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DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

**CHILD LABOUR AND ITS EFFECT ON PERFORMANCE IN PRIMARY SCHOOL
EXAMINATIONS: A CASE STUDY OF KIAMBAA, KIAMBU COUNTY, KENYA**

BY

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DECLARATION

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

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DEDICATION

I wish to dedicate this work to my family, my Husband James, my sons Prince and Alpha for the moral support during the time of study. May God bless them for their support.

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ABBREVIATIONS

ANPPCAN	African Network for the prevention & prevention against child abuse and Neglect
ICDC	Industrial & commercial development Corporation
ILO	International Labour Organization
UNESCO	United Nations Educational, Scientific& Cultural Organization
UN	United Nations
UNICEF-	United Nations Children’s fund
NGO’s	Non-governmental Organizations
WOFCL	Worst Form of Child Labour
WHO	World health Organization
FPE	Free Primary Education

ABSTRACT

This study investigated the effects of child labour on performance in primary school in Kiambaa sub-county Kiambu County in Kenya. Kiambaa sub-county is an agricultural area with several coffee estates and flower farms. The area has witnessed a large number of casual labourers who are grossly underpaid (Kiambu development plan; 2005-2010) recording the sub-county as one with the highest poverty levels in the county.

The objectives for this study were to establish the causes of child labour in the area of study, establish the relationship between child labour and performance in primary schools and lastly to find out the measures in place to mitigate child labour among school going children.

A systematic random sampling of 100 respondents was carried out; questionnaires were used to collect quantitative data. While face to face in-depth interviews were conducted to collect qualitative data from key informants. The data obtained was analyzed using frequency distribution tables percentages, descriptive statistics and regression tables.

From the study findings, the causes of child labour involve domestic chores which children are subjected to before going to school and after school in the evening. Fifty percent of the children studied worked for some form of payment which agrees with the ILO report (1983; 12) which observes that most children are involved in paid and un paid work.

The findings, also showed that child labour affect pupil's academic performance as was revealed on the poor academic achievements by pupils exposed to labour were mostly females, compared to their male counterparts.

The study therefore recommends that the government should government should develop strategies to reduce or eradicate child labour activities as well as enforce policies on child labour spelt out in the international agreements it has signed and the constitution which spell out the rights of the children.

CHAPTER ONE: INTRODUCTION

1.1 Background

The problem of child labour as a source of cheap labour has existed over centuries both in the developed countries and developing countries until the beginning of 20th century (Cunning & Viazzo, 1996; Weiner, 1991). Child labour is an issue of both developing and developed ; in the latter, it existed in the 18th and 19th century. In Great Britain incidences of cheap child labourers were first spotted in factories working under exploitative conditions (Cunningham and Viazzo, 1996; Zelier, 1985; UNICEF, 2005). Whereas in the US during the pre-industrial period, children were engagement in productive labour such as domestic work, agricultural work under the supervision of the parents and the income was meant for family use consequently child labour was not considered a social problem. (Pallas,1993). Though child labour within the developed countries is said to have been eliminated by mid 20th century, some scholars argue that the problem is still inexistence (Lavallette M, 2000)

In the traditional Africa societies children always worked (Onyango, 1988:163) and therefore the notion that child labour is a social problem is a recent development. The universal acceptable of child labour as a function of social and economic contributions in socialization and economic gain or the family (Fyfe,1989) result in the idea of keeping children in school and disengage them in labour force a modern idea (Weiner,1994). In the developing economies which are agrarian in nature, social division of labour related to sex, personal capacities ,age which necessitated children contribution to family survival through work (Rodgers and Standing,1982). Child work was necessary within the family to meet family needs (Fyfe, 1989). In this regard these societies magnified children's contribution making education of little importance since the emphasis was on the role work played in socialization, and assimilation of children to adult work (Rodgers and Standing,1982; Fyfe,1989)

The relationship between school performance and child work is generally perceived to be negative. Work interferes with child schooling because it requires too much of children's time (Heady, 2003). Balancing the demands of work and education places physical and psycho-social strain on children and often leads to poor academic performance and dropping

out. Practically work demands physical energy, so that the child lacks the energy required for school attendance or effective study. Consequently fatigue and a lack of leisure activities to support physical, social and emotional development, of the child leads to reduced mental stimulation and will end up neglecting his or her studies (Binder and Scrogin, 1999).

Akabayashi and Psacharopoulos (1999) found that a child's reading and mathematics ability decreased with additional hours of work, whereas they increased with additional hours of school attendance and study. In their study, Ray and Lancaster (2003) investigated the effect of work on the school attendance and performance of children in the 12-14 year age group in seven countries in terms of the relationship between hours of work and school attendance and performance. The conclusion was that hours spent at work had a negative impact on education variables, with the marginal impact weakening at the higher levels of work hours.

Studies have shown that children who perform poorly in school are more likely to enter the labour market at an early age. (Ray and Lancaster, 2003; Heady, 2030). have suggested that even limited amounts of work adversely affect a child's learning, as reflected in a reduction in the child's school attendance rate and length of schooling however , in some cases, work is seen to enable children to afford schooling by providing additional income for families (Binder and Scrogin, 1999).

Provision of education is viewed as an intervention mechanism with the potential to equip and empower children not only with literacy, reasoning and numerous skills but also with critical social skills, a sense of responsibility, self respect and for others knowledge of their rights and capacity to resist exploitation which are components of child labour

1.2 Problem Statement

The challenge of child labour remains a serious problem in many parts of the world. This in particular affects the developing world as children are turned into bread winners for their families and are exposed to risky and hazardous work subsequently denied a chance to get education

Studies by the ILO,UNICEF UNESCO and World bank confirms that education is key in reduction of child labour (kruger,2007).Children who lack education are more vulnerable to exploitation according to Khan (2007).

Considerable efforts have been made to meet the UN millennium goal by ensuring universal primary education to all children .Kenya has not been left behind hence introduced the FPE in 2003.The move saw approximately 1.5 million children enroll back to school. However as ILO points out ,if a child combines school with work he/she may not be able to attend school and also long hours of work interfere with class or homework from school (ILO: 2004)

Generally work is perceived to be negative and interferes with a child schooling since it requires too much of a child's time (Heady, 2003).Academic performance of such children engaged in work and education places physical and psycho-social strain since they lack a balance between the two. (Binder and Scrogin,1999) add that these children who are exposed to work end up fatigued and lack leisure activities for supporting their social ,emotional and physical development. Consequently these children are demotivated and end up neglecting their studies.

Ray and Lancaster (2003) on their study on the effect of work on school attendance and performance of children in relationship to hours of work, school attendance and performance concluded that higher levels of work hours negatively impact on education variables. However it's also acknowledged that in some cases work affords children additional income for the families and for schooling. (Binder and Scrogin, 1999)

The relationships between child labour and schooling involve interlinking factors therefore the direction of causation can go either way. Child labour affects schooling, but poor performance in school might also impact child labour. Poor school quality and the indifference of families and students to school might cause students to enter earlier into the labour market. Factors that affect both child labour and school achievement occur at the levels of individuals, families, schools, and communities and include school availability, school infrastructure, parents' education, family income, individuals' natural abilities for school, community labour market conditions, and low levels of parental participation in their children's education and in their communities (Barros and Mendonca 1996, Psacharopoulos 1997, Cavalieri 2000, Gunnarsson et al, 2004).

Work and education play a key role of socialization; this is a process by which new members are integrated into the society so that they can assume their rightful place in terms of role

performance in that society. It's a process by which young people are prepared for adult roles in the society (Murenga, 1988). Today the institution of education is the key agent of socializations opposed to the family in the past. Formal education is seen as a cultural prerequisite to many avenues especially social mobility, economic empowerment and communication network (Gakuru, 1992).

Despite this undisputed role played by education, it can be curtailed by many factors. According to Murenga (1996), different communities receive and accept formal education depending on the available options. Most of these families who are poor may opt to send their children to work instead (Gakuru, 1992). Linkages between child labour and education have been documented by (Nkinyangi, 1980) studying on factors that influence school dropout attributes high rates of school drop out to child labour. In her study Zani (1993) observed that most of the children who hawked in the streets of Mombasa were mainly primary school dropouts with little aspirations in life.

Muturi (1989) argued that child labour hindered children from attaining complete and satisfactory education standards. Literature shows that many school going children are required to help with house hold chores out of school and if such domestic work is not regulated it may affect their schooling as it leaves less time for study (Muturi, 1994 and Zani, 1993).

Educational attainment is greatly affected by participation of children in child labour. This is because very few children can attend school and work at the same time as these activities usually run concurrently. Those who attend school and also work find it difficult to give their school work attention it deserves; therefore ends up doing badly at school. For most children the choice to be made is that of either to attend school or working. However Mendelievich (1979:51) underscores this point by saying that those who work during their childhood years have no chance of going to school and obtaining qualifications which might help them escape from their state of poverty. Boyden and Bequele (1988:5) states that parents confidence that working children are gaining valuable skills and experience also contributes to child labour, however these child labourers concentrates on unskilled and simple routines which may not culminate to more rewarding occupation

In spite that education authorities are aware that working children face problems in school attendance, information on the exact nature of the effect of work on educational performance of children is insufficient. As a result a school based survey provides an opportunity for detailed information on the academic progress of children and of importance providing invaluable information in developing effective tools for retention of working children in schools and in understanding school performance.

1.3 Research Questions

- i. What are the main causes of child labour?
- ii. Is there a relationship between child labour and performance in primary schools?
- iii. What is being done to address the problem of child labour among the school going children?

1.4 Objectives of the study

1.4.1 General objective

The study's general objective is to establish the effects of child labour on performance in primary schools.

1.4.2 Specific objectives

The specific objectives of the study are;

- i. To establish the causes of child labour.
- ii. To establish the relationship between child labour and performance in primary schools.
- iii. To find out the measures in place to mitigate child labour among school children

1.5 Justification of the Study

Child labour is any work that hinders the development of a child at the physical, mental, social or moral level. It describes all types of situations where a child works to earn a living including where the child works but somebody else receives the remuneration on behalf of the child, where the child works as an assistant to somebody else and the child's labour is deemed to be that other person's who receives the remuneration. Prevalence of child labour has particularly affected the developing countries whose demand for child labour has been prompted by subsistence economy, poverty, large families, absentee husbands, attitudes towards female as well as traditional patterns of labour.

Kenya together with other international organization has been concerned with the elimination of child labour for a long time. Its concern on the plight of children is stated in the National development plan 1997-2001(pg 169) and in the country's statement at the 1995 world summit for social development. Exploitative work encroaches on the child's growth (UNICEF 1990C: 2003) and his or her exposure to accidents and environmental hazards entail prolonged separations from family and interfere with his/her schooling. It also robs them the interest in academic achievements resulting in lack of motivation that affects both the learning and their future prospects. Child labour undermines the child's dignity and self-esteem and hinders the development of the child at the physical, social and moral.

Elimination of child labour is important as it would free the children to be able to participate in the education as process of acquiring knowledge in order to promote their social survival and contribution to their families, society and themselves, thou there is some controversy in the empirical literature about the effects of child labour on the educational attainment of children(Grootaert and Kanbur 1995) in which some studies have found that child labour does not have significantly adverse effect

The findings will provide a comprehensive reverse causal relationship of child labour and performance in primary school examination. It will provide measures that would contribute in effecting programmes which monitor child labour and ensure education as a fundamental right for all the children is observed.

1.6 Scope and the Limitations of the Study

The study is limited to examining the effects of child labour on primary school performance for children aged 12-17 years. A total of 60 pupils drawn from Kiambaa sub-county public primary schools in Kiambu County, 4 key informants who comprised of 4 teachers, one educational officers were interviewed

One major limitation of the study is the denial of working children to accept that they are engaged in child labour for fear of reprisals from the authorities .In addition lack of an universally accepted working definition of child labour makes it hard comparing studies done across time and cultures.

1.7 Definition of Key Terms

- **Child-** According to the ILO child labour convention Nos. 138 and 182 and Article 1 of the 1990 convention, a child is every human being below the age of 18 years unless under the law applicable to the child majority is attained earlier.
- **Child labour-** According to the UN convention on Rights of children 1989 article 32, child labour is defined as work that is likely to be hazardous or to interfere with the child's health or physical, mental or social development. The ILO in the minimum age convention 138 of 1973 further puts it that this work is performed by children under the age of 12.
- **Child labourers-** refers to the number of children reported to have worked either for pay (cash or kind), or unpaid family and domestic workers during the reference period and the nature of work or amount of time spent working by a child below minimum age for the type of work they perform. Also the child works under conditions specified domestically in reference to Article 4 of convention 182.
- **Child work** activities done by children for learning and socialization purposes
- **Academic Performance:** is the pupil's ability to study and remember fact, being able to communicate knowledge verbally or written down on a paper. The academic performance of a primary school entitles scores from continuous assessment and the examination of pupils for the academic session.

CHAPTER TWO: LITERATURE REVIEW AND THEORITICAL FRAMEWORK

2.1 Introduction

This chapter reviews literature under six main headings. The first section gives an overview of the practice of child labour and the reasons why children are engaged in child labour. This is followed by literature on forms of child and how it affects the children. Perception of children on child labour follows in the third section. The fourth section addresses the relationship between education and child labour. The fifth section addresses the legal and regulatory frame work on child labour and finally the theoretical frame work

2.2 Child Labour in Practice

Children are usually regarded as ‘small adult’ who consequently leads to their incorporation into a range of different employment relations. Age, sex and birth order of the child are key characteristics that influence the nature and extent of child labour. Children usually begin to work at different ages. Boyden and Bequele (1988:24) support this view when they state a significant number of children are involved in employing at a very early age of about seven years .Rodriguez (1979: 128 states that children in the city begin work as soon as they can get away from home

A research by Gatchalian (1988: 80) found that 23% of the total sample of 403 children in wood based and clothing industries to be below the age of 10 years. Literature shows that the youngest age at which children have been found working is 4 and half years (Abdalla 1988:32).These children were found working in leather turning industry in Cairo Egypt. A child’s birth order influences their participation in child work Kidwel (1981) remarks that first borns is usually the recipient both of both mere parental attention and interaction and of stricter training; they are expected to be more responsible than their siblings. The youngest child does not usually experience the same expectations and pressure as the oldest.

The kind of work children are engaged in ranges from domestic, in mines, agriculture or even bonded.(Gatchalian 1988:81) notes that child labourers are mostly employed by small scale enterprises. Children are preferred by employers for their innate characteristics ,docility, speed and visual acuity in addition to their cheap labour (Boyden and Bequele 1988:24).Their employment doesn’t provide any form of binding agreements with their employers. The

condition of work most children work in is usually exploitative. It jeopardizes their physical and mental well being.

Most of the jobs they do are designed for adult's .The ILO report (1983:12) states that a child development and well being are not considered by most child employers, they ignore the fact that a child is not an adult and thus not physically capable as an adult work. In terms of remuneration as indicated by ILO report (1983:12) sometimes children receive no pay. This is usually in the informal sector and if any wage is given, it is usually low. In the study by Abdalla (1988:33), approximately 60% of the child workers received wages, 36% were paid apprentices and the rest were unpaid family labour who received only some pocket money.

On the Kind of work children do, Gatchalian (1988:81) notes that child workers are mostly employed by small scale enterprises. In his study 72% of the children employed in wood industry and about 82% are employed in cloth manufacturing were working in firms which has less than 29 workers. Other kinds of work children are exposed to include mining, bonded children, manual work in industrial workshops among unpaid house work at homes. Rodriguez (1979:125) adds to the list of child work to include informal sector jobs such as shoes black and car washers. Usually these informal businesses are owned by adults but run by children with an aim of exploiting them.

Another aspect of child exploitation has been noted by Dyorough (1986; 46) who highlights the incidence of child labour in Nigeria in economic activities for example bus conducting. Boyden and Bequele (1988:24) give reason for the use of children in labour market to be their cost effectiveness as well as their docile characteristics which creates an opportunity for exploitation. Ebigho and Izuora (1986:6) found out that 50 out of 70 child labourers are involved in hawking activities 11.4% were in transporting goods for customers using wheelbarrows and 2.8% attended to machines for grinding local foodstuffs.

Most children are involved in paid and unpaid work which is usually exploitative and jeopardizes their physical and mental well being .Most of the jobs they do are designed for adults not children. The ILO report (1983:12) states that a child's development and well being are not considered by most child employers, they ignore the fact that a child is not an adult and thus not physically capable of adult work without it having repercussions. In his

study Abdalla shows that child labour can facilitate adult migration to areas of high employment.

2.2.1 Forms of Child Labour

Child employment manifests in various hazardous forms, which are either risks or hazards. Children exposed to child labour are vulnerable to physical pain and injury particularly being exposed to health hazards (Levison & Murray, 2005).

According to ILO (2012) the vast majority of child labour is involved in hazardous occupations such as agriculture, mining, manufacture, construction bonded child labour, domestic work and fishing. Environmental and occupational conditions can impact on the health and development of the children. Children working in different sectors such as agriculture, factories, domestic labour, sex workers and carrying out their illicit activities, migrant labourers, and on the streets as vendors etc. The effect of job and activities can vary from a country to a country. Also working conditions, ages and gender of children involved in the differences too (O. O'Donnell et al., 2002).

2.2.1.1 Worst form of child labour

The ILO Convention No. 182 on the worst forms of child labour (1999) defines Worst form of child labour as all types of jobs such bonded labour, prostitution, pornography, illicit activities, trafficking child soldiers, or jobs which are dangerous or unhealthy that exposes children to physical, psychological, moral damage, or sexual abuse.

According to Amon et al., (2012) mainly child labourers in Sub-Saharan Africa and in Southeast Asia are involved in the worst forms of child labour which persists such as child trafficking, bonded child labour, child domestic work and hazardous child labour. More than 90 percent of working children in hazardous jobs which are exposed to chemicals, and dangerous tools .Much of hazardous works are happening in poor countries, where children lack access to healthcare infrastructure or basic information on health risks and protective measurements (ILO, 2012; Aqal, 2012; Miller, 2010).

ILO stated that the largest numbers of child labourers are involved in worst forms of child labour and 115 million children are working in hazardous works and the total number of child

workers in the worst forms is increasing. One of the reasons that Dessy and Pallage (2003) pointed out was children easily can get the harmful forms of jobs. Usually parents are aware that their children are involved in unacceptable and harmful jobs, but they are forced to send their children into Worst-Forms jobs. However poor households do not usually think of the consequences. That is why the Convention 182 is promoting governments, and civil society organizations' resources on working against child labour. In recent years the number of child labour in hazardous work dramatically increased hence the ILO set the goal of eliminating the worst forms of child labour by 2016 (Amon et al., 2012; Miller,2010).

2.3 Perception of Child Labour

Children usually work because their work has a social and economic function. Socially work is accorded a transitional role to adulthood in some societies. According to Bekombo (1981) child work confirm adult roles. Work is taken as an important rite through which children and adolescents become social adults such that even in urban areas where formal transitional rites may be absent, children are still drawn to work because its association with independence and with adult roles, rights and responsibility. Child work also opens up opportunities of earning money by the children which attracts them away from unpaid work within the family into waged employment outside the home (Macpreson,1987; White & Tjandaningsih, 1992).

Work also serves to confirm adult gender roles. A study in Jamaica shows young people who work regard themselves as having entered adulthood and are resistant to traditional school system which assigns them inferior position in the society and which undermines their self-esteem (Ennew and Young, 1994). Child work is also a symbol of status, a study in Brazil by Gouvenia and cross-cultural research coordinated by UNICEF, ICDC in Florence noted that in many households, position of children changes after they start contributing to the household expense. Child bread winners have fewer conflicts with parents and are less frequently punished than their non-working siblings (Gouveia,undated; Szanton Blanc, 1994). Gouveia (undated) found Brazilian youngsters to be proud of working by bringing home wages they obtain sufficient status with the family to resist harsh disciplining by their parents.

Work is also perceived by adults and children alike as an option to prefer than idleness on the streets which is linked to gang delinquency and drugs addiction. However in other cases child

work has been disapproved and many children feel compelled to work by their parents and they would have preferred to be in school

2.4 Child Labour and school performance

According to Soares (2002), the determinants of students' academic progress can be classified into three groups of variables: those related to students' individual and family Characteristics, those related to the socioeconomic context of the school, and those related to the processes and pedagogical practices of schools. The relationships between child labour and schooling involve interlinking factors therefore the direction of causation can go either way. Child labour affects schooling, but poor performance in school might also impact child labour. Poor school quality and the indifference of families and students to school might cause students to enter earlier into the labour market.

Factors that affect both child labour and school achievement occur at the levels of individuals, families, schools, and communities and include school availability, school infrastructure, parents' education, family income, individuals' natural abilities for school, community labour market conditions, and low levels of parental participation in their children's education and in their communities (Barros and Mendonca 1996, Psacharopoulos 1997, Cavalieri 2000, Gunnarsson et al, 2004).

Work and education play a key role of socialization; this is a process by which new members are integrated into the society so that they can assume their rightful place in terms of role performance in that society. It's a process by which young people are prepared for adult roles in the society (Murenga, 1988). Today the institution of education is the key agent of socializations opposed to the family in the past. Formal education is seen as a cultural prerequisite to many avenues especially social mobility, economic empowerment and communication network (Gakuru, 1992).

Despite this undisputed role played by education, it can be curtailed by many factors. According to Murenga (1996), different communities receive and accept formal education depending on the available options. Most of these families who are poor may opt to send their children to work instead (Gakuru, 1992). Linkages between child labour and education have been documented by (Nkinyangi, 1980) studying on factors that influence school dropout attributes high rates of school drop out to child labour. In her study Zani (1993) observed that

most of the children who hawked in the streets of Mombasa were mainly primary school dropouts with little aspirations in life.

Muturi (1989) argued that child labour hindered children from attaining complete and satisfactory education standards. Literature shows that many school going children are required to help with house hold chores out of school and if such domestic work is not regulated it may affect their schooling as it leaves inadequate time for study (Muturi, 1994 and Zani,1993).

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2.4.1 Factors that Affect School Performance

2.4.1.1 Teacher's Characteristics

Primary school teachers have a very significant role in terms of offering quality and relevant education to primary school pupils. Their input is key to pupils performance in the examination. UNESCO (2002) maintains that the quality of education will not improve without a critical look at the teachers practices. Their motivation and satisfaction is very important .The World Bank report (1986) acknowledges that satisfaction of teacher s is generally positively related to achievement; satisfied teachers would concentrate in teaching thus ensuring better performance.

A report by UNESCO (2005) showed that 90% of teachers complained of congestion as FPE lead to unprecedented increase in enrolment that in turn affects the pupil-Teacher ratio.

MOEST (Ministry of Education Science and Technology) 2003 survey shows that large classes have a negative effect on teaching and learning process since teachers can neither pay individual attention to slow learners or carry out effective assessment of their learners MOEST (2005) identified dissatisfying factors to learners as poor promotional systems, lack of recognition, no chance of advancement and not well remunerated compared to members of other profession and poor administration. A good teacher is capable of passing love of the subject he/she is teaching and the necessary skills based on curriculum.

2.4.1.2 School Administration

Rumberger (1987) strongly emphasizes that poor performance is a result of poor administration. He points that school administration and policy makers are responsible for making the curriculum and the school climate conducive in terms of motivation, satisfaction and communication to both teachers and students. According to education Cap 211 of Kenyan laws, head teachers are in charge of overall management, control and maintenance of education standards.

Hellinger and HCKK(1995) noted that in many ways head teachers is the most important and influential individual in any school therefore he must work hard in hand with the staff members in order to achieve the desired education goals by creating an exciting and stimulating environment for all staff members. Aggarwal (2000) observed basic reason for some schools good performance was determined by organization aspect of the head teacher.

2.4.1.3 Pupil's Characteristics

Hansell (1981) suggests that a child's self-image, self-concept or expectations are critical for academic development because they forecast on the self and even determine the child's experience. If the child thinks he will do poorly, he opts to hang back and avoid doing the very things that will help him/her to learn. Also there is need to identify what motivates learners since if they are used and fail to see the connection between their personal lives and what they are taught in schools, they become candidates of 'academic failure' and eventually this leads to poor performance in exams (UNESCO(1989:8).

Parent's role in student's life is the foundation and pillar of student life hence cannot be assumed (Nyongesa, 2007) points that education starts within the home. Homes shape the character behaviour and perceptions, one's background determine whether he/she grows up self-confident, hardworking and responsible or angry and inadequate (Republic of Kenya, 1995).

2.5 Measures to Curb Child Labour

2.5.1 Legislation Framework

The use of laws has been used to try and eradicate the problem of child labour precisely because it has been successful in industrialized countries. As a result developing countries have also gone ahead to introduce legislation such as setting a minimum age for work, prohibiting child labour in hazardous activities and regulating children involvement in other less harmful activities.

Below are some of the legislations that seek to curb child labour;

2.5.1.1 ILO No 138 (1973)

This convention sought to abolish child labor and to rise progressively the minimum age for admission to employment or work to a level consistent with the fullest physical and mental development of young persons.

2.5.1.2 ILO Convention 182, 1999

The ILO Worst Form of Child Labour Convention (1999) is concerned with banning and abolishing the worst forms of child labour. The conference considered that there was need to adopt new measures to ban and abolish the worst forms of child labour. It took account of previous conventions which include the resolution on child labour adopted by the ILO at its 83rd session in 1996, the ILO Declaration on fundamental principles and rights at work and its follow-up adopted by the ILO conference at 86th session in 1998, UN supplementary convention on the abolition of slavery, the slave trade and institutions and practices similar to slavery (1956) the forced labour convention (1930).

2.5.1.3 The Employment Act 2007

The employment act of the laws of Kenya, section 56 which is cited as employment (children) rules, no person shall employ a child without the prior written permission of an authorized officer: A person who employs a child, or causes a child to be employed without the prior written permission of an authorized officer, whether or not the person is a parent or guardian of the child, shall be guilty of an offence.

2.5.1.4 ILO Recommendation 190, 1999

This recommendation is concerned with the immediate programmes of action for abolishing the worst forms of child labour. It was adopted by the 87th session of the ILO conference in Geneva on 17th June 1999. The recommendation focuses on 3 areas namely, programmes of action, dangerous work and implementation of convention 182.

2.5.1.5 The Children Act, 2001

The children's act is a law enacted to promote the wellbeing of children in Kenya. It addresses the rights of a child and the role of the government and of parents in protecting these rights. The Act which came into force in 2001, gives safeguards for the rights and welfare of children in their responsibilities in regard to work. It states that children must not take part in war and the government must ensure that children affected by war are helped to lead a normal life. The minister will make the rules concerning how long and where children above 16 years will work

2.5.2 Compulsory Education

Compulsory education has been used as a precursor to the elimination of child labour. It is viewed as the most effective deterrent to children's work. Bequele and Jankanish 1991 point out that education has a dual role in elimination of child labour. First compulsory education with enforced enrolment rate and attendance ensures children are unavailable for work at least during the school hours. Secondly through education children acquire and develop the ability to learn skills to enable them compete in the labour market. Devoid of these skills means that adult will remain locked in the occupations that they have taken up during childhood.

However it is of paramount importance to note that compulsory education does not always lead to an end of child labour, in some cases children do not attend school and yet they may not be working. Hence compulsory education cannot remove all the obstacles to attendance to school since many parents the decision to keep children out of school is connected with the problems of poverty, the condition of schools, irrelevant academic curricula and inadequacy of teaching.

2.5.3 Complementary Interventions

Corrective measures by individuals' employers or organization by withdrawal of children from hazardous work situation which is done by creation of awareness by workers union among members and monitoring children working conditions have also been applied. NGO's have also contributed in fight against child labour for instance in 1997 November 20, they inaugurated Global March against child labour in Kenya whose aim was to raise awareness on the causes and consequences of child labour and suggested interventions to the same.

2.6 Theoretical Framework

This study is guided by three theories namely Maslow's Theory, McClelland's Need Achievement theory and functionalism theories.

2.6.1 Maslow Hierarchy of Needs

Maslow hierarchy theory which was developed by Abraham Maslow in 1954 states that people are motivated by unmet needs which are in a hierarchical order that prevents people from being motivated by a need area unless all lower level needs have been met. The theory argues that people aim to meet basic needs, they seek to meet successively higher needs in the form of a pyramid. The theory asserts that all children have a set of needs that if met with the help of parents, friends and teachers can help mold and build a good foundation of a child for adulthood. If there is a deficiency in the needs or any are neglected it can result in hindering a child's performance and behavior in school.

In the first level of physiological needs a child requires food, water sleep and if these physiological needs are not met, a child's performance in school is affected. Devoid of proper diet and a reasonable amount of sleep children's concentration will decline and their minds will be focused on hunger.

Studies show that children from low socio-economic status usually suffer in school simply when their low levels of Maslow's Hierarchy of needs are not met (Faye 1983). In addition a study on working children in Brazil indicated that children find it fun to work since work gives them social interaction and stimulation (Boyden J, Ling B, Myers W)

2.6.2 McClelland's Achievement motivation theory

McClelland's Achievement motivation theory explains behavior and performance basing it on a person's need for achievement, power and affiliation (Lussier & Achua, 2007). According to the theory people are motivated in varying degrees by the need for

achievement, power and affiliation, it further states that these needs are acquired or learned during one's lifetime(Daft,2008:Lussier & Achua,2007)

Parents can be motivate to send their children for work if they view the higher wage paid by those jobs compensates for the harm.(Dessy and Pallage (2002),they have this hope because they know that there are working situations that can benefit their children. When children take work as a preparation for their future adulthood, work hence forth becomes a motivation factor. A study of 10-14 years old street traders in Nigeria who had an opportunity to go to school proof this statement Economical independence also motivates children to want to earn their own money without the help of their parent.

2.6.3 Functionalist theory

Durkheim (1858-1917) who is associated closely with functionalism employs analogies with biology. He views society is as an organic whole with each of its constituent parts which work to maintain the others, just as parts of the body work to maintain each other. According to Durkheim, a functional explanation accounts for the existence of a phenomenon or the carrying out of an action in terms of its consequences and contribution to maintaining a stable social whole(Marshall,1994). To the functionalist theorists, societies and individuals exist and work to sustain each other in an organic matter.

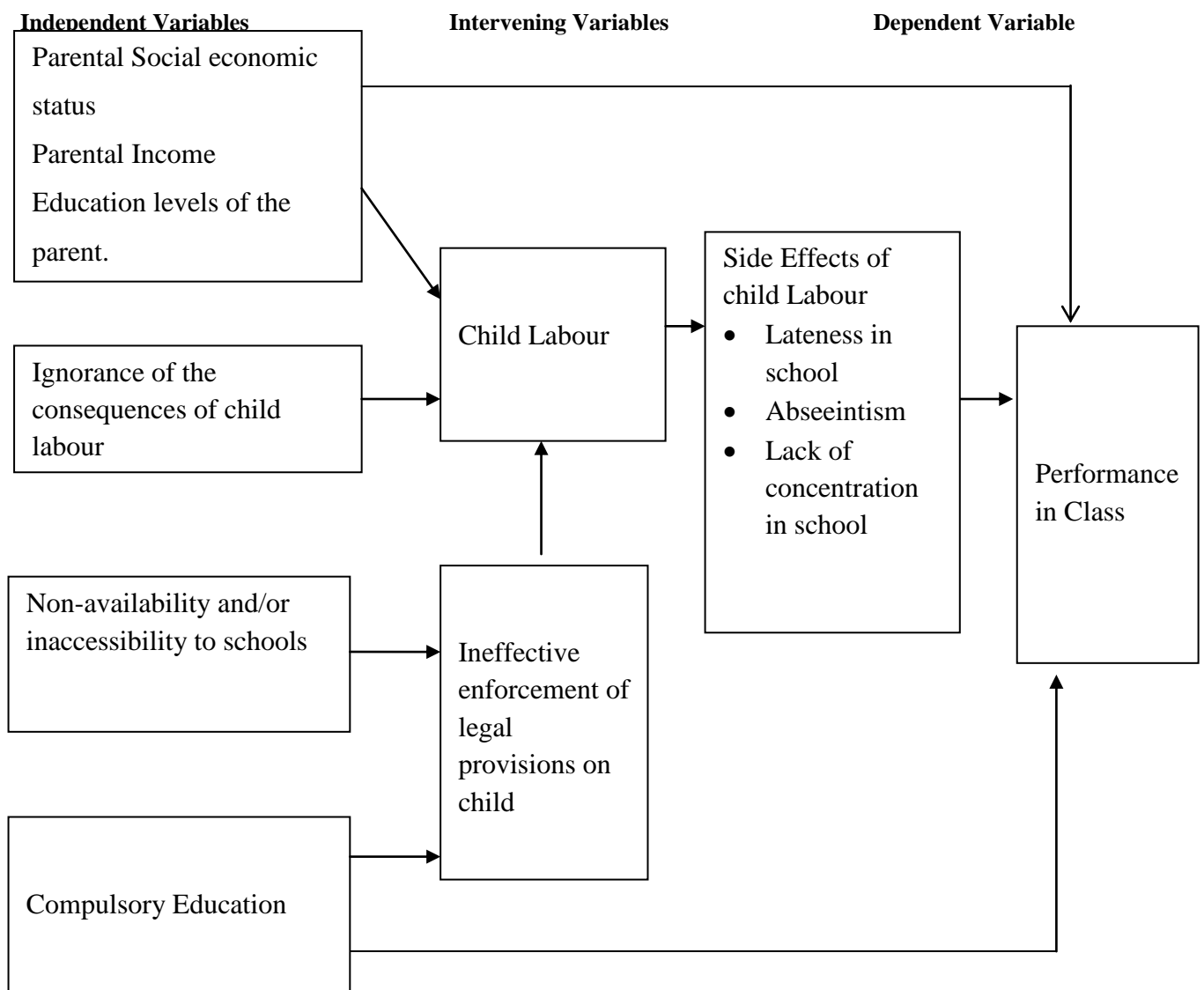
The functionalist views each part of the society as performing a function that keeps and sustain the entire society and failure in the performance of one result's to a breakdown of the entire society. Example is when the labour market fails, it leads to adult unemployment which contributes to child labour (Basu 200).When the minimum wage is set, Adult unemployment may emerge which results in parents putting their children to work in-order to bridge the gap. When there is corruption in the society, poverty is created aggravating the problem of child labour and any fund or any help given to alleviate the problem of child labour is used by persons that abuse them. (Owolabi,2012;Ekpenyong& Sibirii, 2011) following a case of Nigeria the Africa's third richest country with oils states that , poverty is very pervasive in Nigeria. Millions of children are forced to work in order to support the family and to survive and they are subjected to exploitation, violence, drug and poor children fail to access basic education and health care services.

Onyemachi (2010) argues that corruption hinders social and economic growth and increases poverty which contributes to child labour. It negatively effect on children's right and deprives basic services such as health care, education and infrastructure and diminishes children's ability to escape poverty. In many countries employers corrupt labour inspectors to hire underage children such as India, where the incidence of large number of child labourers indicates towards corruption (United Nations Development Program, 2012).

2.7 Conceptual Framework

The conceptual frame work below shows the linkages between the independent variables and intervening variable affect with dependent variable. Parental socio-economic status the income levels and Education levels are independent variables which can cause a change to the performance of children in school. Ineffective enforcement of legal provisions on children is an intervening variable in which a success of it will reduce the levels of child labour and consequently reduce on the dependent variable which is performance in class.

Figure 1.1: A conceptual framework showing how sets of independent and intervening variables influence child performance in class



CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the Research design, site selection in terms of Geographical location, Topography, land use and climatically conditions. It also highlights the unit of analysis, Sample size and sampling procedure, Data collection methods, and Data collection instruments and data analysis.

3.2 Site Selection

Kiambaa is one of the 3 sub counties in Kiambu It covers an area of 91.1 Km² and is the smallest sub-county though it has the highest population density of 1,375 persons per Km² the land in the division is fragmented into small uneconomical farm sizes thus affecting productivity in the agriculture sector. It's rated among the best agricultural districts in Kenya with an average of 1500 mm of rainfall per annum. Kiambaa receives two rainy seasons, in April and May and short rains take place in October and November. There are several coffee estates with large number of casual labourers (Kiambu District development plan; 2005-2010).

The justification of site selection is the gap identified in the study on child labour levels in the sub-county. The District strategic plan 2005-2010 indicated that, the data on child labour in the region is not well documented. Again the site is the smallest sub-county in Kiambu county and yet with the highest population levels with most of its division having the highest poverty levels.

3.3 Research Design

The research design is Survey .This design is considered appropriate since it helps to determine the current status of the population with respect to various variables (Gay; 1983) hence the status of child labour with respect to performance as a variable.

3.4 Unit of Analysis and observation

Unit of analysis refers to the major entity being analyzed in the study (Mugenda & Mugenda 2003) in this study the unit of analysis will be the child labourers. The unit of analysis in this study was child labour and performance in primary school.

Unit of observation refers to the objects on which data is collected, and analyzed for statistical analysis (Mugenda& Mugenda, 2003). The unit of observation was pupils in

Standard 6 to 8. The reason for choosing this group is because they understand the phenomenon of child labour and they can easily be able to answer the questionnaires. Class teachers, a social worker and Educational officer also formed a part of unit of observation.

3.5 Target Population

The target population comprised of the children in child labour in the three sampled schools, Gatatha, Kawaida and Njenga Karume primary school. It also comprised of key informants who are the class teachers, Head teachers, Education officer.

3.6 Sample Size and Sampling Procedure

Sampling is that part of the statistical practice concerned with the selection of individual or observations intended to yield some knowledge about a population of concern, especially for the purposes of statistical inferences (Mugenda & Mugenda1999).

Children between 12-17 years who combine school and work formed the target population of the study. As indicated in the site description, respondents were drawn from Kawaida, Gatatha and Njenga Karume public primary schools. The sampling frame was the class register from the three schools which was obtained with the assistance of the class teachers.

A simple random technique was used to select 3 schools to participate in the study. A list of all the ten schools from Kiambaa and Karuri sub-counties was obtained from the County Education office. The schools were numbered and small papers were put in a bowl. Three papers were picked randomly and they formed the sample for study these schools were Kawaida, Njenga Karume and Gatatha primary schools. A representative sample of 110 was drawn using systematic random sampling.

Systematic random sampling was used to identify children in the selected schools in class 6-8 .Listing forms compiled data on children's' sex ,age ,family socio-economic status.

Sample size for each of the 3 selected schools was determined. ;

Step 1

Sampling interval was determined by dividing; Total population of class 6-8 pupils from 3 schools by the sample size

$$K = \frac{\text{Size of the population}}{\text{Sample size}}$$

$$\text{Desired sample size} = \frac{455}{110} = 4.1$$

Step 2; To determine the size of the sample size per school;

Sampling percentage distribution was determined by dividing by the population of the three schools for pupils in class 6-8 .Gatatha primary school which had 127 pupils from class 6 to class 8. The total population from the three schools was 455. Therefore Gatatha primary would contribute 28% of the total sample ($\frac{127}{455} * 100 = 28\%$). Therefore $28\% * 110 = 31$

Njenga Karume Primary school had a population of 145 pupils from class 6-8. The school contributed 32% of the sample size ($\frac{145}{455} * 100$), Therefore $32\% * 110 = 35$

Kawaida primary had a population of 183 pupils from class 6 to class 8. The school contributed 40% of the sample size which was determined by dividing $\frac{183}{455} * 100 = 40\%$ Therefore $40\% * 110 = 44$

Step 3;

A random starting from 1 was selected and the rest of the sample was determined by taking every 4th child as per the sampling interval. Others to be interviewed were class teachers, key informants who comprising of Education officer, the local chief and an officer in the Ministry of Labour from the area.

3.7 Methods and Tools of Data Collection

The researcher applied observation and structured interviews to obtain data in which researcher asked questions and recorded the answers promptly. This method also allowed the researcher to clarify questions for better understanding by respondents.

3.7.1 Collection of quantitative data

Quantitative data was collected from the children using researcher guided questionnaires. The data was to establish the relationship between child labour and school performance

3.7.2 Collection of qualitative data

Qualitative data was collected through interviews to the key informants; in this study they comprised of educational officers, the chief and the social worker from the ministry of labour and they gave information on the state child labour in the area .A case study was drawn from one of an outstanding case of child labour in Gatatha primary school. General observation was used the whole process of data collection in strengthening and supporting other forms of data collection.

3.8 Research Ethics

Generally children are vulnerable and require protection from potential exploitation by researchers. Hence this research process abided to the Child consent Article 12 of the UN conventions on the rights of the children (UN, 1989). First an explanation on the nature and consequences of this research on the children in order to get consent was done. Full information on its scope was given beforehand. The researcher obtained parental consent from parent prior to collecting data from the children. (See copy appendix 4).

3.9 Data analysis

Data from the field was edited to ascertain that all the entries have been properly done. The quantitative data was be coded and analyzed using Statistical Package for Social sciences (SPSS).Descriptive statistics like frequencies and cross tabulations were used to summarize the data. The qualitative content of data was summarized to identify emerging themes. Major statements were made to present the outstanding themes.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter details the findings of the study and discussions with respect to the objective of the study; the study was designed with the aim of achieving the objective of determining the effects of child labour on performance in primary schools in Kiambaa sub-county Kiambu County. The study involved the collection of data through the use of questionnaires; structured interviews involved asking a set of standard questions. Three public primary schools in Kiambaa sub-county were used in the study namely: Kawaida, Gatatha and Njenga Karume.

The results are presented according to the objectives i.e. to establish the causes of child labour; to establish the is a relationship between child labour and performance of pupils in primary schools; and to find out the measures that have been put in place to mitigate child labour in Kiambaa Sub-county.

4.2 Social and Demographic Characteristics of the participants

The demographic data sought in the study include age, gender, class level, Marital status of the parent, parents level of education, occupation of parents, family main source of income

These demographic data were sought in order to determine the characteristics of the participants as well as helping the researcher to design the instrument in a way that suited their level of understanding in relation to the study problem.60% of the questionnaires issued were returned.

4.2.1 Age of the respondents

The respondents were asked to provide information in regard to their age as shown on the table 4.1

Table 4.1: Distribution of respondents by Age

Age	Frequency	Percentage
12 years	9	15.0
13 years	25	33.3
14 years	21	35.0
15 years	3	5.0
16 years	1	1.6
17 years	2	3.3
Total	60	100.0

From the Table 4.1 above the pupils were distributed as follows those aged 12 years were 15%, the majority 25% were aged 13 years and followed by 21% aged 14 years this findings indicate that few pupils were aged over 15 years. These findings agree with empirical studies that argue that age of the child is a key determinant of engagement in work. Children born earlier have a probability of attaining a higher market wage than the younger ones.

4.2.2 Gender of the child

The Pupils were asked to indicate their gender. Below are the findings as shown in the Table 4.2

Table 4.2: Distribution of respondents by gender

Gender	Frequency	Percentage
Male	33	55.0
female	27	45.0
Total	60	100.0

According to table 4.2, the pupils were fairly distributed in terms of gender with 55% being male and 45% were female. This slight gender disparity is a likely indication of girls being more involved in child labour than boys. This is supported by Wainaina (2012) in a study

conducted in Thika district that found girls to be more affected by school dropout than boys and this was largely attributed to child labour. This is also in agreement with Edmonds (2006), who in a study conducted in Nepal in India, found girls, especially older girls, to work more than their brothers. According to Edmonds, the extra work performed by girls is such that, at modal birth spacing, the younger girl actually spends significantly more time working than older brother

4.2.3 Class level in primary school

The total numbers of children involved in the study were sixty and their distribution is as shown on the table 4.3

Table 4.3: Distribution of pupils according to class level

Class level	Frequency	Percentage
Standard 6	7	11.7
Standard 7	25	41.7
Standard 8	28	46.7
Standard 8	28	46.7
Total	60	100.0

According to Table 4.4, the distribution that standard six were 11.7% , standard seven were 41.7% the and those from standard eight 46.7% .Class six had the least numbers which is as a result of age requirements in the study

4.2.4 Marital status of parents

The study sought to establish the marital status of the respondents' parents. The purpose of this question was to correlate the marital experience with the parenting of children

Table 4.4: Distribution of respondents by parent's marital status

Marital status	Frequency	Percentage
Married	38	63.3
Divorced	06	10.0
Single parent	19	31.7
Widowed	03	5.0
Total	60	100.0

The study findings indicate that sixty three point three per cent (63.3%) of the respondents parents were married (31.7%), 10% were in divorced families,31.7% were from single parents and were 5% widowed. This preliminary finding indicates that the parents were relatively well placed to provide parental care for the children. Children who were disadvantaged in their early years due to a lack of parental attention and child labour had trouble interacting appropriately with their peers and performing well in school. Studies have shown that childhood poverty has a connection with household structure. Most studies on the subject also show that the children that are in poverty tend to come from single-parent households (most often matriarchal).

In1997, nearly 8.5 million (57%) poor children in the US came from single-parent households (Lichter, 1997; Ashworth, Hill, & Walker, (2004),

4.2.5 Highest level of education attained by parents

The respondents were asked on their parents’ highest level of education. The purpose of the question was to establish whether their education level was commensurate to their parental responsibilities which could influence the process and outcomes. The findings were recorded as in table 4.5 below.

Findings from table 4.5 below establishes that 51.6 % of the fathers had primary school certificate education, 38.7% had secondary school certificate while 9.7 % had university/college education

Table 4.5: Distribution of respondents by father’s highest level of education

Level of education	Frequency	Percentage
None	0	0
Primary	16	51.6
Secondary	12	38.7
University/college	3	9.7
	31	100.0

Mother's Highest Level of Education Attained

The respondents were asked on their mother's highest level of education and the findings were indicated on Table 4.6

Table 4.6: Distribution of Respondents by Mother's Highest Level of Education

Level Of Education	Frequency	Percentage
None	7	16.7
Primary	17	40.5
Secondary	18	42.9
University/college	0	0
Total	42	100

From the table 4.6 the study findings established that 16.7% of the mothers had no formal education, 40.5% had primary school education, 42.9% (18) were secondary while none had University or college education.

4.2.6 Occupations of the parents

The respondents were asked on their parents' occupation and the results were recorded as on the tables below;

Table 4.7: Distribution of respondent by father's present occupation/employment

Father's present Occupation	Frequency	Percentage
Farmer	04	12.9
Business	10	32.3
Employed	04	12.9
Casual laborer	12	38.7
Unemployed	01	03.2
Total	31	100.0

From the table 4.7 the study findings established that 12.9% of the fathers were farmers, 32.3% were in business, 12.9% were employed 38.7% were casual labourers and 3.2% were unemployed

Table 4.8: Distribution of respondent by mother’s present occupation/employment

Mother’s present occupation	Frequency	Percentage
Farmer	06	14.3
Business	11	26.2
Employed	07	16.7
Casual laborer	15	35.7
Unemployed	03	07.1
Total	42	100.0

According to Table 4.8 the study findings established that 14.3% of their mothers were farmers, 26.2% were in business, 16.7% were employed, 35.7% were casual labourers while 15% were unemployed. This variable was important since studies indicate when parents are working, are influenced by the kind of occupations in which the parents work. Kohn (1977) has found that lower-class parents look at their children's behavior with a focus on its immediate consequences and its external characteristics, whereas middle-class parents explore their children's motives and the attitudes expressed by their behavior

4.2.7 Family’s main source of income

Table 4.9: Distribution of respondent by the family’s main source of Income

Family’s main source of income	Frequency	Percentage
Mother income	35	58.3
Father income	10	16.7
Mother/father income	15	25.0
Total	60	100

From the table 4.9 the study findings established that 58.3% said their mother’s income was the main source 16.7% said it was the fathers, while 25% said it was both. Studies have shown that childhood poverty has a connection with household structure. Most studies on the subject also show that the children that are in poverty tend to come from single-parent households (most often matriarchal). Other studies like those of Ryan, Fauth, & Brooks-Gunn,(2006) concur that Parents who are experiencing "financial strain, depression and

anxiety, marital discord and disrupted parenting due to their circumstances may be harsher with, less supportive of, and more detached from their children" When you put yourself in the shoes of parents from lower socioeconomic statuses—parents without enough money to be comfortable while raising their families, with constant worries about how to feed, clothe, and shelter their children—you can begin to understand why their behavior might differ significantly from the behavior of parents from higher socioeconomic statuses and why they subject their children to child labour.

4.3 Social and demographic characteristics and child labour

A further analysis was done to establish the relationship between the social & demographic characteristics with involvement in child labour. The researcher first established whether the respondents on study had knowledge on child labour as below.

4.3.1 knowledge of child labour

On a scale of yes or no, the pupils were asked if they had information/ heard about child labour. 86.7% indicated that they had knowledge on child labour while 13.3% had no knowledge on child labour. The findings clearly shows there is wide spread knowledge among the children on child labour. Schools contributed the most on this knowledge with while parents were the least in informing their children on child labour.

Studies on evolution of child labour clearly depicts child labour as universal in all societies and had social and economic functions implying socialization and contribution to the family-economy (Fyfe, 1989). In this light family labour was necessary to fulfill family needs where children had to work (Fyfe, 1989). Children worked in the family domain under their parents supervision which implies that parents would less likely inform their children on child labour.

The researcher went ahead to find out how the understanding of child labour from the children perspective. From the findings 98.7% of the responses were that child labour is stopping school in-order to work, 96.6% responded that child labour was doing domestic labour 96.63% was dropping out of school and the understanding that child labour was Children working for payment with 71.7% the least point to note was the understanding that child labour was being misused.

All the responses indicated that children are aware of child labour which could also imply that they have either been exposed to it or witnessed the phenomenon of child labour within the community. Though the term child labour has many definitions by different scholars there are common aspects that appear in their definitions which were also mentioned by the children in their responses.

98.7% of the responses which indicated that child labour is stopping to attend school in-order to work ,the response agrees with Suda (2011) who states that child labour is when children is working in any type of work that is dangerous and harmful to children's health or the work hinders their education.

However it's important to note that not all work that a child does is child labour, according to ILO report (2002) if a work does not hinder children's schooling or do not affect their health physically and mentally, then it is generally not categorized as child labour. For

example helping parents at home, looking after siblings or working for pocket money after school hours and during holidays.

71.7% of the responses indicated that child labour is working for payment ,generally children would work for payment outside their homes, this understanding agrees with Omokhodion and Odusote (2006) who argue that any work that children does outside home is classified as child labour. Hence according to them working outside home is usually exposed to environmental hazards which may affect their health and safety.

4.3.2 Education of parents and child labour

The researcher further considered how the education level of the parents could influence the number of times a child fails to be in school to help parents with work, Findings were recorded as shown in tables 4.10 and 4. 11

Table 4.10; Fathers' level of education by number of times a child failed to be in school to help parents with work

Father's Level of Education	Number of times child failed to be in school to help parents with work								Total	
	None		Once		Twice		Three or more		%	N
	%	N	%	N	%	N	%	N		
None	100.0	7	-	0	-	0	-	0	100.0	7
Primary	7.7	2	61.5	16	-	0	30.8	8	100.0	26
Secondary	-		8.3	1	58.3	7	33.3	4	100.0	12
Total	20.0%	9	37.8	17	15.6	7	26.7	12	100.0	45
Chi square 16.533 ^b										
df 3										
Sig .001										

From table 4.10 the level of significance of .006 is greater than .05 which is the critical level of significance. Therefore there exists a significance difference between the children whom parents have a higher level of education and those who do not. This implies that children whom parents have a higher education level are less likely to be absent from school in order to help their parents with work at home. The findings agree with an argument by Emerson and Souza (2002) who states that parents with no education usually send their children to work in order to contribute to the household income. Educated parents are more inclined and knowledgeable on the importance of education for their children as well as keeping them in school.

Table 4.11 Mother's Education level by the number of times a child failed to be in school to help parents with work

Mother's level of Education	Number of times a child failed to be in school to help parents with work								Total	
	None		Once		Twice		Three or more		%	N
	%	N	%	N	%	N	%	N		
None	40.9	9	4.6	1	0		54.5	12	100.0	22
Primary	-	0	53.3	16	21.9	7	28.1	9	100.0	32
Secondary	-	0	83.3	5	16.7	1	-	0	100.0	6
University /college	-	0	-	0	-	0	-	0	-	0
Total	15.0	9	36.7	22	13.3	8	35.0	21	100.0	60

Chi 28.897^a
df 3
Sig. .000

From table 4.11 the level of significance between the mothers level of education to the number a child fails to attend school is .000 which is less than .05. This implies a highly significance relationship between mother's education level and school attendance. Therefore implying that children whom mothers have a higher education level are less likely to be absent from school in order to help their parents with work at home.

The findings indicated that 40.9% of the mothers had no formal education which means that they are likely to send their children to work .When a woman is less educated, her bargaining power in household decision is low which leads to increased in the amount of her child's work which reduces child schooling. The study agrees with other studies which shows that parents education level play a role in the life of the Children. Emerson and Souza (2002) indicates that parents with no education usually send their children to work to contribute to

household income .parents who are educated know the importance of education for their children and keep their children in school by creating a conducive environment for their learning.

Table 4.12: Marital status of parents and Child labour

Marital Status of the parent	I fail to attend school to help parents with work					
	True		Not true		Total	Percent
	N	%	N	%	N	
Married	10	29.4	24	70.6	34	100
Divorced	03	60.0	02	40.0	05	100
Single parent	16	84.2	03	15.8	19	100
Widowed	00	-	02	100.0	02	100
Total	29	48.3	31	51.7	60	100

Chi-Square 43.067^a

df 3

Sig .000

From table 4.12 the level of significance between the marital status of the parent to whether a child fails to attend school to help parent with work is .000 which is less than .05.

This implies a highly significance relationship between parents marital status and school attendance. The findings indicated that 84.2% of the children from single parents fail to attend school in order to help their parents with work. A study on the effect of the gender of the household head strengthens the findings by indicating that use of child labour is higher and the rate of school attendance is smaller in female –headed households (Bhalotra and heardy,1998).Consequently female headed households are forced to make use of child labour and often more because they are under economic pressures.

4.4 Causes of Child Labour

The study set to find out the causes of child labour several variables attributing the child's experience about school ,work and home were to forward with an objective to establish which of the variables were significant causes of child labour.

Table 4.13: Reasons why respondents involve themselves in child Labour

Reasons	Response		Total	
	Yes	No	N	%
Compensation in kind	35 (58.3%)	25 (41.7%)	60	100.0
Lack of school fees	22 (36.7%)	38 (63.3%)	60	100.0
Need to assist the Parent	43 (71.7%)	17 (28.3%)	60	100.0
Work for monetary payment	45 (75.0%)	15 (24.6%)	60	100.0

Table 4.13 present analyses of data to determine the causes of child labour in Kiambaa sub-county. From the table 75% of the respondent indicated working for monetary gains to the children as the major cause of child labour while lack of school fees(36.7%) was the least determinant of child labour. Working for monetary gains can be supported by the study by Ray (2000) who on his studies on the involvement of children in economic activities indicated that parents rely on children additional income and hence children labour supply becomes a function of family wage .One of the standard eight boys interviewed at Njenga Karume primary school remarked that ' *I sometimes fail to attend school so that I can get some income to assist my mother in meeting some costs such as buying uniform and paying some levies i.e. examination fees.* These remarks also agrees with findings by Binder & Scrogin,1999 who remarked that work enables children to attend schooling by providing additional income for families

In another interview with a teacher from Kawaida primary school, he remarked that ' *we have children who come to school fatigued and tired when asked the reason some claim they haven't had breakfast and others claim they have to milk, and fetch water before reporting to school*' This shows that the need to help/assist parents with work is a common scenario in Kiambaa which can be explained by the fact mothers(58.3% from the findings) are the main contributors to family income.

According to Table 4.13 70.5% of the pupils indicated the need to assist parents as the cause for involvement in child labour. This shows poverty compels parents to put their children into child labour. This is supported by Kibugu (2011) who, in a study conducted in Mwea division in Kenya, found that although the abolition of primary school fees in Kenya has enabled many parents to enroll their children, others still find that they need children to work to supplement the family income.

One of the girls interviewed from Gatatha primary school remarked that ‘ *I usually wake up at 5am every morning to make sure before I leave home I have taken milk to the fetched water so that I can later leave home to school which is two kilometers away, I do this so that I can help my mother who works in Nyara coffee estate*

4.5 Relationship between Child labor and academic work

In order to answer research question two the study set to find out the relationship between school performance and child labour as shown on table 4.14

Table 4.14 Involvement with work at home and completion of school work

How often is school work completed	Number of times a child failed to be in school to help parents with work				
	None	Once	Twice	Three or more	Total
Always	9	11	0	0	20
Most Often	0	6	6	0	12
Never	0	0	1	27	28
Total	9	17	7	27	60

Chi-Square 6.400^a

df 2

Sig. .041

From table 4.14 the level of significance on how often school work is completed has a level of significance (.041) which is greater than 0.05 which means there is no significance relationship between the two variables. This implies that the number of times that a child fails to attend school to help the parents with work does not affect their completion of homework. The findings clearly show that children combine work and schooling such that they are keen in completion of school work in spite of failing to attend school. This could also be explained by the fact that teachers punish a child who fails to complete his/her school work. One of the class teachers from Gatatha primary school remarked that ‘ *we are very keen with checking*

the homework since its one of the main way we measure the progress of the child. Any child found with incomplete work is punished'

Table 4.15: Child involvement in paid work and performance in class

Response whether sometimes child work for payment	Overall performance by the child									
	Very good		Good		Average		Poor		N	%
Yes	19	42.2%	14	31.1%	1	2.2%	11	24.5%	45	100.0
No	5	35.7%	6	42.9%	0	-	3	21.4%	14	100.0
Total	24	40.7%	20	33.9%	1	1.7%	14	23.7%	59	100.0

From the table 4.15 42.2% of the children who were sometimes involved in paid work performed very good, 31.1% of them performed good, 2.2 % had average and 24.5% performed poorly. The findings indicate that children combine school and work which does not necessary affect their performance in school .Studies done by Omokhodion and Odusote (2006) argue that child labour does not have an impact on child’s performance, they argue that child labour and schooling may not be linked since most of these children who work attend school to enhance family income and school fees. Khan (2001) strengthens the claim that many child labourers attend school and work after school to increase family income and pay or schooling

One boy from Njenga Karume primary school remarked that *‘I sometimes fail to attend school so that I can get some income to assist my mother however when I resume back to school I put extra effort to cover what was taught when I was away so that m studies are not affected so much.*

In order to determine relationship between child labour and overall school performance, the researcher used chi-square analysis at 0.05 level of confidence. Based on the result, the alpha value indicates there is significant difference in the performance of children involved in child labour with their school performance. The result agrees with the study by Heady (2000) who observed that children engaged in child labour activities face exhaustion or diversion of interest away from academic concerns. This implies that that it's not working that affects school performance but the lack of motivation that affects both work and learning. One of the class teachers from Kawaida primary school remarked that, *most of the children involved in child labour usually report to school late... when they are in class they tend to sleep in class which disrupts their concentration and general performance.*

4.5.1 Factors which help to improve performance in school.

The pupils were required in their view to state the factors would help them improve their performance in school. The findings indicated that going to school always as a factor that improve school performance with 71.2 % responses. Extra tuition off the school hours was ranked second with 68.2% responses, consistent revision was ranked third with 60.6% responses. paying fees and teacher commitment were ranked least.

These findings are similar to those by Soares (2002) who posits that the determinants of students' academic progress relates to students' individual & family characteristics, socioeconomic factors and processes and pedagogical practices of schools.

The relationships between child labour and schooling involve interlinking factors therefore the direction of causation can go either way. Child labour affects schooling, but poor performance in school might also impact child labour. Poor school quality and the indifference of families and students to school might cause students to enter earlier into the labour market.

4.6 Measures to mitigate child labour

In order to answer research objective on the measures in place to mitigate child labour, the findings were presented as in table 4.16

Table 4.16 Measures in place to mitigate child labour

Measures	Frequency	Percentage
Report to the chief	31	51.7
Offer Counseling to affected children	3	5.0
Imprisonment	8	13.3
Create awareness	8	13.3
Denial of work opportunities	10	16.7
Total	60	100.0

From the Table 4.16, 51.7% indicated that reporting to the chief was the major factor to mitigate child labour followed by imprisonment denial of work opportunities within the coffee and tea plantations in the area. Creation of awareness and imprisonment at 13.3% Offering counseling to affected children was the least ranked option with only 5%. These findings were strengthened by the Deputy Head teacher for Njenga Karume primary school who remarked that *When I joined the school the problem of school absenteeism was so high such that during the peak coffee seasons we had at least 50% of the school children away from school .the situation has improved after the school administration joined forces with the local chief and moved from house to house sensitizing the community on the negative effect of child labour.*

On denial of work opportunities one the head teacher for Gatatha primary school remarked that *the school has been adversely affected by the issue of child labour, the reason most parents cite is poverty and hence wanting to engage their children in work to supplement their income. As the school we had approached the farm managers together with the chief to ensure their inspect homes during the day to find out if there are children left home as parents work in the coffee and tea estates. The estate managers map out those caught in the menace and hence denied opportunities to work in the farms.*

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This chapter presents the conclusions and recommendations of the study based on the analysis and interpretation in Chapter Four.

The main objective of this study was to establish whether there is a relationship between child labour and performance in primary schools and to find out the measures in place to mitigate child labour among school children in Kiambaa Sub-county Kiambu County

Frequency, percentages and mean of the different variables that related to the research topic were used in different tables to analyses personal data and answering the research questions. The bio-data of the study revealed that majority of the respondents were children between the ages of 13 to 14 years.

The findings in the table 4.2 shows that there were more male were used in the study which could mean that there are more male pupils who are regular in school attendance than female .The finding is in line with (Bilah 2003) who affirms the preference of male child in access to schooling and other life changing opportunities. The girl child is therefore more likely to be involved in child labour than the boy child.

These study findings indicate that the majority of the parents are married and therefore better placed to offer parental care for the children however the Children in Kiambaa are disadvantaged because the parents are relatively uneducated and poor and therefore cannot provide good care for the children. Although studies such as (Lichter, 1997, Ashworth, Hill, & Walker (2004) show that the children that are in poverty tend to come from single-parent households (most often matriarchal), this study establishes that poverty in married families has a connection with child labour and poor school performance.

The study findings indicate that the causes of child labour are the need for parents to subject the children to some form of work in the morning before going to school as well as those who expect the children to work in the evening after school. These study findings indicate that the pupil's studies were affected by the morning and evening chores. From the study findings nearly 50% of the children worked for some form of payment, a conclusion which is similar to that by the ILO report (1983:12) with observed that observed that most children are involved in paid and unpaid work. According to these study findings some of the children are

paid in cash while others are paid in kind. The study confirms that making children work for payment is wrong as these leads to them to drop out of school to pursue money.

These findings demonstrate that the children are aware of child labour and that its worst form are babysitting and attending to domestic chores on behalf of the parents. This finding that by Muturi (1989) who established many school going children are required to help with household chores out of school and if such domestic work is not regulated it may affect their schooling as it leaves less time for study. This finding is in agreement with other findings where the use of laws has been used to try and eradicate the problem of child labour precisely because it has been successful in industrialized countries.

This study confirms that there is a relationship between child labour and performance in primary schools. The findings indicate that the children frequently miss school over long periods of time and that they rarely finish their home work due to domestic labour. The findings confirm that the specific causes include lack of fees and domestic work. The children did not exhibit consistent performance based on the outcome of the past two examinations as at the time the study was carried out

Factors affecting performance in schools according to this study were lack of fees and domestic work, but not teacher commitment, food or facilities for reading at home. The study however found out that regular attendance of school, tuition and revision could improve their performance

According to the key informants who form the teacher community, the main key challenge was that child labour was a menace but not rampant. The key informant indicated that common form of child labour around the school catchment area was coffee picking, selling scrap metals, and babysitting. Babysitting according to the key informant is rampant because parents who are working in within the coffee estates are not allowed to have their children within the farms.

On the measures to curb child labour, the key informant expressed that reporting the cases to the local chief was the key deterrent to the menace more still sensitization of the local community members on the effect of child labour as well as what the law stipulates on children rights to education.

5.2 Conclusions

The following conclusions are pertinent to the study. This study concludes that there are signs of growing independence. Children are becoming so “knowledgeable” that they typically test their growing knowledge with open talk about exploitation and labour. The findings indicate that most parents subject their children to some form of child labour.

To teach responsible and caring behaviors, adults must first model caring behaviors with young children as they do with other adults. While modeling, focus should be on the avoidance of any form of child labour. This does not mean raising lazy children but drawing a limit on the amount of domestic chores children should be subjected to so as to give room for children to pursue schooling without domestic interference.

The study further concludes that although children may want to feel useful and have a sense that they are contributing to the family parents must indicate the importance of emphasizing on their school career. However To help children learn household responsibilities, parents might allow children to choose from a list of chores. From the study findings it is also evident that chores should be in addition to what is generally expected. For example Brushing teeth, taking a bath, and keeping a room clean may be expected. Drying dishes, putting away folded clothes, or emptying trash cans may be chores that earn allowance and contribute to the family. Money becomes more important since children now understand how it is valued in our society. Earning an allowance is a two way agreement; children do agreed upon work with little reminders in exchange for agreed upon money or goods.

The study also concludes that parents should encourage non-commercial tasks, and help children set individual goals. Parents should give children lots of positive attention and let them help be free to pursue school assignments.

The study has provided much needed empirical evidence to answer questions about the characteristics of parents and socio-emotional status of children. Being able to identify and understand children who are at-risk is critical if we are to support their growth and development. In order to do this, warm and caring relationships need to be developed between parents and children. This will enable parents to detect any warning signs that may place children at-risk for failure, interfering with their chances for success in school and life (Leroy & Symes, 2001). Academic and behavioral problems can be indicators of impending failure.

5.3 Recommendations

Parents with children in middle childhood may begin to re-evaluate what kind of parent they have been up to this point. With children growing up school, parents have to re-evaluate the amount of domestic responsibilities they assign the children. Up to this point, children have always looked up to parents as the source of information, love, care and support but now children judge parents more and label their actions differently because parents are the ones relying on children for support.

The following policy initiatives are intended to apply in all circumstances which may potentially result in significant development and education of children. A number of policy initiatives need to be reviewed and clarified and guidelines for implementation and enforcement need to be drawn up and disseminated to the relevant authorities. These include ILO labour, the rights of the child and the constitution of Kenya 2010 which spells out the right of Kenyan children. Key policy areas that need to be explored include: Many families are unfamiliar with the rights of children and tasks of child development, particularly social and emotional development. When practitioners are able to increase the parent's understanding of child development, new opportunities are created for parents and other primary caregivers to appreciate the child's individual experience and growth hence avoid subjecting children to any forms of labour.

Schools also need to work to foster resilience in children, focusing on the traits, coping skills, and supports that help children survive in a challenging environment. In this regard they need to identify children need our help due to child labour so as to adapt successfully in the school process despite adversity at home

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LIST OF APPENDICES

APPENDIX 1: Questionnaire for child labourers

School: -----

Zone : -----

My name is -----a post graduate student at the University of Nairobi.

I am presently conducting a study on children's work at home and how it affects their performance in school. You are among the pupils I will be interviewing in Kihara zone and your response will be representative of other School going children in the county.

The information you give will be treated with confidence and will help to shed light on children's work activities in relation to their performance in school.

Your cooperation will be highly appreciated. Can I proceed now? Thank you.

Section 1

1. Name
2. Age.....
3. Sex a) Male b) Female
4. Religion/Denomination a) Catholic b) Protestant c) Muslim d) others (specify (tick as appropriate)
5. Level of Education-----
6. Marital status of the parents
 - a) Married b) Divorced/separated c) Single parent d) Widowed
 - e) Others (specify)
7. What is your father's highest level of education? (tick as appropriate)
 - a) None b) Primary c) Secondary/High school d) University/Higher e) Don't know f)N/A
8. What is your mother's highest level of education? (tick as appropriate)
 - a) None b) Primary c) Secondary/High school d) University/Higher i.e. post graduate e) Don't know f) N/A
9. What is your father's present occupation/Employment?

- a) Farmer b) Business c)Employed d) Casual laborer e)Unemployed f) Others
(specify)

10. What is your mother’s present occupation?

- a) Farmer b) Business c) Employed d) Casual laborer e) Unemployed
f) Others (specify)

11. What is your family’s main source of income?

Section 11

12. Do you do any work in the morning before going to school? a) Yes b) No
a) If Yes, which ones?

13. Do you do any work in the evening after school? a) Yes b) No
a) If yes, which ones?

14. Do you fail to attend school to help your parents with work? i) Yes ii) No
a. If yes what do you do?

.....

b. If yes, how often? (no. of times per week)

c. Are your studies affected by the work you have stated above i) Yes ii) No

d. If yes how

.....

15. Do you sometimes work for payment (in cash) i) Yes ii) No

b) If yes, how much (per month)

.....

c) Are you compensated in kind when you work? i) Yes ii) No

.....

d) If yes what are you given as compensation?

.....

16. Do you work with adults a) Yes b) No
- a) If yes, why
-
- b) If No, why
-
- c) If your answer is yes, how do you spend the money you get?
-

17. Do you like working for payment? a) Yes b) No
- a) If Yes why
-
- b) If NO why
-

18. What is your opinion about those children who work for payment?

1. a) Have you ever heard of child labour? Yes/no?
- b) If yes, what is it?
- c) How did you learn about it?

20. a) Is there anything being done to eradicate child labour? Yes/no
- b) If yes, what is being done?
-
- c) If yes, by who?
-
- d) If no, what do you think should be done?
-

Section 111

19. How often do you complete your school homework?
- a) Always b) Most often c) Rarely d) Never
20. For the past one month how many times have you been punished for not completing school homework? a) Once b) 2-3 times c) 3-5 times d) 6-10 time e) Over 10

21. Do you sometimes fail to attend school? a) Yes b) No
- a. if Yes how often.....
- b. What were the reasons for not attending school?
- a) Lack of school fees
- b) Sickness
- c) To attend house chores/duties
- d) Others (specify)
22. a) What position were you in the last end of term examination? ----- Out of-----
- b) What about the previous term? ----- Out of -----
23. What factors are likely to affect your performance in school? Rank from;
1. Most important
2. Important
3. Less important
4. Least important

Factors	1	2	3	4
Lack of school fees				
Teacher's commitment				
Domestic work				
Peer group				
Lack of reading facilities at home				
Lack of food				
Distance to school				
Others (specify)				

23. In your own view, what factors would help you improve your performance in school?

Thank you.

APPENDIX 2: Interview guide for Teachers

School: -----

Zone : -----

My name is -----a post graduate student at the University of Nairobi.

I am presently conducting a study on children's work at home and how it affects their performance in school. You are among the teachers I will be interviewing in Kihara zone and your response will be representative of other teachers in the county.

The information you give will be treated with confidence and will help to shed light on children's work activities in relation to their performance in school.

Your cooperation will be highly appreciated.

Thank you.

INTERVIEW GUIDE (Teachers)

1. Comment about child labour among school going children
2. What is your perception of work as a socialization agent?
3. Do you know any schoolers who are child labourers (cite specific cases)
4. How has been the performance in examinations for child labourers and the other children (provide concrete data)
5. What are the factors that affect the performance of your school?
6. What is the absenteeism rate in your class?
7. Comment on this absenteeism rate.
8. Give details of any specific cases of children involved in child labour and their performance in class.
9. What is the school doing to assist affected children?
10. What are the main causes of child labour?

APPENDIX 3: Interview Guide for Educational Officer /Chief

School: -----

Zone : -----

My name is -----a post graduate student at the University of Nairobi.

I am presently conducting a study on children’s work at home and how it affects their performance in school. You are among the key informants I will be interviewing in Kihara zone and your response will be representative of other in the county.

The information you give will be treated with confidence and will help to shed light on children’s work activities in relation to their performance in school.

Your cooperation will be highly appreciated.

Thank you.

1. What is the current trend of child labour in the zone? (Explain)
2. What is the general perception of child labour by the locals?
3. Does child labour affect performance in schools (Explain?)
4. What has the government done about the problem of child labour?
5. In your own view do you think these measures are bearing fruits? Please discuss
6. What are the challenges of implementing measures in curbing child labour?
7. Which gender is highly affected by child labour in the region? What could be the explanation to this?
8. What is being done in the area to curb child labour?

Thank you

PARENTAL CONSENT FOR CHILDREN PARTICIPATION IN RESEARCH

Title of the study; CHILD LABOUR AND ITS EFFECT ON PERFORMANCE IN PRIMARY SCHOOL EXAMINATION; A CASE STUDY OF KIAMBAA, KIAMBU COUNTY, KENYA

Introduction;

Your child is invited to participate in a research project being conducted by **HELLEN NYAMBURA KAMURI**, a Masters student in the Department of Sociology and Social work at the University of Nairobi. Your child was selected as a possible participant because he/she has necessary information that would be of use in the development of this study. I ask that you read this form and ask any questions that you may have **before** allowing your child to participate in this study

This form seeks to provide you (as the parent of a prospective research study participant) information that may affect your decision as to whether or not to let your child participate in the research study. If you decide to let your child be involved in this study, this form will be used to record your permission.

Purpose of the Study

The purpose of the study is to establish the effect of child labour on school performance in primary schools, it will be guided by research question that seek to explore the causes of child labour, the relationship of child labour and school performance as well as establish the measures in place to mitigate child labour among school going children

Your child in this study will be asked to give information on;

1. Background (Age, religion, marital status of the parent, education level of the parent, present occupation, sources of income) of the parent.
2. Child work status(if they work before and after going to school,)
3. School attendance (if they fail to attend school to help in house chores, is school work affected by the work they do?)
4. Does the child work for payment?
5. Does the child work with adults and are they paid?
6. How does the child spend the money they get (if they get paid)
7. Does the child like working for payment?

8. Does the child complete their homework?
9. Does the child fail to attend school and for what reasons?
10. How did the child perform in the last previous two terms?
11. What affects the children performance in school?
12. How can the performance of the child be improved in school?

Description of the study procedure

If you allow your child to participate in this study, he/she will be asked to fill a guided questionnaire of the questions listed above. The questionnaire will take approximately 15-20 minutes in which 120 aged between 10-17 years will participate.

What are the risks involved in this study?

A possible risk is that some of these questions might talk about things that some people find quite personal, or difficult to answer. If any of the questions make you feel uncomfortable or you don't want to answer them, you do not have to.

What are the possible benefits of this study?

Your child will receive no direct benefit from participating in this study; however, the interaction gives an opportunity for the child to participate in a study that will guide the policy makers in designing interventions on child protection.

Confidentiality

This study will not be collecting or retaining any information about your child's identity. The records of this study will be kept strictly confidential

Right to Refuse or Withdraw?

Your child's participation in this study is voluntary. He/she child may decline to participate or to withdraw from participation at any time. Withdrawal or refusing to participate will not affect their relationship with the University of Nairobi in anyway. You can agree to allow your child to be in the study now and change your mind later without any penalty.

What if my child does not want to participate?

In addition to your permission, your child must agree to participate in the study. If your child does not want to participate they will not be included in the study and there will be no penalty. If your child initially agrees to be in the study they can change their mind later without any penalty.

Compensation

Neither you nor your child will receive any type of payment participating in this study.

Right to Ask Questions and Report Concerns

You have the right to ask questions about this research study and to have those questions answered by me prior, during or after your participation you can contact the researcher **HELLEN NYAMBURA KAMURI** on telephone 0723 995028 or Email address helenkamuri@yahoo.com for any questions or if you feel that you have been harmed. This study has been reviewed and approved by The University of Nairobi department of Sociology and social work and the study number is C50/9020/05

Whom to contact with questions concerning your rights as a research participant?

For questions about your rights or any dissatisfaction with any part of this study, you can contact, anonymously if you wish, the University of Nairobi 254-2-318262 Ext. 28167 by phone or email at *dept-sociology@uonbi.ac.ke*

Acceptance & signature

I have read the information provided above and all of my questions have been answered. I voluntarily agree to the participation of my child in this study. I will receive a copy of this consent form for my information.

_____	_____
Name of Child	School
_____ ID _____	

Signature of Parent(s) or Legal Guardian	Date
_____	_____
Signature of Researcher	Date