

**THE EFFECTS OF CHILD LABOUR ON PUPIL'S PARTICIPATION IN
PRIMARY SCHOOL EDUCATION IN KIRISIA DIVISION,SAMBURU
COUNTY, KENYA.**

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DECLARATION

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

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Dedication

This project is dedicated to my late parents Naiswaku ene Tiyo and Johnson Ole Tiyo for their motivation, encouragement and support in my life.

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I take this opportunity to thank the almighty God for seeing me through the completion of this research project.

It is a fact that this research project could have not been a success without the assistance of various people. First of all, am gratefully indebted to my supervisor professor Lucy Kibera for her professional guidance, advice and unlimited patience through my drafts and suggesting workable alternatives.

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ABSTRACT

The main objective of the study was to examine various forms of child labour, causes of child labour, the community's perception towards child labour and the effect of child labour on participation of primary school education in Samburu County. The study adopted a descriptive survey design. The target population comprised of pupils, class teachers and Head teachers from eight primary schools in Samburu County, District Education Officer in Samburu, parents and local chiefs. Primary data was collected using questionnaires and interview guides. The analysis was done using descriptive statistics generated from Statistical Package for Social Sciences (SPSS) software.

The study findings revealed that child labour in Samburu County was prevalent and has adversely affected the level of pupil participation in primary school education. Child labour has led to decline in pupils' academic performance, drop out from schools, decreased levels of literacy in the County, and increase in gender disparity in education within the region. Child labour was associated with poor concentration in class, increased rates of teenage pregnancies, engagement in drug abuse and involvement in armed conflicts.

The main factors leading to the problem of child labor were found to be high poverty levels in the region, harmful cultural beliefs and practices, lack of appropriate government policies, ignorance and illiteracy among parents as well as loss of parents. The study has recommended that the problem of child labour in Samburu County can be tackled if the local community is adequately empowered with knowledge on the importance of education in the present day society; government policies should be reviewed and streamlined to cater for educational challenges that are specific to arid and semi-arid areas; education policy implementation at local level in Samburu County should be re-evaluated and parents should be fully involved in tackling the problem of child labour. The measures aimed at promoting education in Samburu County should give specific consideration to poverty levels in the region, cultural beliefs and practices and appropriateness of government policies.

The study also recommends further research on the effectiveness of government policies in mitigating the falling levels of pupil participation in primary school education in Samburu County. It also recommends a replication of this study in other child labour prone areas such as slums and miraa growing areas.

TABLE OF CONTENTS

| | |
|--|----------|
| DECLARATION | ii |
| ABSTRACT..... | v |
| LIST OF TABLES | xi |
| LIST OF FIGURES | xii |
| ABBREVIATIONS | xiii |
| | |
| CHAPTER ONE | 1 |
| INTRODUCTION..... | 1 |
| 1.1 Background of the Study | 1 |
| 1.2 Statement of the problem..... | 3 |
| 1.3 Justification..... | 3 |
| 1.4 Purpose of the Study | 3 |
| 1.5 Objectives of the Study..... | 4 |
| 1.6 Research questions..... | 4 |
| 1.7 Limitations to the Study..... | 4 |
| 1.8 Delimitations to the study | 4 |
| 1.9 Basic assumptions of the study..... | 4 |
| 1.10 Definition of operational terms..... | 5 |
| 1.11 Organization of the of the Study..... | 5 |
| | |
| CHAPTER TWO | 6 |
| LITERATURE REVIEW | 6 |
| 2.0 Introduction..... | 6 |

| | | |
|-----------------------------------|--|-----------|
| 2.1 | Forms of child labour..... | 6 |
| 2.2 | Poverty and child labour..... | 9 |
| 2.3 | How child labour affects children’s participation in primary education | 12 |
| 2.4 | Gaps in the literature review | 15 |
| 2.6 | Conceptual framework..... | 16 |
| 2.7 | Chapter summary | 18 |
| CHAPTER THREE..... | | 19 |
| RESEARCH METHODOLOGY | | 19 |
| 3.0 | Introduction..... | 19 |
| 3.1 | Research design | 19 |
| 3.2 | Study area..... | 19 |
| 3.4 | Target Population..... | 20 |
| 3.5 | Sample and sampling procedures..... | 20 |
| 3.6 | Research instruments | 21 |
| 3.6.1 | Questionnaires..... | 21 |
| 3.6.2 | Interview guides..... | 21 |
| 3.6.3 | Focus group discussion..... | 21 |
| 3.7 | Instrument validity..... | 22 |
| 3.8 | Instrument reliability..... | 22 |
| 3.9 | Data collection procedure | 22 |
| 3.10 | Data Analysis techniques..... | 23 |
| CHAPTER FOUR..... | | 24 |

| | |
|--|-----------|
| DATA ANALYSIS AND INTERPRETATION..... | 24 |
| 4.0 Introduction..... | 24 |
| 4.1 Background information of the Pupils in Samburu County..... | 25 |
| 4.1.1 Gender..... | 25 |
| 4.2 Knowledge, attitude and perceptions about child labour in Samburu County | 26 |
| 4.2.1 Various statements concerning child labour in Samburu County..... | 26 |
| 4.2.2 Difference between boys and girls involvement in child labour | 28 |
| 4.2.3 School attendance of both boys and girls | 28 |
| 4.2.4 Activities preventing girls from participating fully in school..... | 30 |
| 4.2.5 Activities preventing boys from participating fully in school | 31 |
| 4.2.6 Rate of schools KCPE performance | 32 |
| 4.2.7 Student Responses on Attendance Rate of the School..... | 32 |
| 4.2.8 Incidence of child labour | 33 |
| 4.2.9 Factors likely to affect attendance of school by primary pupils | 33 |
| 4.2.10 Attendance of school per week | 34 |
| 4.2.11 Level of education aspired for | 35 |
| 4.2.12 Ways of ensuring girls and boys attend school in Samburu | 36 |
| 4.5 Information from Key Informants on effects of child labour on pupil’s participation in schooling..... | 37 |
| 4.5.1 Knowledge, attitude and Perception on child labour by key informants..... | 37 |
| The causes of child labour in Samburu County | 38 |
| 4.6 Group Discussion on child labour with Parents..... | 40 |

| | |
|---|-----------|
| CHAPTER FIVE | 42 |
| SUMMARY, CONCLUSION AND RECOMMENDATIONS | 42 |
| 5.0 Introduction..... | 42 |
| 5.1 Summary..... | 42 |
| 5.2 Conclusion | 43 |
| 5.3 Recommendations..... | 44 |
| 5.3.1 Recommendations for policy intervention..... | 44 |
| 5.3.2 Recommendations for Further Research..... | 45 |
| REFERENCES | 46 |
| APPENDICES | 48 |
| APPENDIX I: PUPIL’S QUESTIONNAIRE | 49 |
| APPENDIX II: INTERVIEW GUIDE | 56 |
| APPENDIX III: FOCUS GROUP DISCUSSION SCHEDULE FOR PARENTS | 58 |

LIST OF TABLES

| | |
|--|----|
| Table 4.1: The response rate for the study | 24 |
| Table 4.2: Gender of pupils | 25 |
| Table 4.3: Father's level of education..... | 25 |
| Table 4.4: Mother's level of education | 26 |
| Table 4.5 Pupil's responses on various statements concerning child labour | 27 |
| Table 4.6: School attendance of both boys and girls | 29 |
| Table 4.7: Activities preventing girls from participating fully in school | 30 |
| Table 4.8: Activities preventing boys from participating fully in school | 31 |
| Table 4.9: Rate of schools KCPE performance | 32 |
| Table 4.10: Attendance rate of the school | 32 |
| Table 4.11: Factors likely to affect attendance of school by primary pupils | 33 |
| Table 4. 12: Attendance of school per week..... | 34 |
| Table 4.13: Ways of ensuring girls and boys attend school in Samburu..... | 36 |
| Table 4. 14: Opinion on kind of work not supposed to be done by children..... | 37 |
| Table 4.15: causes of child labour in Samburu County | 38 |
| Table 4.16: Effect of child labor on participation in primary school education | 39 |

LIST OF FIGURES

| | |
|--|----|
| Figure 1 Conceptual Framework: Factors that affect School Participation..... | 17 |
| Figure 2: Level of Education Aspired by Primary Schools Pupils | 35 |

ABBREVIATIONS

| | | |
|--------------------|---|---|
| AIDS | - | Acquired immune deficiency syndrome |
| ANNPCAN | - | African Network for the Prevention and Protection against Child Abuse |
| CBS | - | Central bureau of statistics |
| UNICEF | - | United nation child fund |
| F.P.E | - | Free Primary Education |
| S.P.S.S | - | Statistical Package for Social Sciences |
| ILO | - | International Labour Organization |
| CL | - | Child Labour |
| IPEC | - | International Programme on the Elimination of Child Labour |
| WFCL | - | Worst Forms of Child Labour |
| NGOs | - | Non- Governmental organization |
| GoK | - | Government of Kenya |
| U.N.E.S.C.O | - | United Nations Education, Scientific & Cultural Organization |
| UNICEF | - | United Nations Children's Fund |

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

This chapter has reviewed information on the background to the study. In addition the chapter has given the statement of the problem, purpose of the study, research objectives, and significance of the study, limitation and delimitations of the study, basic assumptions, and definition of key terms used in the study. Finally it has outlined the overall organization of the study.

Kenya has recognized education as a fundamental human right its pivotal role in the attainment of self-fulfillment and national development (GoK 2007; MoE 2006; Children Act Cap 586 2001).The Importance of education is considered by the United Nations as a basic human rights and as an instrument used for achieving social equality and higher economic growth (UNICEF 1992). Governments use education as a tool for fighting ignorance, poverty and disease. It is a key factor for socio-economic developments (Todaro 1982). It is therefore used, as a means for training and producing human resources needed to manage the economic, social and political sector of the country.

Although literature review has some variations on the role of education, most scholars agree that educational institutions impart knowledge, skills, traditional beliefs and attitudes which are essential for the preservation and continuity of life in the society. It is a means of enhancing social development (Lipman-Blumen 1984). It has also been realized that economic implication in education leads to higher output, higher wages, and changes in distribution of earned income between the rich and the poor, and leads to economic mobility (Schultz, 1989; Colcolough and Lewin; 1993 and Thurow, (1997). However, in spite of the important role of education, many children are not participating in the education because of child labour. According to (Uwezo Kenya 2011), it is estimated that about 130 million children worldwide do not attend school because they are working. This means that Child labour denies many children their basic human right

to education, and in turn prevents many countries from achieving the millennium development goals of eradicating poverty and achieving education for all.

In Africa, child labour is still a threat to children participation in education; Sub-Saharan Africa has a large number of working children. United Nations Children's Emergency Fund (UNICEF 2007) estimates approximately 37% of children 5 to 14 years are actively involved in the labor market (UNICEF, 2007). The proportion of children working has Continued to rise in the region. Child labor participation rates are highest in East Africa, followed by Central Africa and West Africa (Admassie, 2002; Bass, 2004). This is because most African countries live at a minimum level of expenses caused by; high rate of unemployment, wars, political issues and unstable economy, HIV/ AIDS .Most children are forced to work in order to bring additional income to the family. According to ILO (2002) 8.9% of children aged 5 to 9 years, and 32.8% 10 to 14 years old children combine work and schooling.

Even though Kenya has almost reached universal primary education, many children are still not in school because of child labour. There are about 14,264,800 in Kenya of the total population of 32,420,000,25% of the children between 12-14 years are involved in child labour(ILO 2008).According to (ILO 2007), Kenya is a source and destination for children trafficked for the purpose of child labour.Child labour has increased because of factors like HIV/AIDS, drought wars, increasing inequality. According to UNAIDS, these children are trying to make ends meet through child labour including the worst form of child labour

In Samburu County, Kirisia Division, child labour is still a hindrance in children's participation in primary education the major cause of non-enrollment leading to child labour are long distances to school (UNICEF 2001).Indeed many children in Samburu County have to walk for long distances to reach the few existing schools. Poverty is also another cause of child labour, the county is aridic and there is food shortage, these problems leave many families with no option but to involve children in childlabour at the expense of their education. This study therefore, will endeavor to establish the effects of

child labour on children participation in primary education in Samburu County, Kirisia Division.

1.2 Statement of the problem

Child Labour persists even though laws and standards to eliminate it in Kenya exist. The government of Kenya introduced free primary education (FPE) in 2003 so as to ensure access to education by all children. In spite of these efforts, the participation of pupils in primary education is still low in Samburu County, Kirisia Division; This problem is brought about by child labour. Though so many researchers have been conducted in Africa and Kenya, the available research tends to address child abuse in general with little reference on child labour; especially in Samburu County. It is against this background that this study is set to study the effects of child labour on pupils' participation in primary school education Samburu County.

1.3 Justification

The findings are expected to create awareness of children education, challenges brought about by child labour in the Division. This will make community allocate more resources for education of their children. The awareness of the child labour and participation in primary education can make stakeholders in education apply recommended policies that will curb drop out of children education in primary schools. Other Divisions with similar problems can use the findings of the study to the problems facing education of children. Donor agencies can also use the funding of the study to ensure retention and completion of primary School circle by pupils. This data will also help curriculum developers in formulating policies that makes education relevant to the pastoralists' communities.

1.4 Purpose of the Study

The purpose of the study is to establish the effect of child labour on primary school participation in Samburu Central, Kirisia Division, and Samburu County, Kenya

1.5 Objectives of the Study

Specifically the study will seek to:

1. Examine the forms of child labour.
2. Establish the causes for child labour.
3. Investigate the effect of child labour on participation in primary school education

1.6 Research questions

On the basis of research objectives, the study will try to answer the following questions.

1. What are the causes for child labour?
2. What are the types of child labour?
3. How does child labour affects pupils' participation in primary education?

1.7 Limitations to the Study

Given the sensitivity of child labour, the researcher foresees some limitations such as: lack of openness in divulging information that surround the vice. This may especially be a case where teachers, principals, parents or the entire community have been involved in engaging children in child labour.

1.8 Delimitations to the study

The study will be carried out in Samburu Central, Kirisia division in eight primary schools and therefore the findings cannot be given a wide generalization. The study is restricted to the effect of child labour on participation in primary education. The research will only be carried out in public primary schools.

1.9 Basic assumptions of the study

The study will assume that:

- a) Respondents will states facts without fear bias or suspicion and all questionnaires Will be filled and returned to the researcher for analysis, interpretation and report writing.
- b) Children are involved in child labour.
- c) Many children are not participating in primary education.

1.10 Definition of operational terms.

Child labour -Child labour is work that harms children or keeps them from attending school.

Participation-the act of taking part in the primary education system

Examination- an assessment intended to measure a test-takers knowledge, skill, aptitude, physical_fitness, or classification in many other topics.

Pupil -a person, who is being taught, especially a child at school.

Education -a process of teaching, learning, training, especially in schools to improve knowledge and develop skills.

Curriculum- are the set of courses, and their content, offered at a school .

Dropout -A pupil who leaves school before they have finished their studies.

Pastoralism -movement of people and animals from one place to another in search of water and pasture.

Enrolment - The act of children joining school officially.

Academic performance-the act of pupil's doing good or bad in school.

1.11 Organization of the of the Study

The study is organized in five chapters. Chapter one deals with the background of the problem, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitation and delimitations to the study, definition key terms used in the research proposal an organization of the study.

Chapter two, deals with review of related literature. This includes literature on global context of child labour, forms of child labour, and causes of child labour, how child labour affects participation in primary school education and finally theoretical and conceptual framework. Chapter three contains research methodology; chapter four contains data analysis and interpretation while chapter five gives a report on research findings, conclusions and recommendations on further areas of research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter deals with the review of available literature child labour and participation in primary school education. An area covered by the literature review includes the following: Causes of child labour, Forms of child labour, attendance in education, dropout, gender disparities, parental attitudes, academic performance, and absenteeism.

2.1 Forms of child labour

Domestic work as child labour

Throughout the world, many children are working as domestic workers, performing tasks such as cooking, ironing, taking care of children and cleaning and ironing. Children working as domestic workers are many in many countries, according to International Programme on the Elimination of Child Labour (ILO, 2008), 68% of child labour work is domestic work and one million children in the world are involved in domestic work. Most of these children are abused and paid less. In Kenya, 78% of the children domestic workers are not paid (UNICEF, 1997). The incidence of child domestic work has decreased in the world from 23% to 10% from 1960 to 2003, but these forms of child labour in Samburu County are still prevalent. Children are taken to urban areas and employed as domestic workers (World Bank). Some of these vice is attributed to the high poverty level in the county. The elite Samburu people prefer employing young girls as house helps to take care of their children as well as teach them mother tongue. These house help provide cheap labour.

Children in prostitution.

Child prostitution started to gain attention as a major public concern in 1960s, around the same time as child abuse became a topical social problem (Weisberg, 1985). It is a global phenomenon, which spread widely in both developing and developed countries (Mahler, 1997; Fallon and Tzannatos, 1998). “600, 000-800,000 human beings are trafficked.

Human trafficking is the third top revenue earning for organized crime and a fast growing phenomenon in the world”. Given this trend, it is pathetic that classical and street prostitution of African women, which involves inter-states and intra-country female trafficking, have equally been on the increase (The Journal of Pan African Studies, vol.3, no.1, September 2009). In a recent statistical report, also Davey (2005) has cited poverty as a factor that drives children into prostitution. Tourism has also resulted in increasing numbers of young children in prostitution in Kenya. According to the digital journal (2009), Kenyan tourism industry is now edging closer to becoming a sex industry with the introduction of community tourism.

In Samburu Central, child prostitution is posing many problems to education, because of the poverty level in the county. Many children engage in prostitution to meet their basic needs. Community tourism is becoming an avenue for prostitution whereby young girls entertain tourists and have sex with them. Many young boys in Samburu move to the Kenyan coast and act as beach boys. These children drop out of school or fail to attend school regularly.

Herding as child labour

The Samburu people are pastoralists and they depend on their cattle for survival, and herding is seen as a way of socializing children. Among the Samburu people children belong to the active labour force of the homestead from a very early age. Children from 12-17 years are given a task of herding animals. Many children in Samburu Central are not benefitting from the free primary education because of looking after the animals; there are three types of herding practiced by the Samburu people. These include: domestic herding, customary herding and herding in commercial beef ranching.

Children working as security guards in armed conflicts

The children’s Act prohibit children from being recruited into the military and the government is responsible for protecting and rehabilitating the affected children into the society and ensuring that they get education. According to the global report on child soldiers (2001), no child should take part in hostility or recruited in armed conflicts.

Despite these laws, many children in Samburu central are employed as security guards and are recruited into the armed conflicts. The Samburu people are known for their bravery and honesty; many people prefer employing young Samburu boys as watchmen. Some children are also trained to fight and protect the community in case of attack. These activities prevent many young Samburu boys from participating in primary education and this contributes to an increase in the number of illiteracy level of the area.

Early marriages as child labour

Early marriages are common in most African societies. Re-entry into education after early marriage has not been possible (UNESCO - UNICEF, 1970) Research work by Onyango (2003) indicated that socio-cultural norms and practices such as value attached to bride wealth influenced parents to marry off their daughters before maturity. Maritim (1990) supported the findings by Onyango by saying that families in the lower socio-economic structures marry off their daughters in order to provide economic support in terms of bride wealth to the family. Mbilinyi and Mbughuri (1991) added that in some African communities, girls are valued as objects of exchange in bride wealth. Girls are seen as sources of income by their parents in the custom of charging fines for adultery and pregnancies of unmarried girls. In this arrangement girls are denied opportunity for education. They are withdrawn from schooling during periods for initiation and betrothal ceremonies (United Nations 1967). Odaga (1995) concurred with Mbilinyi and Mbughuri by adding that African tradition and culture requires that girls be married off to qualify as good African women. This makes members of the household to usually struggle to socialize their daughters to master skills of being good wives.

The result of this is early drop out of school. The issue of early marriages is still common in Samburu Central. Young girls are married off to old men at the expense of education and it's the main reason why gender disparity is high in the entire county. According to the daily nation Thursday January 28, 2010, a four year old Samburu girl was rescued from early marriage to a Moran that paid her parents 10 cows.

Selling charcoal as child labour.

Charcoal burning is a common practice in Samburu Central; it is a mean of survival in most households hit by poverty. Therefore many children combine school with this business. Some of these children even drop out of school and move from house to house selling charcoal. Their health and study time is seriously affected by this activity.

2.2 Poverty and child labour.

Poverty

Whereas poverty has been defined as the inability of individuals to afford basic necessities (Poverty Reduction Strategy Paper (2001-2004)¹⁷, inequality is seen in relation to differentials income. It can be observed in relation to differences in access to education, health and even enjoyment of political rights and representation

According to IPEC (2008) poverty has been well documented as one of the major forces that drive children into work place. Most children in Africa are not able to attend school because their families cannot afford their education (Bonnet 1993).

Poverty is the major cause of child labour in Samburu County; this problem is attributed to; high aridity, wars, cattle rustling. The government of Kenya introduced free primary education (FPE) in 2003 so as to ensure access to education by all children, but poverty remains a challenge in achieving education for all (UPE).

Samburu central is rated as the poorest in the country line (Samburu County District Development Plan, 2008-2012). The number of absolute poor is high, more than 81% of the district population lives below the poverty line (Samburu County District Development Plan, 2008-2012).the factors attributed to poverty are: insecurity low literacy levels, aridity, poor infrastructure and retrogressive cultural practices. All these factors affects children's participation in education because many parents cannot be able to meet the cost of buying books, uniforms and other costs of education, , this leads poor parents in Samburu to perceive child labour as the only option.

Harmful cultural practices

Harmful traditional practices hinder most children in Samburu Central from accessing education. Such practices are; Female Genital Mutilation (FGM), circumcision, early marriages. Female Genital Mutilation (FGM) is a common practice among the Samburu people, after circumcision, girls are seen to be mature and married off, and are supposed to perform all the duties of a wife. Many girls are forced to drop out of school and become victims of child labour.

Early marriages are common in most African societies. Re-entry into education after early marriage has not been possible (UNESCO - UNICEF, 1970). Research work by Onyango (2003) indicated that socio-cultural norms and practices such as value attached to bride wealth influenced parents to marry off their daughters before maturity. Maritim (1990) supported the findings by Onyango by saying that families in the lower socio-economic structures marry off their daughters in order to provide economic support in terms of bride wealth to the family.

Another cultural issue that leads to child labour among the Samburu people is their perception of the child. A child is regarded as the property of the entire community, and therefore can be given out to a neighbor or relative to lend a helping hand. In some cases children are hired out to wealthy families to help in herding and can be given a goat or cow for the whole period they are supposed to be in school. (Nainyoyie community development organization (2012). Many children end up being denied an opportunity to access education and work for relatives or community, making many people illiterate as child labour continues to be a constant barrier to education.

Hiv/Aids

According to Samburu central district development plan, (2008-2012), 6.8% of the population in Samburu central lives with HIV/AIDS, which is above the national average of 5.1%. The high prevalence has been brought about by the socio-cultural practices surrounding marriage and circumcision. These cause a lot of challenges to education because many orphans do not participate in education.

As the number of orphans increases the number of children who drop out of school increases, most children are involved in child labour so as to meet their basic needs. Some children combine work and school and end up performing poorly; hence FPE is not a remedy for orphans.

Lack of relevant and appropriate policies to support pastoralists' livelihood.

The Kenyan Poverty Reduction Strategy paper (2000-2004), acknowledges and admits that the nomadic pastoralism is the most prudent production system in the ecologically fragile rangelands or arid and Semi-Arid lands (ASAL) of Kenya. The education policies in Kenya do not recognize or favour the Samburu people who are pastoralists. The Samburu people live in ASAL area and practice pastoralism, as they move from one place to another in search of water and pasture for their animals, most of their children tend to drop out of school further, children have to walk for long distances to reach school risking their lives, sometimes these children are attacked by bandits or animals.

In Samburu County, the schools are very few, and there are no mobile schools to ensure that the children have access to schools; this issue, leave many children out of school and that is the reason behind the high illiteracy rate in Samburu. In order to solve this problem, the government should make the curriculum relevant by introducing mobile schools, and increase the number of boarding schools to retain children in school.

The community's perception of child labour

The Samburu people do not believe in child labour, they claim that when a child is engaged in work, it is 'socialization and training'. Children's work is perceived as a process of socialization, progressively initiating children into work and transmitting skills that will enable them to support themselves and their parents contribute to the community; the most important thing one can do for a child is to teach him or her to work as a way of ensuring economic independence in the future (SCF 2000). In Samburu County, most children are engaged in child labour, looking after the animals, selling milk

and charcoal, at the expense of schooling. But the community perceives these activities as a form of training.

Gender disparities in education.

Mulopo (1988) asserted that sex roles, expectations of the African society initiated sex imbalance in school and careers, since a girl's role was defined such that she would only be a mother, housewife or home keeper. The roles at best would only require a minimum level of education or none at all. He confirms this assertion by stating that sexual division of labour meant that mothers had to rely on their daughters' labour for household duties. Michnik (1976) concurs with Mulopo and concludes that opportunity cost of sending a daughter to school is very high. This therefore results in lower enrolment for girls for secondary school education. Since gender roles for girls are many and continuous, girls have to work longer hours as their mothers, as opposed to boys who have fewer gender related roles, which keep them busy through entertainment or loitering. This fact limits the opportunity of girls to access and complete their education as compared with boys (Onyango 2003).

2.3 How child labour affects children's participation in primary education

Dropout and enrollment

The number of children who enroll in the formal primary education does not complete the cycle. The government of Kenya acknowledge that FPE introduced in 2003 has increased the enrolment by about 2.3million from 59 million in 2002 to 8.2 million in 2007 (Republic of Kenya, 2008).Despite this move by the government, most children have not been able to fully participate in the formal education partly because of child labour. Many children combine work and schooling and these affect education negatively resulting in poor academic performance leading to dropping out of school. According to the Republic of Kenya (2007), about one million children are still out of school because the pressure to supplement house hold income remains high. Educational outcomes may suffer the likelihood of dropping out of school by such children.

The problem of enrollment and dropout are common phenomena in Samburu Central are brought about by child labour, poverty and frequent conflicts between the Pokot and Samburu communities. These factors have prevented many children from enrolling and causing those enrolled to drop out of school. Children as young as thirteen years old have been involved in clashes (warriorhood). These conflicts have also led to the closures of 28 primary schools; these closure affected 6,759 primary school pupils (SAIDIA, 2007).

The scarcity of schools also discourages many children from continuing with education. According to (UNICEF 2001), the major cause of non-enrollment leading to child labour is long distances to school. This causes many children in Samburu central have to walk for long distances to reach the few existing schools thus risking their lives to attacks by warriors and wild animals.

Child labour and School Attendance

Schooling problem also contribute to child labour. Many a times children seek employment simply because there is no access to schools (distance, no school at all). When there is no access, the low quality of the education often makes attendance a waste of time for the students. Schools in many remote areas suffer from plights such as overcrowding, inadequate sanitation and apathetic teachers. As a result, parents may find no use in sending their children to school when they could be home learning a skill (for example, agriculture) and supplementing the family income. Because parents have so much control over their children, their perception of the value of school is a main determinant of child attendance. Parents who are educated understand the importance of schooling from personal experience. As a result, parental education plays a large role in determining child schooling and employment (Tienda 1979).

School attendance by a child is also highly correlated with family income (Ilon and Mook 1991). Therefore, when children drop out of school, it is not necessarily because of irresponsible parenting; it may be due to the family's financial situation. When these children leave school, they become potential workers. A major reason India has the largest juvenile workforce is because 82 million children are not in school (Weiner 1991).

The result is that only a minority get a quality education. Poor families, however, are able to recognize good quality schooling and are frequently prepared to sacrifice child labor in order to invest in a good education for their children.

Gender roles and participation in primary education.

Kenya is among seven African countries likely to achieve gender education in primary and secondary education by 2005. This is according to 2005 education for all global Monitoring Report (Daily Nation 11th November 2004, page 5). The United Nations Report of 1985 claimed that girls have very little education to enter, remain and complete education following a complicated interactive process of structural, cultural and personal factors that make the schools wastage rate for girls higher than for boys. This therefore calls for a research into the effects of high dropout rate of girls for primary education.

It has also been established that female education delays marriages, lowers fertility rates and results in smaller family size (Herz 1991). Females with more education increase the desire to have more children enrolling in schools for education. Behrman (1990) and Lavy (1992) revealed that parental schooling promotes children's schooling. Education also increases farm productivity by giving females access to agricultural and co-operative training, contact with agricultural extension workers, implementation of new farming ideas and use of existing facilities (Floro and Wolf 1990).). Non-Governmental Organizations (NGOs) UNESCO and Forum for African Women Education (FAWE) have been in the forefront agitating for promotion of female education and empowerment UNESCO (1995). Conferences like the ones held in Jomtien, in Thailand 1990 and the Pan-African Conferences on Education of girls held in Ouagadougou in Burkina Faso in April 1993 adopted measures aimed at reducing gender disparities in Education. Abagi (1995) asserted that school participation of girls in parts of the world and particularly in African region still lags behind. A study by Maleche (1972) revealed that ignorance and poverty hamper the education of females. The majority of girls engage in household chores particularly in African countries.

Early marriages are common in most African societies. Re-entry into education after early marriage has not been possible (UNESCO - UNICEF, 1970) Research work by Onyango (2003) indicated that socio-cultural norms and practices such as value attached to bride wealth influenced parents to marry off their daughters before maturity. Girls are seen as sources of income by their parents in the custom of charging fines for adultery and pregnancies of unmarried girls. In this arrangement girls are denied opportunity for education.

The problem of early marriage has continued to have negative impact on enrolment of girls for secondary education in many parts of Kenya. Leaders in Isiolo District for example blamed Low secondary school enrolment because of early marriage (Daily Nation 28 June 1996). Forced early marriage also contributes to low enrolment for education (Daily Nation of 15 March 1997). The Kajiado Women Lobby group was seen fighting to protect Masaai girls from early marriages to promote girl child education (Daily Nation 26th March 1998). In Samburu Central, these has been the major reason for many girls dropping out of school, early marriages are highly valued and these girls are forced to perform adult duties. Social factors such as early pregnancy, attitude of the parents, and Economic status of the parent and Cultural factors such as early marriages, mobility due to insecurity as a result of cattle rustling contribute to the girl child school dropout in Samburu District.

2.4 Gaps in the literature review

Literature review given in this document reveals that there are several factors that contribute to lack of participation in primary education. Many communities in Africa prefer giving better and higher education to boys than girls particularly communities in the lower socio-economic class of people. Research studies that have been done show marked generalization and some weaknesses. The research study will reveal the actual factors on the ground that contributes to child labour and its effects on children's participation in primary education.

2.5 Theoretical framework

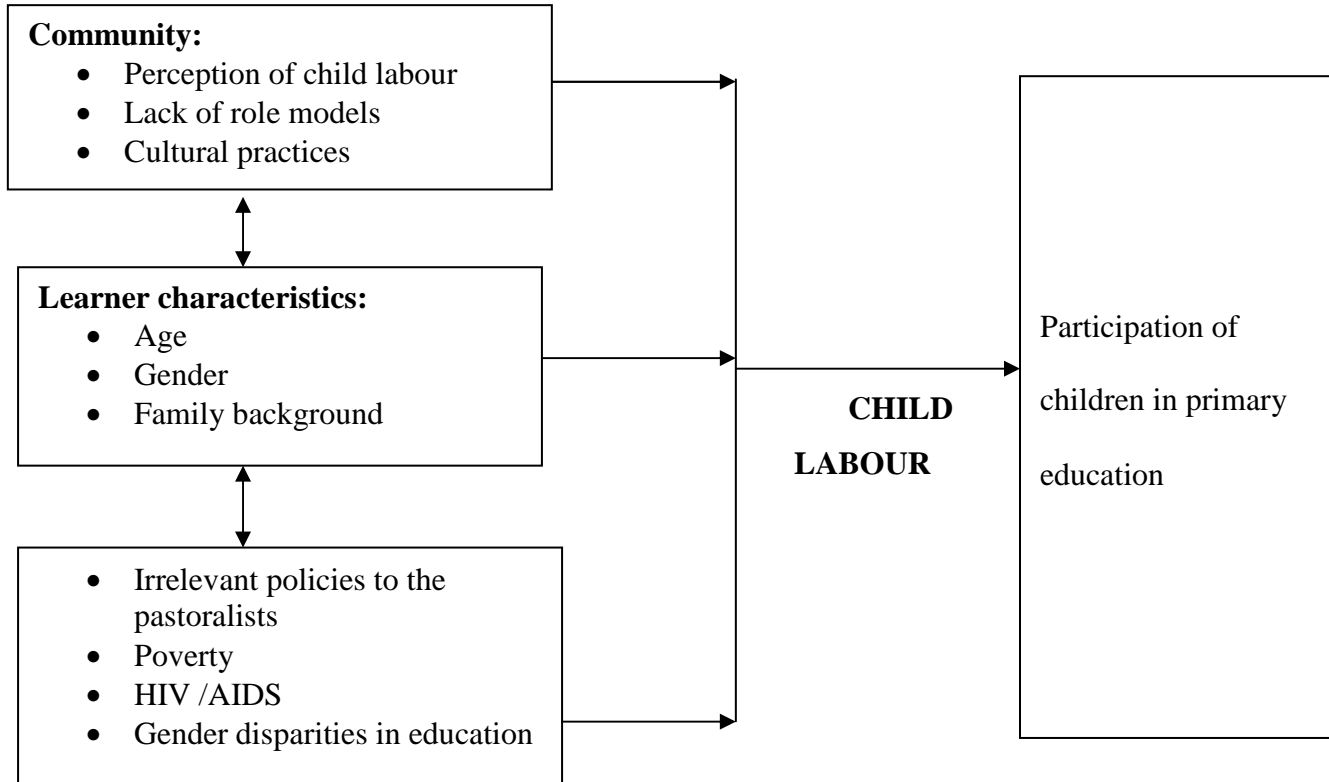
The theoretical framework, which guides this study, has been the human capital theory. This theory holds that human production is a pre-condition for economic growth and looks at man as a factor of production (Blaug 1970).

Education develops skills that contribute largely to economic growth (Ayodo et.al 1991).The centrality of education for both personal wellbeing as well as wider socio-economic development is well articulated in the variety of policy documents. Sessional paper No.1 of 2005 on a policy framework for education training and research commits the government to providing ‘every Kenya with basic quality education’ (GoK 2007).The constitution of Kenya promulgated in August 2010, clearly articulates in the bills of rights, article 53:1b that ‘every child has a right to compulsory education. It is therefore the responsibility of the state to ensure that all children participate in the formal primary education, including the marginalized groups. It was noted earlier that the participation of primary school pupils is poor in Samburu Central, Kirisia division.

2.6 Conceptual framework

The conceptual framework tries to illustrate how the independent variables that are associated with child labour, are likely to affect school attendance, academic performance, enrollment, dropout, and dropout, reduced participation of children in the formal primary education. Education is seen by many as a tool of eradicating poverty which is the major cause of child labour, and when children are involved in child labour at the expense of their education, it leads to a viscous cycle of poverty. This means that for children to participate fully in the formal education, their economic situation must first be improved.

Figure 1 Conceptual Framework: Factors that affect School Participation.



2.7 Chapter summary

It has been commonly observed that in many countries, the majority of working children are enrolled in school. However child labour becomes a threat, consuming most of their time to study. Work may reduce their time to study or tire the children reducing concentration and learning (Psacharopoulos, 1997), Heady (2003) also found that working children have substantially lower reading and mathematics test scores than non-working children. Many pupils who are working tends to perform poorly academic ally because most of their time is spent in work rather than in school, most of these children go to school when late because they have to work before going to school.

According to Beegle et.al (2005), children's time use has been found to have significantly reduced school attendance, and consequently reduces children's educational attainment. Other scholars have also reported that, the fact that a child working increases the probability of failing a grade and even dropping out of school (Khatar et.al 1998).

In Samburu Central learning levels are generally low (Uwezo 2011), these issue is attributed to child labour brought about by poverty. According to Kenya bureau of statistics (2009), Samburu County is the second poorest in Kenya, it is faced by food shortage, cattle rustling, clashes and illiteracy. These factors leaves many families with no option but to engage their children in labour so at to contribute to the family income. Most children spent some of their time entertaining tourist for pay, selling charcoal after school or work as part time domestic workers. All these activities consumes the children's study time leading to poor performance, absentism, dropout and the general school attendance in many primary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section explains the research methodology to be used in carrying out the research. It highlights the research design, target population, sample and sampling procedure, research instruments, reliability and validity of the instruments, data collection and data analysis procedures.

3.1 Research design

Different scholars have defined research design as a framework of planning and conducting research (Sapsford, 2006). The research design that was adopted is the descriptive survey design. This is because the descriptive survey design helped to determine the frequency of occurrences of the phenomenon and discover whether or not relationships exist between the variables. The descriptive survey design adopted. This is because cross-sectional approach is useful in obtaining an overall picture as it stands at the time of the study. Cross-sectional studies are comparatively cheap to undertake and easy to analyze (Kumar, 2005). The units of analysis included the respondents (pupils, parents, and D.E.O and Head teachers) and the medicinal plants. The dependent variable was participation in primary education while the independent variables are the effect of child labour.

3.2 Study area

Samburu Central is found in Samburu County –Kenya. Samburu County has total area of 21,002.3km² people. According to the 2009 census report the area has a population of 223,947 people .The altitude of the study area varies from 850-1230m above sea level. The indigenous people of the study area are called the Samburu people. Generally most of the Samburu people are semi-illiterate and speak the Samburu language.

3.4 Target Population

According to Best and Kahn (1989) a population is a group of individuals who have one or more characteristics in common that are of interest to the researcher. Lokesh, (1988), defines a target population as a large group from which a sample population is selected. The target population for this research was eight primary schools in Samburu County, Head teachers, Ministry of Education Officials, 100 pupils from the selected schools, class teachers. Class eight pupils were chosen for the study because they have been in the school since they joined class one and therefore they are literate enough to respond to a questionnaire.

3.5 Sample and sampling procedures.

A sample is a small subset of the total population. Sampling is a process of identifying the individuals (pupils) who participated in the study. A sample is used to make a generalization of the characteristics being investigated within the entire population. In Samburu central Kirisia Division there are six primary schools. Only public primary schools will be chosen for the research study.

The Stratified random sampling is going to be used because it ensures that certain sub-groups in the population were represented in the sample, in proportion to their numbers in the population itself (Orodho 2004). The researcher used simple random sampling method to select the participating schools in the Division. Simple random sampling is whereby the individuals in the total population have equal and independent chances of being selected as a member of a sample (Orodho 2004). The Division has a total of 6 schools but about 80% of the schools will be used which translates to 6 primary schools. A sample formula of 80% of the total number of schools in each zone will be sampled. This sample was used to represent all the schools in Samburu County as there are only few schools in the county and therefore 80% is a good representation of the population.

The Simple random sampling method was used to select participants from class eight. Class eight pupils are chosen because they have stayed in the school since class one. Since random sampling method was used to select the schools and participant in the

Division, it therefore follows that the Head teachers of the selected schools participated in the study. The sample size for the study was estimated at 200 respondents, out of the 200 respondents, 100 was primary school pupils, 93 will be the parents, one District Education Officer, and six head teachers.

3.6 Research instruments

3.6.1 Questionnaires

Questionnaires contained a set of written questions which the respondents filled without guidance or scrutiny of the researcher. The questionnaires to be used in this research are in two categories; one for the head teacher, and the other for the pupils. The questionnaire for students consists of two sections. Section A aims at eliciting general information about the pupil's age, gender and background. Section B consists of questions about forms of child labour, causes and how child labour affects children's participation in primary school education. . The structured questionnaires contained likert attitudinal scale.

3.6.2 Interview guides

Brief interview guides for the District Education Officer were used to collect data. Interview schedule begun with the factual information. Interview guides were used to collect data on the effect of child labour on participation in primary education. According to Grey (2009) interviewing is appropriate because it ensured a higher response rate and the interviewer were able to probe deeper into the response given by an interviewee. Grey also continues to assert that there is greater flexibility under this method as the opportunity to restructure questions is always there and the language of the interview can be adapted to the ability of educational level of the person interviewed and as such misinterpretations concerning questions can be avoided.

3.6.3 Focus group discussion

Focus Group Discussions (FGDs) comprising of 92 parents was used to collect data on the effect of child labour on participation in primary school education. The discussion

was facilitated by the researcher or his research assistant, the notes on the discussion was preferably taken. The FGD had a discussion guide (Appendix III). According to Krueger and Casey (2000), FGD allows for a variety of views to emerge, while group dynamics can often allow for simulations of new perspectives.

3.7 Instrument validity.

Validity is concerned with the question of whether what the researcher is measuring is what was intended to be measured (Nachance 1996) To enhance validity, a pilot study was carried out in the six schools. Four head teachers were selected at random from the selected schools. Questionnaires were administered to the selected head teachers and class eight pupils from each school. The respondents used during the pre-test phase were deliberately excluded during the final administration of the data collection instruments.

3.8 Instrument reliability.

The degree of consistency between the test scores, responses or observations is called reliability. In this study, internal consistency technique was used to test the reliability of the instrumentation. Split half technique was used to help in the computation of the responses. In the split half technique, the responses will be divided into two halves; even numbered question items in one subset and odd numbered question items in another subset. The responses for the odd numbered subset and that for the even numbered subsets was computed separately and then the coefficient of correlation of the two subsets computed to determine the reliability of the instrument used. The correlation of 0.1 was used.

3.9 Data collection procedure

A permit for data collection was obtained from the Ministry of Education. Thereafter the D.E.O Samburu County was contacted to give and introductory letter to school head teachers and the people involved. The head teachers of the schools participating in the study were contacted to inform them of the study and make prior arrangements to see their class teachers.

3.10 Data Analysis techniques

The process begun with scrutiny of questionnaires and interview schedules to establish if all the items were well responded to. All information from the questionnaires was then be coded. The data was presented in tables and the frequencies, percentages and tables. The Statistical Package for Social Sciences (SPSS) program was used in entering and managing the data. Descriptive statistics was used which involves calculating frequencies and measures of central tendency such as mean, median and mode. The final results of the analysis were summarized in frequency tables and a report written about it with necessary recommendations.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter entails presentation, analysis and interpretation of study findings. The main objective of the study was to establish the effect of child labour on primary school participation in Samburu County, Kenya. To achieve the main objective, the study examined the forms of child labour, the causes for child labour in Samburu County, the community's perception of child labour and the effect of child labour on participation in primary school education. The questionnaires and interview guides were administered to a sample of 200 respondents out of which 180 were correctly filled. This constituted a response rate of 90% which is an adequate response rate for statistical reporting the study. Table 1 below shows the response rate for the study.

Table 4.1: The response rate for the study

| Target Group | Sample Size | Respondents | Response Rate (%) |
|----------------------------------|--------------------|--------------------|--------------------------|
| Pupils | 100 | 90 | 90 |
| Parents | 92 | 82 | 89 |
| Head teachers | 6 | 6 | 100 |
| District Education Officer (DEO) | 1 | 1 | 100 |
| Local Chiefs | 1 | 1 | 100 |
| Total | 200 | 180 | 90 |

4.1 Background information of the Pupils in Samburu County

This section presents the background information of the pupils. All the pupil who participated in the study were in class eight because they have been in the school for eight years or more and are literate enough to respond to a questionnaire. The information includes gender and the level of education of both father and mother. These results are presented in Table 2 and 3.

4.1.1 Gender

Table 4.2: Gender of pupils

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male | 58 | 65 |
| Female | 32 | 35 |
| Total | 90 | 100 |

The findings in Table 2 indicate that majority (65%) of the pupils who participated in the study were male. The female pupils comprised of 35% of the respondents.

The findings revealed that there is gender disparity in the education of children in Samburu County. The proportion of girls enrolled in primary schools is less than that of boys.

4.1.2 Level of education

Table 4.3: Father's level of education

| Level of education | Frequency | Percent |
|---------------------|-----------|---------|
| no formal education | 18 | 20.0 |
| primary level | 31 | 34.0 |
| secondary level | 16 | 18.0 |
| college level | 14 | 16.0 |
| university level | 11 | 12.0 |
| Total | 90 | 100.0 |

Table 4.4: Mother’s level of education

| Level of education | Frequency | Percent |
|---------------------|-----------|---------|
| no formal education | 43 | 48.0 |
| primary level | 22 | 24.0 |
| secondary level | 13 | 14.0 |
| college level | 8 | 9.0 |
| University level | 4 | 5.0 |
| Total | 90 | 100.0 |

From the findings in Table 4.4 34% of the respondents said their fathers had the primary level as the highest level of education while 20% said their fathers had no formal education, 18% secondary level, 16% college level and 12% university level. This was in contrast with the findings in mothers’ level of education whereby 48% said their mothers had no formal education, 24% at primary level, 14% at secondary level, 9% at college level and 5% at the university level. The findings revealed that most fathers had a higher level of education compared to the mothers.

4.2 Knowledge, attitude and perceptions about child labour in Samburu County

One of the objectives of the study was to investigate forms of child labour in Samburu County.

4.2.1 Various statements concerning child labour in Samburu County

The respondents were asked to indicate their level of agreement (either agree or disagree) with the following statements related to child labour in Samburu county. The results are shown in Table 4.5.

Table 4.5: Pupil's responses on various statements concerning child labour

| Statement | Response | Frequency | Percentage |
|--|-----------------|------------------|-------------------|
| Child labour helps in making children to become responsible | Agree | 7 | 8 |
| | Disagree | 83 | 92 |
| A parent has the right to force his/her child to go to work instead of going to school | Agree | 0 | 0 |
| | Disagree | 90 | 100 |
| Children should miss some school days to assist the family in carrying out domestic activities | Agree | 4 | 4 |
| | Disagree | 86 | 96 |
| Children who earn money independently need do not to attend school | Agree | 0 | 0 |
| | Disagree | 90 | 100 |
| Child labour helps fight poverty in the community | Agree | 11 | 12 |
| | Disagree | 79 | 88 |
| Early marriages can lead to child labour | Agree | 86 | 96 |
| | Disagree | 4 | 4 |
| Children should never work for money. | Agree | 65 | 72 |
| | Disagree | 25 | 28 |
| Children should work to assist in buying food for the family. | Agree | 11 | 12 |
| | Disagree | 79 | 88 |
| Children can work as long as the work they do is fit for children, and does not affect their health, or school time. | Agree | 76 | 84 |
| | Disagree | 14 | 16 |
| Children have their own rights. | Agree | 79 | 88 |
| | Disagree | 11 | 12 |

Most of the respondents agreed that early marriages can lead to child labour (96%), Children should never work for money (72%), Children can work as long as the work they do is fit for children and does not affect their health, or school time (84%) and Children have their own rights (88%). However, most respondents disagreed that, child

labour helps in making children to become responsible (92%), a parent has the right to force his/her child to go to work instead of going to school (100%), children should miss some school days to assist the family in carrying out domestic activities (96%), children who earn money independently need do not to attend school (100%), child labour helps fight poverty in the community (88%) and that children should work to assist in buying food for the family (88%).

4.2.2 Difference between boys and girls involvement in child labour

The respondents were asked to indicate how differently boys and girls were involved in child labour, 47 (52%) pupils stated that girls were most frequently involved in child labour than boys while the remaining 43 (48%) said that girls were frequently involved in child labour than boys.

4.2.3 School attendance of both boys and girls

Pertaining the school attendance of boys and girls, 64% of all respondents said that the boys' attendance rate at school was frequent, 24% said it was most frequent while 8% less frequent. On girls' attendance to school, 48% felt it was most frequent, 40% frequent while 12% less frequent. This information is summarized in table 4.6.

Table 4.6: School attendance of both boys and girls

| | Attendance Rate | Frequency | Percentage |
|-------------------------|------------------------|------------------|-------------------|
| Boys attendance | Most frequent | 22 | 24 |
| | Frequent | 58 | 64 |
| | Less frequent | 10 | 12 |
| Total | | 90 | 100 |
| Girls attendance | Most frequent | 43 | 48 |
| | Frequent | 36 | 40 |
| | Less frequent | 11 | 12 |
| Total | | 90 | 100 |

From the findings in Table 4.6, it was evident that girls attended school better than boys. This could be attributed to the massive campaigns done to encourage education of the girl child especially in marginalized areas like Samburu, promotion of the gender equality and the self-belief of girls that they can do better than boys.

4.2.4 Activities preventing girls from participating fully in school

Table 4.7: Activities preventing girls from participating fully in school

| Activity | Frequency | Percentage |
|--------------------------------|------------------|-------------------|
| Early pregnancy | 76 | 17.6 |
| Poverty | 73 | 16.9 |
| Early marriages | 71 | 16.5 |
| Domestic work | 41 | 9.5 |
| Adolescence | 32 | 7.4 |
| Loss of parents | 28 | 6.5 |
| Traditional culture | 24 | 5.5 |
| Irresponsible parents | 18 | 4.2 |
| Ignorance | 18 | 4.2 |
| Prostitution | 15 | 3.5 |
| Negative attitude in education | 12 | 2.8 |
| Child labour | 9 | 2.1 |
| Drug addiction | 8 | 1.8 |
| Peer influence | 6 | 1.4 |
| Total | 431 | 100 |

Respondents were asked to list the activities that prevented girls from participating fully in school, of all the responses given, 17.6% of those responses were early pregnancy, 16.9 % poverty, 16.5 % early marriages, 9.5 % said domestic work, 7.4 % adolescence, 6.5% loss of parents, 5.5 % traditional culture, 4.2 % each on irresponsible parents and ignorance, 3.5% was prostitution, 2.8% negative attitude in education, 2.1% on child labour, 1.8 % was on drug addiction and 1.4% of the responses was on peer pressure.

4.2.5 Activities preventing boys from participating fully in school

Table 4.8: Activities preventing boys from participating fully in school

| Activity | Frequency | Percentage |
|--------------------------------------|------------------|-------------------|
| Herding animals | 64 | 16.4 |
| Poverty | 58 | 14.8 |
| Peer influence | 50 | 12.8 |
| Traditional customs and beliefs | 49 | 12.5 |
| Drug and substance abuse | 42 | 10.7 |
| Involvement in armed conflict | 31 | 7.9 |
| Negative attitude in education | 27 | 6.9 |
| Loss of parents | 19 | 4.9 |
| Irresponsible and illiterate parents | 17 | 4.3 |
| Child labour | 15 | 3.8 |
| Charcoal selling | 9 | 2.3 |
| laziness | 5 | 1.3 |
| Manual work to earn money | 5 | 1.3 |
| Total | 391 | 100 |

Respondents were asked to list the activities that prevented boys from participating fully in school, of all the responses given by respondents, 16.4% of them were herding animals, 14.8% poverty, 12.8% settled on peer pressure, 12.5% said traditional customs and beliefs, 10.7% drug and substance abuse, 7.9% said involvement in armed conflict, 6.9% negative attitude in education, 4.9% said loss of parents, 4.3% irresponsible and illiterate parents, 3.8% said child labour, 2.3% charcoal selling and 1.3% each on laziness and manual work to earn money.

From the findings above, it was evident that some common activities prevent both boys and girls such as poverty, peer influence, traditional customs and beliefs, negative attitude in education, loss or irresponsible parents and child labour.

4.2.6 Rate of schools KCPE performance

With regards to the schools' KCPE performance, 48% of all respondents rated their schools performance of KCPE as average, 40% said good while 12% said the performance was very good as illustrated in Table 9 below.

Table 4.9: Rating of schools by KCPE performance

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| Very good | 11 | 12 |
| Good | 36 | 40 |
| Average | 43 | 48 |
| Total | 90 | 100 |

4.2.7 Student Responses on Attendance Rate of the School

The results shows that 30% of all respondents indicated that the attendance rate was average, 23% indicated that the attendance rate was below average, 19% indicated it was good, 18% indicated it was poor while 10% indicated the attendance rate was good.

Table 4.10: Attendance rate of the school

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| Very good | 9 | 10 |
| Good | 17 | 19 |
| Average | 27 | 30 |
| Below average | 21 | 23 |
| Poor | 16 | 18 |
| Total | 90 | 100 |

4.2.8 Incidence of child labour

The respondents were asked to rate the incidence of child labour in their community, 64% said it was low, 32% said it was prevalent while 4% said the incidence of child labour was very low. This finding reveals that most pupils in Samburu County are not involved in child labour.

4.2.9 Factors likely to affect attendance of school by primary pupils

The respondents were asked to indicate their level of agreement with the following factors likely to affect attendance of school by primary pupils. The response was rated on a four point likert scale on which 1 = strongly agree, 2= agree, 3= strongly disagree, 4= disagree. Means and standard deviation were calculated and are shown in Table 11 below.

Table 4.11: Factors likely to affect attendance of school by primary pupils

| Factor likely to affect school attendance | N | Min | Max | Mean | Standard deviation |
|--|----------|------------|------------|-------------|---------------------------|
| Fetching firewood | 90 | 1 | 4 | 1.2367 | 0.3784 |
| Fetching water | 90 | 1 | 4 | 2.0517 | 0.2839 |
| Herding animals | 90 | 1 | 4 | 1.1902 | 0.0937 |
| Child prostitution | 90 | 1 | 4 | 2.2718 | 0.8493 |
| Mothers negative attitude towards education | 90 | 1 | 4 | 2.1302 | 0.5603 |
| Fathers negative attitude towards education | 90 | 1 | 4 | 2.1811 | 0.2933 |
| Charcoal selling | 90 | 1 | 4 | 1.8091 | 0.4099 |
| Early marriage of boys | 90 | 1 | 4 | 1.3261 | 0.1829 |
| Early marriage of girls | 90 | 1 | 4 | 1.1289 | 0.4638 |
| Involvement of boys in armed conflict | 90 | 1 | 4 | 1.9278 | 0.2910 |
| Involvement of girls in armed conflict | 90 | 1 | 4 | 2.3180 | 0.2912 |
| Schooling is a waste of time | 90 | 1 | 4 | 1.3022 | 0.6920 |
| Circumcision rites for girls | 90 | 1 | 4 | 1.0925 | 0.1029 |
| Circumcision rites for boys | 90 | 1 | 4 | 2.2816 | 0.3827 |

From the result findings in Table4.11, it indicates that majority of the respondents strongly agreed that the following factors are likely to affect school attendance by primary pupils that is, fetching firewood (m=1.2367), herding animals (m=1.1902), early marriage of boys (m=1.3261), early marriage of girls (m=1.1289), schooling is a waste of time (m=1.3022) and Circumcision rites for girls (m=1.0925). However, most respondents agreed that fetching water (m=2.0517), child prostitution (m=2.2718), mothers negative attitude towards education (m=2.1302), fathers negative attitude towards education (m=2.1811), charcoal selling (m=1.8091), involvement of boys in armed conflict (m=1.9278), involvement of girls in armed conflict (m=2.3180) and circumcision rites for boys (m=2.2816) all are likely to affect school attendance by primary pupils.

4.2.10 Attendance of school per week

With regards to school weekly attendance, 32% of the respondents reported that they attended school at all times during the week, 28% attended four times a week, 21% three times a week, 15% attended only once a week while 4% attended two times a week. This is illustrated in Table 4.12.

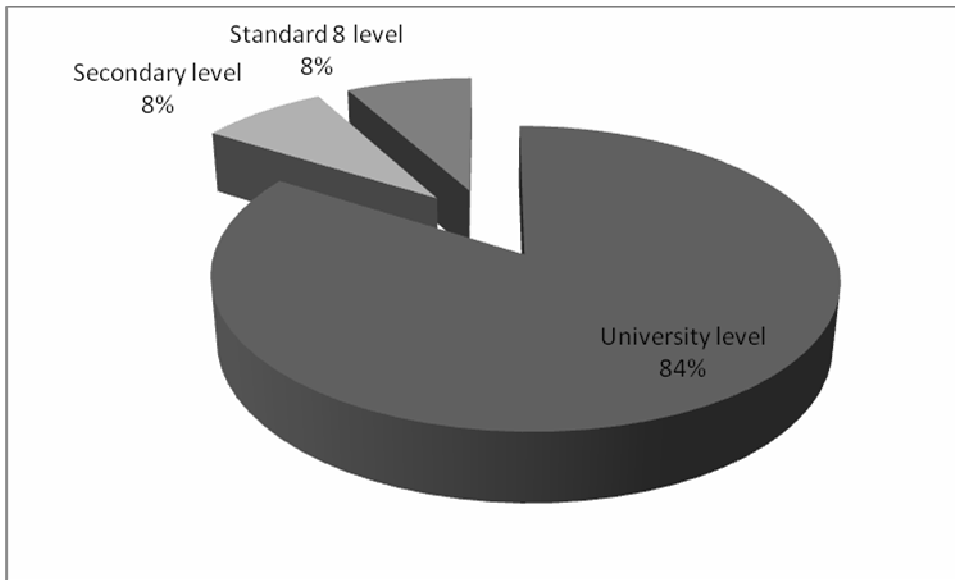
Table 4. 12: Attendance of school per week

| Responses on attendance | Frequency | Percentage |
|--------------------------------|------------------|-------------------|
| Only once | 13 | 15 |
| Two times a week | 4 | 4 |
| Three times a week | 19 | 21 |
| Four times a week | 25 | 28 |
| All the time | 29 | 32 |
| Total | 90 | 100 |

4.2.11 Level of education aspired for

A question was asked on the level of education the respondent would want to achieve, 84% of the respondents said the university level, 8% said secondary education and 8% standard 8 level.

Figure 2: Level of Education Aspired by Primary Schools Pupils



The findings in figure 2 have indicated that 85% of the pupils aspire to attain university level of education while 8% wish to attain secondary level of education and 8% would like to attain primary education.

4.2.12 Ways of ensuring girls and boys attend school in Samburu

Table 4.13: Ways of ensuring girls and boys attend school in Samburu

| Suggested ways | Frequency | Percentage |
|---|------------------|-------------------|
| Strict rules and measures by government on parents who do not send their children to school | 75 | 22.3 |
| Educating community on importance of education | 65 | 19.3 |
| Provision of CDF and bursaries | 51 | 15.2 |
| Eradicating traditions | 41 | 12.2 |
| Educating pupils on importance of education | 26 | 7.7 |
| Building many schools | 25 | 7.4 |
| Reduce cost of education | 18 | 5.4 |
| Participate in co-curricular activities | 15 | 4.5 |
| Encouraging boarding schools | 11 | 3.3 |
| Eliminating the sale of illicit brews | 4 | 1.2 |
| Teachers to be serious on absenteeism | 3 | 0.9 |
| Giving incentives | 2 | 0.6 |
| Total | 336 | 100 |

Respondents were asked to give suggestions for ways of making sure that girls and boys attended school, the results show that 19.3% of respondents suggested educating community on importance of education, 22.3% suggested strict rules and measures by government on parents who do not send their children to school. Others 15.2% suggested provision of CDF and bursaries, 12.2% suggested eradicating traditions, 7.7% suggested educating pupils on importance of education while 7.4% suggested building many schools. There were others 5.4% who suggested reducing cost of education, 4.5% were on the idea of participating in co-curricular activities, 3.3% suggested encouraging boarding schools, 1.2% suggested eliminating the sale of illicit brews while 0.9% suggested teachers to be serious on absenteeism and 0.6% of responses suggested giving incentives.

4.5 Information from Key Informants on effects of child labour on pupil's participation in schooling.

In this section, 6 head teachers and 1 DEO were interviewed using the same questions and the results are discussed hereunder.

4.5.1 Knowledge, attitude and Perception on child labour by key informants

Among all the key informants interviewed, 57% of them said that children in their school were involved in child labour as opposed to 43% who said they were not. Those who said that children in their school were involved in child labour listed early marriages, herding, selling of charcoal, working as house helps and child prostitution as the most common forms of child labour activities

All the respondents (100%) reported that they had witnessed child labour in Samburu District.

Opinion as to what kind of work that is not supposed to be done by children

Table 4.14: Opinion on kind of work not supposed to be done by children

| Opinion | Frequency | Percentage |
|-------------------------------|------------------|-------------------|
| Selling charcoal | 5 | 35.7 |
| Herding | 4 | 28.6 |
| Domestic work | 2 | 14.3 |
| Working in construction sites | 2 | 14.3 |
| Going to wars | 1 | 7.1 |
| Total | 14 | 100 |

When asked their opinion as to what kind of work that is not supposed to be done by children, 5 respondents said selling charcoal, 4 said herding, 2 said domestic work, 2 said The results shows that the children are mostly out of schools selling charcoal, herding, doing domestic work ,working in construction sites and going to wars. This could be as a result of wanting to meet their basic needs because of the high poverty level in the county, and the community perception of child labour.

Opinion about who is more affected by child labour

The respondents were asked their opinions about whom among boys and girls were further more affected by child labour in Samburu District. The results show that 5 (71%) respondents said girls while 2 (29%) said boys.

The causes of child labour in Samburu County

One of the objectives of the study was to investigate the causes of child labour in Samburu County. The respondents were requested to indicate the causes of child labour and the study findings are summarized in Table 4.15 below.

Table 4.15: causes of child labour in Samburu County

| Cause | Frequency | Percentage |
|-----------------------------|------------------|-------------------|
| Poverty | 5 | 35.7 |
| Ignorance or illiteracy | 3 | 21.5 |
| Cultural practices | 2 | 14.4 |
| Cattle rustling | 1 | 7.1 |
| Loss of parents | 1 | 7.1 |
| Coercion from other persons | 1 | 7.1 |
| Lack of parental guidance | 1 | 7.1 |
| Total | 14 | 100 |

The respondents were requested to indicate the causes of child labour; of all the responses given as causes 35.7% stated poverty, 21.5% were on ignorance or illiteracy, 14.4% responses on cultural practices while 7.1% respondent each said cattle rustling, loss of parents, coercion from other persons and lack of parental guidance. These findings indicate that poverty has a direct influence on engagement in child labour.

The effect of child labor on participation in primary school education in Samburu County

The respondents were asked to indicate the effect of child labor on participation in primary school education. The results of the findings are shown in the table 4.16 below

Table 4.16: Effect of child labor on participation in primary school education

| Effect | Frequency | Percentage |
|---------------------------------------|------------------|-------------------|
| Poor performance | 7 | 41.2 |
| Low completion rate | 6 | 35.2 |
| Absenteeism | 2 | 11.8 |
| pregnancies | 1 | 5.9 |
| Wastage and long time spent in school | 1 | 5.9 |
| Total | 17 | 100 |

The results show that majority 41.2% of the respondents reported that poor performance was an effect of child labor on the participation in primary school education, 35.2% of respondents indicated that the effect was low completion rate (school dropouts), 11.8% indicated absenteeism while 5.9% of respondents indicted pregnancies and another 5.9% indicated wastage and long time spent in school.

Ways in which child labour affects the enrolment and completion rate of pupils

The respondents reported that the ways in which child labour affects the enrolment and completion rate of pupils. They also associated child labour with high rate of school drop outs and non attendance of school.

How child labour affects the pupil's performance in the district

According to most respondents, performance deteriorates because the pupils spend a lot of time looking for money instead of studying. In addition pupils lack concentration due to overworking.

Recommendations on how to overcome child labour

Most of the respondents recommended that the enforcement of the law prohibiting child labour, should be enforced by chiefs and authorized government offices. Massive grassroots awareness campaign targeting parents and potential employers on negative effects of child labour should be mounted. Free education and food programs should be introduced and building of more boarding schools. These measures are likely to boost school participation of pupils in Samburu County.

Opinion of the respondents on what role they should play in combating child labour

Respondents were asked what role they thought they could play in combating child labour; most said that it is through educating parents and the community on the negative effects of child labour and reporting to authorities cases of child labour.

4.6 Group Discussion on child labour with Parents

In this section, parents were divided into two groups and were asked to discuss various issues regarding child labour. The parents in group one (1) were asked if there were specific jobs for adults and for children and if so they were to give the differences between. The information from the discussion indicated that the work of adults was to meet all the basic needs of the family through farming, herding and employment while children were expected to assist parents at home by doing chores. On the other hand, the discussions by Group 2 showed that there were no specific jobs for children because all children were supposed to help their parents at home. Group one said child labour was forcing children to work instead of going to school either at home or employment. Their understanding of child labour is to help their with their activities as a way of initiating children into taking responsibilities.

Most members of the respondents said that herding, prostitution and hawking were the activities in the community where child labour was common. In addition the respondents said that girls were the majority and most affected in child labour and that this is because they are married off when still young and further, girls did perform most of domestic

chores. Most members of the two groups agreed that poverty, ignorance, early marriages and lack of awareness were the causes of child labour. Female Genital Mutilation and early marriages were discussed and found to be like the myths and cultural beliefs that may perpetuate child labour. Most respondents identified a number of measures towards combating child labour. These includes: construction of many schools, punishing those employing children, free education, community awareness and enforcement of law on children's right to education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary and conclusion drawn from the study findings. The chapter also contains recommendations for policy intervention and for further research. The chapter is presented in line with the objectives which sought to examine forms of child labour, the causes for child labour, the community's perception of child labour and the effect of child labour on participation in primary school education in Samburu County.

5.1 Summary

The study has established that main forms of child labour in Samburu County are domestic work, charcoal selling, prostitution, involvement of boys and girls in armed conflict, working in construction sites, early marriages and herding. The major causes of child labour are high poverty levels in the region, harmful cultural beliefs and practices, involvement of boys and girls in armed conflict. Ignorance and illiteracy among parents is also a cause of child labour as well as loss of parents through death.

The study established that poverty is the major factor that drives children into employment. The respondents especially in the group discussions said that high poverty level in the county has led to school dropout as young children seek employment to enable them support their families financially. The high poverty level in Samburu County could be attributed to lack of food security due to high aridity, intercommunity conflicts over pastoral resources and cattle rustling, lack of economic initiatives in the region. Other factors leading to high poverty level in Samburu County are insecurity, low literacy levels, aridity, poor infrastructure and retrogressive cultural practices.

The harmful cultural practices are causes of child labour in Samburu County. The practices include Female Genital Mutilation (FGM), circumcision rites, and early marriages of girls. The results have shown that Female Genital Mutilation is still

practiced in Samburu. The girls who have undergone FGM are considered mature and are subsequently married off. Many girls are forced to drop out of school after FGM.

The community in the Samburu region regards children as the property of the entire community and therefore can be given out to a neighbor or relative to lend a helping hand. A number of the parents who participated in the studies said that some children are hired out to wealthy families to help in herding and in return can be given a goat or cow as a reward. Moreover, the perception that Samburu people are brave and honest has led to their preference young Samburu boys in employment in construction sites.

In regard to the community's perception of child labour, the study has found that majority of children in Samburu County perceive activities such as fetching firewood and water as part of their lifestyle and as a way of teaching children to be responsible and not a vice. The findings show that in Samburu some pupils view schooling as a waste of time. The negative attitude of parents towards education is also a major contribution towards child labour. Some parents believe that training a child to work is a very important thing for future independence.

The study findings have further revealed that the main effects of child labour are decline in pupils' academic performance and drop out from school. Child labour also lead poor concentration in class, engagement in drug abuse, poor attendance in school, non-enrolment in school and consequently high illiteracy in the society.

5.2 Conclusion

On the basis of the findings, the study has concluded that child labour in Samburu County has adversely affected the level of pupil participation in primary school education. Child labour has led to decline in pupils' academic performance; drop out from school, decreased levels of literacy in the county and increase in gender disparity in education in the region. Child labour has also led to poor concentration in class, engagement in drug abuse, poor attendance in school and non-enrolment in school or high illiteracy in the society.

The study concludes that child labour in Samburu County is a multifaceted problem which takes various forms such as domestic work, employment as workers in construction sites and cattle raiders, prostitution, trade in charcoal selling, early marriages and herding. The main factors leading to the problem of child labor are high poverty levels in the region, harmful cultural beliefs and practices, involvement of boys and girls in armed conflict, ignorance and illiteracy among parents as well as loss of parents.

The study has concluded that perceptions of the community towards child labour play a major role in the problem of child labour in Samburu County. The community in the Samburu region regards children as the property of the entire community and therefore children can be given out to a neighbor or relative to lend a helping hand. Majority of children in Samburu County perceive child labour as part of their lifestyle and not a vice in the community. Child labour is also viewed as a way to socialization and training of children into responsible community members.

5.3 Recommendations

5.3.1 Recommendations for policy intervention

The study recommends that the problem of child labour in Samburu County can be tackled by the people themselves in the Samburu community if the local community is adequately empowered with knowledge on the importance of education in the present day society.

The study recommends that government policies should be reviewed and streamlined to cater for educational challenges that are specific to arid and semi-arid areas. Education policies should offer consideration for specific issues affecting pastoralist communities.

The study recommends that policy implementation at local level in Samburu should be reevaluated. The study findings implied that the local authorities have not adequately tackled the problem of child labour.

The study recommends that parents should be fully involved in tackling the problem of child labour particularly the adverse effects it has on the level of pupil participation in

primary school education. Parents are the major stakeholders in the education of their children and should be fully involved in the policy formulation and implementation within the education sector.

The study recommends that the government policies should include measures aimed at promoting education in Samburu County and should give specific consideration to poverty levels in the region, cultural beliefs and practices.

5.3.2 Recommendations for Further Research

The study recommends further research on the effectiveness of government policies in mitigating the falling levels of pupil participation in primary school education in Samburu County

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APPENDICES

APPENDIX I: PUPIL'S QUESTIONNAIRE

Pupil's questionnaires

Instructions

1. You are not required to write your name on the questionnaire.
2. Indicate your choice by putting a tick (✓) or filling in the empty spaces. You can put as many ticks as you think appropriate.
3. Please, answer all questions in the questionnaire
4. The information you give will be treated with a lot of confidentiality

INTRODUCTION

The purpose of the questionnaire is to investigate the effect of child labour in participation in primary school education in Samburu Central, Kirisia Division.

Please, be as honest as possible as you respond to the questions in the questionnaire.

Section A: Background Information

1) Indicate your gender

(a) Male () (b) Female ()

2. Indicate the highest level of education achieved by your father and mother. Tick (✓)

| Level of education | Father | Mother |
|-------------------------------|--------|--------|
| No formal education | | |
| Primary level of education | | |
| Secondary level of education | | |
| College level of education | | |
| University level of education | | |
| Masters level of education | | |

Section B: Knowledge, attitude and perceptions on child labour.

(Tick (√) where applicable)

1. Child labour helps in making children to become responsible?

- (A).Agree s ()
- (B).Disagree ()
- (C).Don't know ()
- (D).No answer ()

2. A parent has the right to force his/her child to go to work instead of going to school?

- (A).Agree ()
- (B).Disagree ()
- (C).Don't know ()
- (D).No answer ()

3. Children should miss some school days to assist the family in carrying out domestic activities?

- (A).Agree ()
- (B).Disagree ()
- (C).Don't know ()
- (D).No answer ()

4. Children who earn money independently need do not to attend school?

- (A).Agree ()
- (B).Disagree ()
- (C).Don't know ()
- (D).No answer ()

5. Child labour helps fight poverty in the community?

- (A).Agree ()
- (B).Disagree ()
- (C).Don't know ()
- (D).No answer ()

6. Early marriages can lead to child labour?

- (A).Agree ()
- (B).Disagree ()
- (C).Don't know ()
- (D)No answer ()

7. Children should never work for money.

- (A).Agree ()
- (B).Disagree ()
- (C).Don't know ()
- (D).No answer ()

8. Children should work to assist in buying food for the family.

- (A).Agree ()
- (B).Disagree ()
- (C).Don't know ()
- (D).No answer ()

9. Children can work as long as the work they do is fit for children ,and does not affect their health ,or school time.

- (A).Agree ()
- (B).Disagree ()
- (C).Don't know ()
- (D).No answer ()

10. Children have their own rights.

- (A).Agree ()
- (B).Disagree ()
- (C).Don't know ()
- (D).No answer ()

11. How differently do boys and girls are involved in child labour?

- (A). Most frequent ()
- (B). Frequent ()
- (C). Less frequent ()
- (D). Rare ()

12. How often do boys and girls get involved in activities that prevent them from attending school regularly? Tick (√) the appropriate response.

| Boys' school attendance | | Girls' school attendance | |
|-------------------------|--------------------------|--------------------------|--------------------------|
| Most frequent | <input type="checkbox"/> | Most frequent | <input type="checkbox"/> |
| Frequent | <input type="checkbox"/> | Frequent | <input type="checkbox"/> |
| Less frequent | <input type="checkbox"/> | Less frequent | <input type="checkbox"/> |
| Rare | <input type="checkbox"/> | Rare | <input type="checkbox"/> |

13. Kindly list the activities that prevent girls from participating fully in school.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

14. Please list the activities that prevent boys from participating in school fully.

1. _____
2. _____
3. _____
4. _____

15. How would you rate your schools KCPE performance?

- (A) Very good ()
- (B) Good ()
- (C) Average ()
- (D) Poor ()
- (E) Very poor ()

16. What is the enrollment and completion rate of your school?

- (A) Very good ()
- (B) Good ()
- (C) Average ()
- (D) Below average ()
- (E) Poor ()

17. What is the attendance rate of your school?

- (A) Very good ()
- (B) Good ()
- (C) Average ()
- (D) Below average ()
- (E) Poor ()

18. How would you rate the incidence of child labour in this community?

- (A). very prevalent ()
 (B).prevalent ()
 (C).Low ()
 (D).Very low ()

19. The following factors listed below are likely to affect attendance of school by primary pupils. Indicate your agreement with the statement. Tick the appropriate column. (√)

| Factors | Strongly agree | agree | Strongly disagree | disagree |
|---|-----------------------|--------------|--------------------------|-----------------|
| Fetching firewood | | | | |
| Fetching water | | | | |
| Herding animals | | | | |
| Child prostitution | | | | |
| Mothers negative attitude towards education | | | | |
| Fathers negative attitude towards education | | | | |
| Charcoal selling | | | | |
| Early marriage of boys | | | | |
| Early marriage of girls | | | | |
| Involvement of boys in armed conflict | | | | |
| Involvement of girls in armed conflict | | | | |
| Schooling is a waste of time | | | | |
| Circumcision rites for girls | | | | |
| Circumcision rites for boys | | | | |

20. How many times do you normally go to school per week during the school term .Tick ((√) one only.

- (i). all the time
- (ii).four times a week
- (iii).three times a week
- (iv).two times a week
- (v). once a week

21. What level of education do you want to achieve

- (i).standard 8 level
- (ii).secondary level
- (iii).university level

22. Suggest ways of making sure that girls and boys attend school in Samburu

1. _____
2. _____
3. _____
4. _____

APPENDIX II: INTERVIEW GUIDE

Interview guide for Head teachers and District education officer

Questionnaire on knowledge, attitude, and perception on child labor

1. Are children in your school involved in child labor?

YES () NO ()

2. If yes, what activities do you consider involving in child labor?

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

3. Have you ever witnessed any form of child laboring Samburu district?

4. YES() NO ()

5. In your opinion, what kind of work is not supposed to be done by children?

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

6. In your opinion, between girls and boys, who are more affected by child labor in this district?

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

7. What are the major causes of child labor in Samburu Central?

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

8. What are the effects of child labor on participation in primary school education in this district?

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

9. State ways in which child labor affects the enrollment and completion rate of pupils in this district?

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

10. How child labour does affect the pupil's performance in this district?

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

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

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

12. What role do you think you can play in combating child labor?

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

Thank you for your cooperation, God bless you-

APPENDIX III: FOCUS GROUP DISCUSSION SCHEDULE FOR PARENTS

INTRODUCTION

The purpose of these questions is to investigate the effect of child labor in participation in primary school education in Samburu Central, Kirisia Division.

1. Are there specific jobs for adults and for children? Please explain the differences.
.....
.....
.....
2. Knowledge on the differences between child labor and child work.
.....
.....
.....
3. Knowledge of the presence of child labour in the community?
.....
.....
.....
4. Activities in the community where child labour is common.
5. Who are the majority in child labour, boys or girls? Who are most affected by child labour?
6. Causes of child labour and WFCL. Myths and cultural beliefs that may perpetuate child labour.
7. Effects of child labour on pupil's participation in primary education.
8.
.....
9. Knowledge of initiatives towards combating child labour?
.....

APPENDIX 1V: WORK PLAN

| Month | JAN-MARCH | APRIL 2013 | MAY 2013 | JUNE-JULY | AUGUST |
|---|-----------|------------|----------|-----------|--------|
| Activity | 2013 | | | 2013 | 2013 |
| Writing research Proposal ,developing tools for data activity and preparing for research Proposal presentation | | | | | |
| Field work Interviews and questionnaires | | | | | |
| Data entry interpretation and analyze | | | | | |
| Presentation of findings Project writing | | | | | |
| Project submission & defense | | | | | |