the farms	75	25	2
No response	105	35	1
Total	300	100.0	

This information confirms that the assistance that the learners offer their parents and/or guardians interfere with their participation in school programmes. The fact that the learners assist their parents is proof that they participate in trading activities and this is likely to affect their participation in school programmes and therefore their performance becomes wanting

4.3.6 Agriculture related activities and participation in school programmes:

In this section the learners' questionnaire dealt with agriculture related activities in relation to learners' participation in school programmes. The study was interested in establishing to what extent the learner's parents /guardians were involved in agriculture related activities. It occurred from the responses that the learners' parents cultivate various crops in their farms. The learners responded by giving the following information. 66(22%) respondents said that their parents cultivated sugarcane in their farms, 108(36) indicated that their parents cultivated bananas, 96(32%) said that their parents cultivated tea, and 27(9.0%) reported that their parents cultivated coffee. However, 1(1.0%) respondents did not indicate his response. This item was used to respond to objective 2 of this study on agriculture related activities. The responses given indicate that all learners have their parents cultivating some sort of crops and this means that the learners themselves participate in the agriculture related

activities and this trend may not support the learners' participation in school programmes. This may also affect their school attendance. The information given by the respondents above, on agriculture related activities can be shown in table 4.5

Table 4.5 Crops Parents cultivate

Crop	Frequency	Percentage	Rank
Sugarcane	66	22	3
Bananas	108	36	1
Tea	96	32	2
Coffee	27	9.0	4
No response	1	1.0	5
Total	300	100.0	

4.3.7. Participating in planting, weeding and harvesting.

In the agriculture related activities, the students were also asked to indicate how often they participated in planting, weeding or harvesting crops in their parents' farms. This section intended to capture the situation on the ground as regards the learners participation in school programmes. 213(71%) reported that they always participated in the said activities, while 54(27%) respondents indicated that they occasionally participated in such activities. 6(2.0%) of the respondents however said that they never took part in such activities at all. The meaning of this finding is that, while learners participate in agriculture related activities such as the ones mentioned above, their school attendance and participation in school programmes is interfered with. This then is responsible for the dismal performance in academics within the study area. These findings were echoed by majority principals when interviewed on item number 5 in which they responded that the learners participated always in those activities.

This is also confirmed by Benson (1977) in his research he observed that children are particularly used during planting and harvesting season.

Tied to this item, is the issue of at which times the learners participate in planting, weeding and harvesting activities. The participants were asked to indicate whether they participated in the said activities before going to school, after school, during weekends, or during school hours, to which 27(9.0%) indicated that they perform the duties before going to school, 171(57%) reported that they participate in such activities on the weekends. Only 1(1.0%) respondent indicated that he participated in such agriculture related activities during school hours, with one respondent failing to comment on this item. These findings imply that the learners do not have spared time for participation in school programmes effectively. This is because even on weekends when a large number of respondents have said they participate in the agricultural activities, they are expected to participate in school programmes such as, doing homework, updating the teacher's notes, and even preparing for the new week. This may not be realized if parents involve their children in the agriculture related activities.

4.3.8: Construction related activities and participation in school programmes

In this study, the researcher was also interested in knowing if and how construction related activities affect learners' participation in school programmes. Construction related activities include carrying bricks and other construction materials, fetching water to construction sites, digging foundations, and carrying timber. The participants were asked to respond to this item by indicating the construction activities which they sometimes participated in. Thus, the responses given by the students were as follows: 48(16.0%) reported that they participated in carrying bricks and other construction related materials to construction sites, 168(56.0%) indicated that they participated in fetching water to construction sites, 36(12.0%) reported that they participated in digging foundations of construction sites, 27(9.0%) respondents said that they participated in carrying timber, while

15(5%) indicated that they participated in actual masonry work. However, 6(2%) respondents did not give their views on this item. The information given above can be seen in table 4.6

Table 4.6 Construction related activities

Activity	Frequency	Percentage	Rank
Carrying bricks	48	16.0	2
Fetching water	168	56.0	1
Digging foundations	36	12.0	3
Carrying timber	27	9.0	4
Masonry work	15	5.0	5
No response	6	2.0	6
Total	300	100.0	

The information in the table above reveals that within the study area, there can be observed construction activities going on. The responses given by the participants have also revealed that learners indeed participate in such activities. This means that learners do not have enough and appropriate opportunities to attend school and participate in school programmes. This may also hamper the academic progress of the learners. The carrying of bricks and fetching of water was identified by the principals interviewed as the most common activity that the learners are engaged in and that it contributes to absenteeism and poor performance in school programmes.

4.3.9 Transport related activities and participation in school programs and the rate of participation

Besides construction related activities, the present study was also concerned with how transport related activities impact on the learners' participation in school programmes.

The transport related activities in mind included boda boda business, touting, and car washing. The students' questionnaire therefore asked the respondents to indicate which particular transport activities they involved in, that saw them affected in participating in school programmes. The respondents reported accordingly. 183(61%) respondents reported that they involved themselves with boda boda business while 30(10%) of the respondents indicated that they were involved in touting and 60(20%) said that they were involved in car washing. Out of the 300 respondents, 27(9%) did not respond to this item. The implication of this information on the present study is that, while learners are expected to attend school and participate in school programmes, the findings have revealed that the learners are again involved in other activities which are not related to academic progress. This means that the learner's academic progress is compromised and this leads to poor performance in academics. This finding relates to the principals' responses that their schools mean scores have decreased in the last three years and the above responses could be the probable reasons for the decrease. The information given by the respondents on this item is reflected in Table 4.7

Table 4.7 Transport related activities

Activity	Frequency	Percentage	Rank
Boda boda	183	61.0	1
Touting	30	10.0	3
Car washing	60	20.0	2
No response	27	9.0	4
Total	300	100.0	

In relation to the same item, the respondents were asked to indicate how often they participated in boda boda activities. The item sought to find out the frequency of the learners participation in activity to find out if real the learners were affected by the said activity. The

responses obtained from the participants were as follows. Out of the 300 respondents 147(49%) reported that they always participated in boda boda activities, 87(29%) respondents reported that they occasionally participated in boda boda activities while 15(5%) of them said that they frequently participated in boda boda activities, and 45(15%) said that they never participate in such activities at all. Table 4.8 below shows this information

Table 4.8 Participation in boda boda activities

Rate	Frequency	Percentage
Frequently	15	5.0
Always	147	49
Occasionally	87	29
Not at all	45	15
No response	6	2.0
Total	300	100.0

From the information above, it can be inferred that learners' school attendance and participation in school programmes is adversely affected due to the fact that they double up in the activities they involve themselves in. This is therefore an indication that the academic progress of these learners is affected because school programmes are not given enough attention. There is need for learners to choose their priorities.

4.3.10 School dropout due to bodaboda

In this questionnaire also, the researcher asked the respondents to indicate if there were any of their schoolmates that had dropped out of school due to participation in such activities. In this item the researcher wanted to know if some learners drop from school to participate in the said business. Out of the total number of respondents, 288(96%) reported on the affirmative while 12(4%) reported on the negative. Table 4.9 shows this information:

Table 4.9 Drop out of school

Response	Frequency	Percentage	Rank
Yes	288	96.0	1
No	12	4.0	2
Total	300	100.0	

The data presented in the table above reveals that indeed, participation in other activities other than school programmes can be a hindrance in academic progress. This means that learners engage too much in trading activities, agriculture related, construction related and transport related activities, that their participation in school programmes is relegated to the background. This is why some of them drop out of school. This findings are strongly supported by the principals interviewed who confirmed that a large number of learners are dropping from school to be employed in bodaboda business, they also blamed the business for the poor performance in their schools for the last three years.

The information given in this chapter by the principals, and students, has revealed that learners' participation in other activities such as trading, agriculture, construction and transport related activities indeed impacts seriously on their school attendance and participation in school programmes. The responses obtained from the two groups were tangible and reliable. The principals on one hand being administrators gave precise information on how learners are affected by participation in other activities, while students, who are on the spot as far as participation in other activities and school programmes are concerned, were relied on because the data from them was deemed accurate also. Therefore, there's need for the stakeholders and students to adopt ways of enhancing learner' school attendance and participation in school programmes, away from other activities which take away learners' attention.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the researcher has given a summary of the findings of this study and has presented conclusions and recommendations on how best the impact of learners' participation in activities such as trading, agriculture related, construction and transport related on the learners' school attendance and participation in school programmes can be handled within Keumbu division of Kisii County.

5.2 Summary of Findings

The Findings of the study were presented in accordance with the research objectives of the study. These were as follows:

From the first objective the focus was on whether learners participate in trading activities which are common within the study area. 39% of the respondents confirmed they always participate in selling of sugarcane, 78% operate a retail shop and 45% sell milk. The principals interviewed also confirmed that the trading activities they engage in leads to poor participation in school programmes. This confirms that the learner's time is divided into two activities; this confuses the focus of students hence leads to poor performance as observed in the study area

The researcher also found out that 85% of the learners participated in agriculture related activities quite frequently. These leads to chronic absenteeism hence poor participation of learners in school programmes. Since most of the work is done early in the morning before students go to school, they reach school when they are already fatigued and

they cannot concentrate effectively in school programmes. This in the long run leads to poor performance in national exams as supported by a large number of principals interviewed.

The researcher also found out that 56% of the learners' who responded fetch water in construction sites while 16% carry bricks to roads for sell quite frequently. This leads to absenteeism and poor participation in school programmes. The researcher found out that during the selling of bricks the learners don't go to school. This was found to be the main cause of going to school late hence main cause of absenteeism.

In objective four about learner's participation in transport related activities it was found out that, 61% of the learners participated in bod boda business as riders. It was also found out that 96% confirmed of knowing one of their classmates who have dropped from school to ride bod boda. This was found out to be the main cause of school dropout in the study area. This was the main cause of under enrolment in schools.

From the above information based on the four objectives of the study, it can be seen that indeed, the study found out that when learners engage and involve themselves in other non-academic activities such as trading, agriculture, construction and transport related ones, they do not spend appropriate time in doing their academic work. Since they are in demand to participate in the two sectors, it means that the time allocated for school attendance and participation in school programmes is inadequate and hence this sector suffers.

This then results into chronic absenteeism, late coming to school, lack of concentration while participating in school programmes and even day-dreaming. Since the learners participate in the non-academic activities mentioned and at the same time attend to school programmes, they are in most cases exhausted and suffer fatigue. This scenario is then responsible for the deteriorating academic progress and decrease in school mean scores within the study area.

5.3 Conclusions

After a careful study and analysis of data provided for this study, the researcher came up with research findings from which it was concluded that learners within the study area suffer academic bankruptcy and deterioration because their participation in school programmes and school attendance is irregular and inadequate. Assisting their parents to conduct trading activities, performing agriculture related activities and operating boda boda taxis was found to be a common and rampant practice within the study area.

Learners were also found to offer services at construction sites. This was perhaps because most of them come up from desperately poor backgrounds and have therefore to solicit for financial support, which they gain after offering services at such sites. It was also concluded that parents and or guardians within the study area do not understand the value of academics since they influences and encouraged their children to participate in non-academic activities at the expense of their academic progress.

The study also concluded that schools' administrations and managements within the study area are either uninterested or unable to check the problem of absenteeism and or learners' inadequate participation in school programmes. Another conclusion made was that, the learners themselves did not understand the value of attending school and participating in school programmes to better their academic progress and overall academic performance. In fact they seemed to be enjoying and more comfortable with their participation in the non-academic activities. This could be because they saw direct returns from there unlike in education whose reruns are long term.

5.4 Recommendations

In the light of the findings and conclusions made on this study, the researcher came up with various recommendations, which if effectively implemented, can help curb the trend of learners participating in non-academic activities and giving the academic activities a raw

deal. This could also ensure enhancement of academic progress and improvement in school mean scores. Thus, the recommendations were:

1. The government, through the provincial administration wings should ensure that school going children are not involved in such activities as mentioned in this study, which are non-academic. This can be achieved through spot-checking and monitoring measures.
2. Schools' administrations and managements should lay strict and stringent conditions and strategies to govern absenteeism of learners from schools without appropriate explanations and evidence. Certain measures can be introduced to control the disease of absenteeism.
3. Learners within the study area should be sensitized and seminized about the value of attending school regularly and participating in school programmes. This can be done by using motivational speakers invited to schools and by strengthening guidance and counseling departments in school.
4. Schools' administrations and managements should also ensure that sound spiritual direction and moral training amongst students take place in their schools.
5. In order to make education meaningful and fruitful to all those who invest in it, the government should create enough job opportunities in the country and remunerate employees well. This will encourage the learners in schools to strive for excellence with hopes of a bright future and thereby stay away from participating in non-academic activities that sacrifice their academic progress.
6. The ministry of labour should be equipped with the capacity to deal with those who engage in child labour. A supervisory department specifically dealing with
7. the practice of child labour should be created in the ministry of labour

8. Since poverty is the main cause of child labour the Government should put in place systems and structures that can eradicate poverty from society.

5.4.1 Suggestions for Further Research

Considering the limitations and delimitations in this study, the researcher came up with the following suggestions for further research.

1. An appropriate study on the influence of child labour on public primary school learners' and their participation in school programmes should be conducted to find out how it affects the learners in primary schools.
2. Further research can be done to include all private and public secondary school learners' participation in school programmes.
3. Research should be done to establish the influence of boda boda business on learners' participation in school programmes.

5.5: Contribution to the body of knowledge

Table 5.1 Contribution to the body of knowledge

Objectives of the study	Contribution to the body of knowledge
<p>1. To investigate the extent to which trading related activities as a component of child labour influence learners participation in school programmes in public day secondary school in Keumbu Division of KISII county; Kenya.</p>	<p>The learners are frequently involved in actual selling of goods at market places and also assist their parents in selling goods at the expense of school programmes.</p>
<p>2. To establish the level at which agriculture related activities as a component of child labour influence learners, participation in school programmes in public day secondary schools in Keumbu Division of KISII county; Kenya.</p>	<p>It was established that parents use their children in planting, weeding and harvesting farm product during school going days and this affects the learners effective participation in school programmes.</p>
<p>3. To determine the extent at which construction related activities as a component of child labour influence the learners' participation in school programmes in public day secondary schools in Keumbu Division of KISII county Kenya.</p>	<p>Children are commonly used in fetching water, bricks and other construction materials at the expense of going to school leading to absenteeism.</p>
<p>4. To asses the level at which transport related activities as a component of child labour influence the learners participation in school programmes in public day secondary schools in Keumbu Division of Kisii county; Kenya.</p>	<p>Students drop out of school to engage in boda boda business, touting and washing cars.</p>

Table 5.1 above shows the objectives and the contribution made to the body of knowledge

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APPENDICES

APPENDIX I: Letter of Transmittal

UNIVERSITY OF NAIROBI,
P.O BOX 30197,
NAIROBI.
18TH JULY 2011

Dear Principal,

**RE: QUESTIONNAIRE ON THE INFLUENCE OF CHILD LABOUR ON
LEARNERS. PARTICIPATION IN SCHOOL PROGRAMME IN PUBLIC DAY
SECONDARY SCHOOLS IN KEUMBU DIVISION KISII COUNTY: KENYA.**

This is to inform you that I am a master of education (M.E.D) student in the department of Extra mural. As a requirement for my course, I intend to carry out a study involving your school on 'The influence of child labour on learners' participation in school programmes. The study will be used as a base to improve efforts of eradicating the practice of child labour in our societies and enhance academic performance for all students.

Your teachers, students and you, as the school principal, are therefore, requested to assist me in the study by providing me with accurate information using the questionnaires provided. Neither your name nor that of your school is required since the information given in the questionnaires shall be treated as highly confidential and will only be used for the research project.

Kindly accept my apology for any inconveniences caused to you and your staff during this study.

Thank you very much for your co – operation.

Yours faithfully,

Omwenga Nelson Nyakundi

0720340591

APPENDIX II: Questionnaire for learners

Please fill in the questionnaire diligently and do not write your name. The information given will be treated with confidentiality. Please tick or write your response in the space provided.

SECTION A – Background Information

1. Age of respondent

07-13 years	14-20 years	21-25 years
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2. Sex of respondent

Male

Female

3. State your class/form ()

4. State your family status

Single parented	Both parents alive	Total orphan
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SECTION B – Trade related activities and participation in school programmes

5. Please indicate whether your parent(s) /guardian engage in any business?
Yes () No ()

6. If yes which type of business?
(i) Selling and buying farm produces (bananas, sugarcane, tea) ()
(ii) Retail shop ()
(iii) Selling of milk ()
(iv) Any other trading activities you are involved in. _____

7. How often do you assist your parents/guardian during school days in trading?
Daily ()
Always ()
Occasionally ()
Not at all ()

8. In which of the following ways do you offer assistance to your parents/
guardian?
- (i) Carrying and ferrying products to the market centre. ()
 - (ii) Participating in the actual selling of goods at the market. ()
 - (iii) Working in the farm to tend the products (e.g. sugarcane, bananas, etc). ()

SECTION C – Agriculture related activities and participation in school programmes

9. Which of the following crops do your parents/guardian cultivate?
- (i) Sugarcane ()
 - (ii) Bananas ()
 - (iii) Tea ()
 - (iv) Coffee ()
10. How often do you participate in the planting, weeding, and /or harvesting of the crops?
- (i) Always ()
 - (ii) Occasionally ()
 - (iii) Never at all ()
11. Please indicate during which times do you participate in the planting, weeding and harvesting of the crops?
- (v) Before going to school ()
 - (vi) After school ()
 - (vii) On weekends ()
 - (viii) During school hours ()

SECTION D – Construction related activities and participation in school programmes

12. Which of the following activities do you sometimes participate in within construction sites around your home?
- (i) Carrying bricks and other materials ()
 - (ii) Fetching water ()
 - (iii) Digging foundations ()
 - (iv) Carrying timber ()
 - (v) Actual masonry work ()

13. How do you create time to participate in the activities mentioned above?

- (i) By avoiding going to school ()
- (ii) After school ()
- (iii) Early in the morning before school ()
- (iv) During weekends only ()

SECTION E – Transport related activities and participation in school programmes

14. Please indicate which transport related activities you are involved in

- (i) Bodaboda ()
- (ii) Touting (Manamba) ()
- (iii) Car washing ()

15. Please indicate how often you participate in the bodaboda / touting activities?

- a. Frequently ()
- b. Always ()
- c. Occasionally ()
- d. not at all ()

16. Are there any of your schoolmates who also participate in the bodaboda/touting activities, how many? Specify

- (i) Some ()
- (ii) Many ()
- (iii) None ()

(iv) 17. Do you know any of your schoolmates who have dropped out of school to participate in such activities? yes, () No ()

Thank you for sparing your time to give your response to the questions.

APPENDIX III: Interview Schedule For Principals

The principals shall be asked to give their response on the following interview schedule.

Section A – Background Information

1. The sex of the respondent shall be recorded.
2. For how long have been at the current station?
3. How often do you mark / check your learner's attendance register?

Section B – Trading related activities and participation in school programmes

4. Which trading activity is common within your school locality?
5. How often do your learners participate in the activities mentioned above?
6. How would you rate the learners who participate frequently in the activities above, in terms of school attendance and participation in school programmes?

SECTION C – Agriculture related activities and participation in school programmes

7. In your own assessment do you think most learners participate in agriculture and other activities during school hours?
8. Is the performance of your learners affected by participating in agriculture and other activities?

SECTION D: Construction related activities and participation in school programmes

9. In your own view do your learners engage in fetching of water and carrying of bricks or other construction materials in the construction sites?

10. Do the activities that you have mentioned above contribute to poor performance and absenteeism in your school?

SECTION D – Transport related Activities and participation in school programmes

11. In your own opinion are your learners involved in transport related activities?
12. How often do your learners participate in motor cycle (boda boda) business?
13. How do you rate the problem of absenteeism in your school?
14. From your assessment of attendance register is it true that most learners are absent during market days?
15. How would you rate your school performance in mean score in the last 3 years in relation to boda boda transport?

Thank you for sparing your time to give your response to the questions.

APPENDIX VI: Sample Size (S) Required For the Given Population (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	219	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

NOTE: From R.V. Krejcie and D.W. Morgan (1970), *Determining sample size for research activities*. Education and psychological measurement. 30, 608. Sage Publication.



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 Website: www.ncst.go.ke

Our Ref: **NCST/RR/12/1/SS-011/1198**

Date:
16th August 2011

Nelson Nyakundi Omwenga
 University of Nairobi
 Kisumu Campus
 P.O BOX 825-40100
 KISUMU

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of child labour on learners participation in school programmes in public day secondary schools in Keumbu Division, Kisii County; Kenya*" I am pleased to inform you that you have been authorized to undertake research in Kisii County for a period ending **30th September 2011**

You are advised to report to **The District Commissioners of Kisii County** before embarking on the research project.

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

**P.N. NYAKUNDI
 FOR: SECRETARY**

Copy to:

The District Commissioners
 Kisii County

PAGE 2

THIS IS TO CERTIFY THAT:
 Prof./Dr./Mr./Mrs/Miss/Institution
Nelson Nyakundi Omwenga
 of (Address) **University of Nairobi**
P.O BOX 825, KISUMU

has been permitted to conduct research in

	Location
Kisii	District
Nyanza	Province

on the topic: **Influence of child labour on learners participation in school programmes in public day secondary schools in Keumbu Division, Kisii County; Kenya.**

for a period ending **30th September 2011**

PAGE 3

Research Permit No. **NCST/RR/12/1/SS011/1198**

Date of issue **16th August 2011**
 Fee received **KSHS.1000**



Applicant's
 Signature

Secretary

**National Council for
 Science and Technology**