

**EFFECTS OF CATTLE HERDING ON ACADEMIC PERFORMANCE OF  
PRIMARY SCHOOL PUPILS IN KILIBWONI DIVISION,  
NANDI NORTH DISTRICT**

**BY:**

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## DECLARATION

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## **DEDICATION**

This work is dedicated to my beloved husband Sammy K. Rotich and my dear children Jackline, Jared and Janet for their support and encouragement financially, material and morally.

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Firstly, I thank God for good health and His provisions and protection to me. Also, I pass my heartfelt gratitude to my supervisors Prof. H.M. Kodero and Prof. Michael M. Ndurumo for their valuable guidance that enabled me to complete my study. I take this great opportunity to thank my colleagues for the support they gave me throughout my study. God bless you all.

## ABSTRACT

The study was to investigate the effects of cattle herding on academic performance of primary school pupils in Kilibwoni Division in Nandi North District, Nandi County in Kenya. The study was guided by the objectives: To establish whether cattle herding as a form of child labour affects academic performance of the children; find out whether there is a difference in academic performance between boys and girls involved in cattle herding; establish the relationship between parental social-economic status and children's involvement in cattle herding; establish the relationship between birth order of children and their involvement in cattle herding; and establish the relationship between birth order and cattle herding by pupils in primary schools in Kilibwoni Division. The study was guided by social learning theory, Maslow's theory of the hierarchy of needs and expectancy valence theory. The study focused on public primary schools within Kilibwoni division. It applied survey research design. The study applied simple random sampling to select 12 primary schools from 36. Purposive sampling was used to select classes 3, 5 and 7. Then simple random sampling was applied to select 8 pupils from each class forming a sample size of 288 pupils. The research tools were: questionnaire and interview scheduled. The validity and reliability of instruments was through critical evaluation and piloting. The data collected was analyzed using both qualitative and quantitative techniques. Hypotheses were tested using inferential statistics t-test and chi square. The study established that pupils who said that they involved themselves in cattle herding 204 (70.8%) performed poorly. This study might be useful to the government and non-governmental organizations in planning education for children in Kenya and enable them find ways and means of eradicating the problem of child labor. Also, the policy makers in Nandi District may use the findings to formulate policies that discourage participation of pupils in the herding activity.

## TABLE OF CONTENTS

Title Page.....	i
<b>DECLARATION.....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iv</b>
<b>ABSTRACT.....</b>	<b>v</b>
<b>TABLE OF CONTENTS .....</b>	<b>vi</b>
<b>LIST OF TABLES .....</b>	<b>viii</b>
<b>LIST OF FIGURES .....</b>	<b>ix</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Overview.....	1
1.2 Background of the Study .....	1
1.3 Statement of the Problem.....	6
1.4 Purpose of the Study .....	6
1.5 Objectives of the Study .....	7
1.6 Research Questions .....	7
1.7 Hypotheses .....	8
1.8 Significance of the Study .....	8
1.9 Assumptions of the Study .....	9
1.10 Limitations of the Study.....	9
1.11 Theoretical Frame Work.....	10
1.11.1 Social Learning Theory.....	10
1.11.2 The Expectancy Valence Theory .....	11
1.11.3 The Maslow Hierarchy of Needs .....	11
1.12 Conceptual Framework.....	13
1.13 Operational Definition of Terms.....	14
<b>CHAPTER TWO .....</b>	<b>15</b>
<b>LITERATURE REVIEW .....</b>	<b>15</b>
2.1 Overview.....	15
2.2 Characteristics of Child Labour .....	15
2.3 Forms of Child Labour.....	17
2.4 Causes of Child Labour .....	18
2.5 Socialization and Child Labour .....	23
2.6 Gender and Child Labour.....	24
2.7 Effects of Child Labour on Academic Performance.....	25
2.8 Cattle Herding and Academic Performance .....	28
2.9 Gender and Academic Performance .....	29
2.10 Summary of the Literature .....	29
<b>CHAPTER THREE .....</b>	<b>31</b>
<b>RESEARCH METHODOLOGY AND DESIGN .....</b>	<b>31</b>
3.1 Overview.....	31
3.2 Research Design.....	31
3.3 The Study Area .....	31
3.4 Target Population.....	32
3.5 Sampling Techniques and Sample Size .....	32
3.6 Data Collection Instrument and Tools .....	33
3.6.1 Questionnaire .....	34
3.6.2 Interview schedule .....	34

3.7 Validity and Reliability the Research Instrument.....	34
3.7.1 Validity .....	34
3.7.2 Reliability.....	35
3.8 Data collection procedure .....	35
3.9 Data analysis .....	36
3.10 Ethical consideration.....	36
<b>CHAPTER FOUR.....</b>	<b>37</b>
<b>DATA PRESENTATION, ANALYSIS AND INTERPRETATION .....</b>	<b>37</b>
4.1 Overview.....	37
4.2 Demographic Description .....	37
4.2.1 Gender.....	37
4.2.2 Age Bracket and the Classes of the Respondents .....	38
4.3 Availability of Cattle and Involvement in Cattle Herding.....	39
4.3.1 Involvement in Cattle Herding.....	39
4.3.2 Cattle Involvement and Academic Performance .....	40
4.3.3 Hypotheses Testing: Objective One.....	41
4.4 Academic Performance of Boys and Girls Involved in Cattle Herding.....	41
4.4.1 Hypothesis for Objective Two .....	42
4.5 Parental Social-Economic Status and Children’s Involvement in Child Labour .....	43
4.5.1 The Employment Status of the Pupils’ Parent .....	43
4.5.2 The Education Level of the Father and Mother/Guardian .....	44
4.5.3 Parental Level of Income and Pupils Academic Performance.....	46
4.5.4: Hypothesis for Objective Three .....	46
4.6 Relationship Between Birth Order and Academic Performance .....	48
4.6.1 Birth Order of the Children and Involvement in Cattle Herding .....	48
4.6.1.1 Hypothesis for Objective Four.....	49
4.6.2 Bird Order, Cattle Involvement and Academic Performance .....	50
4.6.2.1 The Number of times a Child Repeated.....	50
4.6.2.2 Hypothesis for Objective Five .....	51
<b>CHAPTER FIVE .....</b>	<b>53</b>
<b>DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS</b>	<b>53</b>
<b>5.1 Overview .....</b>	<b>53</b>
5.2 Summary of the Findings.....	53
5.2.1 Effects of Cattle herding on Academic Performance .....	54
5.2.2 Parental Social-Economic Status and Child’s Involvement in Cattle Herding .....	55
5.2.3 Parental level of Income and Academic Performance of Pupils.....	56
5.2.4 Birth order, Cattle Herding and Academic Performance .....	60
5.3 Conclusions.....	61
5.4 Recommendations.....	62
5.5 Suggestions for Further Research .....	63
<b>REFERENCES.....</b>	<b>64</b>
<b>APPENDICES .....</b>	<b>67</b>
APPENDIX I: PUPILS’ QUESTIONNAIRE .....	67
APPENDIX II: INTERVIEW SCHEDULE FOR TEACHERS .....	76

## LIST OF TABLES

Table 3.1: Distribution of pupils involved and not involved in cattle herding activity by gender.....	33
Table 4.1: Gender of the Respondents .....	37
Table 4.2: Age bracket of the respondents and their classes .....	38
Table 4.3: Involvement in Cattle Herding .....	40
Table 4.4: Cattle herding Involvement and Academic Performance .....	40
Table 4.5: Independent t –test for cattle herding and academic performance .....	41
Table 4.6: Mean Scores in Academic Performance by Group and Gender .....	42
Table 4.7: Independent t –test for academic performance between boys and girls involved in cattle herding.....	43
Table 4.8: The Education Level of the Father and Mother/Guardian .....	45
Table 4.9: The level of income of the parents/guardian .....	46
Table 4.10: Cross tabulation between parental socio-economic status and children’s involvement in cattle herding.....	47
Table 4.11: Parental level of income and academic performance .....	47
Table 4.12: An ANOVA for parental level of income and academic performance ...	48
Table 4.13: Cross tabulation between birth order and involvement in cattle herding .	49
Table 4.14: Birth order of the children and academic performance .....	50
Table 4.15: The number of times repeated .....	51
Table 4.16: Mean and SD on Birth order and Academic Performance .....	51
Table 4.17: An ANOVA for Birth order and Academic Performance .....	52



## List of Figures

Figure 1.1: Conceptual Framework .....	13
Figure 4.1: Availability of cattle and involvement in cattle herding .....	39
Figure 4.2: The Employment Status of the Pupils' Parent.....	44
Figure 4.3: Birth order of the Children and Involvement in Cattle Herding .....	49

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Overview**

Child labor is one of the perennial problems facing humanity today. This calls for concerted efforts to be made in fully understanding and addressing the problem of child labor, not just locally, but globally. This study endeavors to make an insight into the problem of child labor and the impact of the same on the academic performance of those involved in it. The study, however, narrows down to cattle herding as a form of child labor, and how the same affects the academic performance of the pupils involved in it.

This chapter presents a discussion on the background of the study, the statement of the problem, the purpose of the study, objectives of the study and research questions. It also contains hypotheses of the study, significance of the study, and assumptions of the study. Moreover, this chapter provides limitations of the study, Theoretical framework and definition of terms.

#### **1.2 Background of the Study**

According to UNICEF (2003), there is an estimated 250 million children aged 5 to 14 in child labour worldwide, excluding child domestic labour. The United Nations and the International Labor Organization consider child labour exploitative, with the UN stipulating, in article 32 of the Convention on the Rights of the Child that:

“...States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development”

Although the Article mentioned appears to be well stipulated, different countries may have different interpretations hence implementation is also different. The line-...“protection of the child from economic exploitation and from performing any work.., is too general. This is a point of weakness of the law that exposes the child to exploitation. Thus the study attempts to investigate on cattle herding as a form of child labour and its effects on academic performance.

In African societies children have traditionally been regarded as members of the economic production unit of the family because they serve the family in various aspects depending on the occupation and social status of the families, (UNICEF, 1989). This is because the involvement of children in the family is regarded as an integral part of the children's informal education, rather than child labor. In this respect, child labor is not seen as exploitative, (UNICEF, 1989).

Child labor can be seen as a participatory, beneficial or exploitative activity. As participatory and beneficial activity, children share in the redistribution of wealth by earning wages (Onyango, as quoted by Shan & Cantwell, 1985). As an exploitative activity child labor is a way by which children under the age of 18 years are exposed to conditions of work that may be dangerous to their psychological, emotional, physical and moral welfare (Kibwana, 1997). A child's work becomes exploitative when it encroaches on the child's development, forced to work at an early age at the expense of education, and in most cases when he/she does not benefit from the earnings, denied the right to be a child, (UNICEF - Kenya, 1992). Children looking after cattle fall in this category of exploited children. They are overworked and do this at an expense of their education, (Ligeve, 2001).

The International Labor Organization (ILO) estimates the number of working children between age 5 and 14 to be about 250 million in developing countries of which 32 % are in Africa, 61% in Asia and 7 % in Latin America (Fallon & Tzannatos, 1998). These children are employed in market places, commercial farms, factories, bus stations, and homes, (UNICEF, 1989). There is significant agreement about why children supply labor and on the fact that child labor cannot be seen in isolation from education and population issues such as poverty, disease and other socio-economic factors. With this regard, poverty issues are voiced in the following passage as emphasized by World Bank, (ILO, 1996 b).

Poverty is the greatest single force which creates the flow of children in the work place... Acute need makes it nearly impossible for households to invest in the children's education and the price of education can be very high as most free public education is infact very expensive for poor family... Poor households tend to have more children and larger family size has been statistically shown to be associated not only with higher likelihood that children work, but also lower school attendance and completion, (Fallon & Tzannatos, 1998: 7).

Many households in Africa face the predicament described by Fallon and Tzannatos above due to high poverty levels. Despite data problem, some generalizations can be made regarding differences in the incidence of child labor between countries. The reason here is the difference in per capital income in Gross Domestic Product (GDP) and educational enrollment decline.

According to Mwashimba (1982), child labor that was common on white settler's farm and plantations during colonial days has now decreased. There were several forms of labor that these children were engaged in the white settlers' farms. However, this study is mainly interested in investigating cattle herding in relation to academic

performance, which is common in Kilibwoni Division. UNICEF (1986), reports that, despite the fact that Kenyan laws states that no person shall employ a child whether gainfully or otherwise, the practice is still rampant.

Guigler and Gilbert (1992) reported that child labor is a serious concern because a large number of children are involved in highly exploitative and abusive employment. These forms of employment include brick making, commercial sex, looking after cattle (cattle herding), baby sitting and domestic chores. They stressed that children work for long hours yet receive inadequate remuneration, nutrition, clothing, health care and education. Their work conditions are especially severe often not providing the stimulation for proper physical and mental development. These children are deprived of the simple joys of childhood and are left to hard boring work for long hours.

In Kenya, the exact number of children involved in child labor is unknown. Hence most findings are an exaggeration or an under-estimation of the number of children involved in child labor because there is no existing statistics. For instance, Kenya's Minister for Labor 2002 reported that more than 3.5 million children of school going are out of school and it was expect that by the year 2010 the number will have risen to 16 million. Recent reports have shown that more than five million children engage in child labor. The problem is as a result of rising level of poverty in Kenya, population explosion, unemployment, retrenchment and heavy levies in primary schools (Fallon & Tzannatos 1998). Moreover, lack of quality education which spurs parents to enter their children in more profitable pursuits and traditional factors, such as rigid cultural and social roles in certain countries further limit education attainment and increase child labor.

In Kenya majority of the children workers are between 6 - 16 years and work in informal sector (cattle herding included) and are the most exploited in terms of toiling for long hours for minimal pay, (UNICEF Kenya, 1986). This is because majority of the children come from poor families. The provision of free education by the President of Kenya Hon. Mwai Kibaki, on 30<sup>th</sup> December 2002, it was hoped that introduction of free primary education in 2003 would benefit many unfortunate children since cost sharing in primary education is no longer applicable. For this reason, children looking after cattle would benefit. However, in spite of the government's effort to offer free primary education, those who are working may not see the need to go to school, (Ligeve, 2001).

The UN Children's Charter has been ratified by more countries than any other human rights convention – and yet children rights continue to be violated, (Muiruri, 2011). Muiruri, continued to report that on the Kenya coast, local activists say that children as young as 12 are married for financial reasons, some sell their bodies for less than 70 US cents, and some engage in child labour even though they are poorly paid, in order to buy provisions for their families. Now, both local and international organizations have banded together to try and change this. This child labour issue cuts across the country. Children from the pastoralism communities are also engage in child labour. The information available in the chief's office indicates that child labour, majorly cattle herding is rampant in Kilibwoni Division in Emgwen Sub-county in Nandi North District, Nandi County. The business men/women, wealth persons, herdsmen, and households employ school going children to provide cheap labour on cattle herding. It is also argued that parents engaged their children in cattle herding a claim the study aims to establish. This might have been the reason why pupils performs poorly in academics.

### **1.3 Statement of the Problem**

According to International Labor Organization (ILO) (1999), Child labour has continued to be a pervasive problem facing the country today as many families keep on grappling with the devastating effects of poverty. Kenya in conjunction with other governments and prominent international organizations has been seriously concerned with the abolishment of child labour for a long time. For instance, International Labor Organization (ILO) has developed child labor programmes to address child labor issues. Conventions and recommendations on child labour have been adopted by the organization. The government of Kenya's concern for the plight of children has been documented in various policy papers, (World Summit for Social Development, 1995).

Irrespective of these efforts, studies indicate that child labour is still on the increase in the country. Many of them work under harsh conditions, thus consequently affects their health, education and normal development, (UNICEF, 1996). Parents and education stakeholders have claimed that child labour in form of cattle herding, is more prevalent in Kilibwoni Division in Nandi North District, Nandi County. Also, it is assumptive such an activity affects the academic performance of children who are involved. Therefore, the study focuses to investigate cattle herding as a form of child labour and its effects on academic performance.

### **1.4 Purpose of the Study**

The purpose of the study was to investigate the influence of child labour, (for this case cattle herding) on academic performance of primary school children in Kilibwoni Division in North Nandi District. The study also investigated the relationship between gender and cattle herding and parental/guardian socio-economic status.

### **1.5 Objectives of the Study**

The objectives of the study are:

1. To find out if cattle herding affects academic performance of the children in primary schools in Kilibwoni Division, North Nandi District.
2. To establish whether there is a difference in academic performance between boys and girls involved in cattle herding in primary schools in Kilibwoni division North Nandi District.
3. To determine the relationship between parental social-economic status and children's involvement in cattle herding in Kilibwoni Division, North Nandi District
4. To determine the relationship between birth order of children, their involvement in cattle herding in Kilibwoni Division, North Nandi District
5. To investigate the relationship between birth order and academic performance of pupils in primary schools in Kilibwoni Division, North Nandi District

### **1.6 Research Questions**

The study addressed the following major questions:

1. How does participation in cattle herding affect academic performance of primary school children in Kilibwoni Division, North Nandi District?
2. What is the difference in academic performance between boys and girls involved in cattle herding in Kilibwoni Division, North Nandi District?
3. What is the relationship between parental Socio-economic status and children's involvement in cattle herding in Kilibwoni Division, North Nandi District?



4. What is the relationship between birth order of children and their involvement cattle herding in Kilibwoni Division, North Nandi District?
5. What is the relationship between birth order of children engaged in cattle herding and academic performance of children in primary schools in Kilibwoni Division, North Nandi District?

### **1.7 Hypotheses**

In order to answer the research questions the following null hypotheses were tested in the study:

- HO<sub>1</sub> There is no significant relationship between cattle herding as a form of child labour and academic performance.
- HO<sub>2</sub> There is no significant difference in academic performance between boys and girls who are involved in cattle herding.
- HO<sub>3</sub> There is no significant relationship between parental socio-economic status and children's involvement in cattle herding as a form of child labour.
- HO<sub>4</sub> There is no significant relationship between birth order and involvement in cattle herding as a form of child labour.
- HO<sub>5</sub> There is no significant relationship between birth order of children engaged in cattle herding and academic performance of children.

### **1.8 Significance of the Study**

This study might be useful to the government and non-governmental organizations in sensitizing the communities on cattle herding as a form of child labour, its implications on academic performance and hence the need to stop the problem. Also, the policy makers in Nandi District may use the findings to formulate policies that discourage participation of pupils in cattle herding activity.

The findings from the study might be useful in enlightening parents and the community on the effects of cattle herding on academic performance so as to make better plans for their children's future, (Fallon & Tzannatos, 1998). The study findings might contribute on how cattle herding influences on academic performance in Nandi North District. There are few theses and articles on the topic of child labor in Kenya,(Male & Onyango, 1984). Therefore, this study is an additional material for those who are interested in the topic of child labour.

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

The study was based on the following assumptions:

1. The schools kept proper examination records for pupils over the years.
2. The pupil's end-term examination mean is the true reflection of pupils' academic performance.
3. The respondents were cooperative and were able to give the required information without any reservations.

### **1.10 Limitations of the Study**

Given that the study was conducted in Kilibwoni Division in Nandi North District, other facts concerning the cattle herding might not be established. However, the researcher attempted to include the necessary respondents in the study so as to provide the importantly required information. The children might fear to provide honest information. The researcher reassured them that they should not write their names and the information could only be used for the study.

The choice of classes three, five, and seven might have limited the range of the respondents. However, the researcher attempted to get representative sample from these categories of respondents.

## **1.11 Theoretical Frame Work**

### **1.11.1 Social Learning Theory**

Social learning refers to the fact that we acquire much of our behavior by observing others within a social context. According to social learning theory, people's behavior and environment influence each other. It is a two-way flow of influence, (Steers & Porter, 1991).

Bandura (1977) sought to explain how children learn in their environment as they interact with and by observing the significant others in his formulation of this theory. Such learning assists them to become socialized so that whatever they do is congruent with the norms and expectations of the society. This therefore explains how children acquire adult behavior and skills. Reinforcement plays an important role in social learning. If a subject is rewarded for a particular behavior then chances for such behavior being copied are high. But if the subject is punished, the behavior decreases and eventually stops.

From this theory it can be implied that: when children see their peers with money earned from cattle herding they will be tempted to stay away from school or run away from home in order to look for employment. Some are encouraged by their parents to seek for employment while others just run away from school. Positive comments by significant others encourage the practice while negative comments discourage the practice. This means that parents and peers actually play a very important role in children's life and if they tell them not to go to school they will accept. So children learn to behave both by modeling/coping and observing the consequences of their own behavior and the behavior of others, (Rice, 1992).

### **1.11.2 The Expectancy Valence Theory**

This theory was used to explain other reasons why children participate in cattle herding rather than going to school. According to Bloom's Motivational Theory (1964) in Dwived (1979) an individual's motivation towards an activity at a point in time is ascertained by the anticipated values of all the outcomes, including both positive and negative valences.

The theory explains why individuals, such as children, feel motivated to participate in activities. This can be used to explain why children like cattle herding rather than going to school. The theory further states clearly that, we expect certain behaviours from different choices made by pupils and these choices will make them develop attitudes and beliefs concerning certain behaviours. It appears that in situations where pupils have negative attitude towards school they may absent themselves from school and engage in cattle herding. Reasons might be that cattle herding is seen as more beneficial compared to going to school. Further, a person's belief about expectancies instrumentalities and valences interact psychologically to create a motivational force to act in a manner which can bring pleasure or avoid pain, (Steers & Porter, 1991).

### **1.11.3 The Maslow Hierarchy of Needs**

According to Maslow there are universal needs that are ordered in a hierarchy of importance from the lowest level, basic needs through to the highest order needs. A high level need is not important and is not met until lower needs are satisfied. Children are forced to work so that they can attain the lower needs. These are physiological needs and education, which is ranked on the higher level no longer, makes sense on an empty stomach, (Steers & Porter, 1991).

Studies have found out that an individual frame of reference will determine the order of importance of his/her needs. It has also been found that his/her frame of reference is in part determined by his culture. Hence, it can be said that an individual needs are partially bound by culture, (Steers & Porter, 1991). In this case the Nandi culture of keeping cattle is more predominant as compared with the value of education, which explains why cattle herding is a better option compared to going to school. Human needs are universal but their importance and the ways in which they are satisfied differ with cultures.

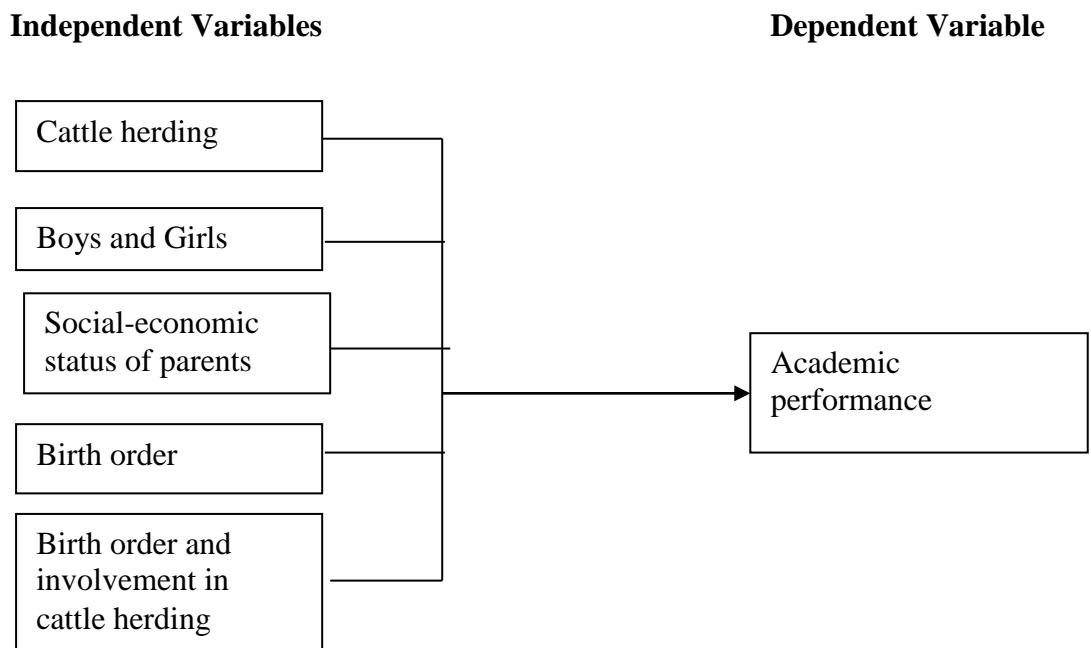
In the case of child labor, Maslow's theory explains why some children may be motivated to miss school and participate in cattle herding so that they may get basic needs such as food. This may explain why children from poor families will opt for herding in order to get food, clothing and security since they might feel unsatisfied in school thus dropping out, as opposed to their counterparts from economically stable families.

Basically, the Social learning theory and expectancy valence theory placed emphasis on the reinforcement and motivation on the role of parents and significant others such as (peers) in the development of intellectual, social and emotional abilities.

In this theoretical frame work the academic performance of children is considered to be a function of the type of motivation and reinforcement children get. Role models and expected value from going to school means a lot to looking after the cattle to earn some money. The basic needs are very essential in human life hence the pupils opt for employment in order to earn some money so that they may use it to meet the physiological needs. But education featured higher in the hierarchy hence taken as an option.

### 1.12 Conceptual Framework

The figure 1, show the independent variables cattle herding, boys and girls involved in cattle herding, birth order and involving in cattle herding, socio-economic status of parents. It also shows the dependent variable the academic performance. In addition it shows the relationship between the independent variables and dependent variable and how the academic performance is affected by the child labour.



**Figure 1.1: Conceptual Framework**

### 1.13 Operational Definition of Terms

**Child** – is a person who has not attained the age of 18 years (Children Act, 2001).

**Child Work** – UNICEF (2004) defined child work as economic activity-that does not negatively interfere with health and development or interfere with education; can be positive work that does not interfere with education (light work) is permitted from the age of 12 years under international labor organization (ILO) convention 138.

**Child Labour-** This refers to children working in contravention of the above standards. This means all children below age of 12 years working in any economic activities, those aged 12 to 15 years engaged in hazardous work and child labour. UNICEF (2006).

**Gender -** refers to biological sex whether male or female (Rice, 1992, p.26).

**Academic Performance** - refers to individual's achievement as measured by the mean score in end of term exams in cases of Kilibwoni division in Nandi North District.

**Cattle herding-** Looking after cattle mostly as an economic activity.

**Socio-economic status** -the terms refer to an index of social and economic standards of an individual as defined by various criteria .In this study parental level of education, income and employment status are used.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Overview

This Chapter presents literature review on themes derived from the objectives. The themes include: characteristics of child labour; forms of child labor; the possible causes of child labour; gender and child labour; and effects of child labor on academic performance; cattle herding and academic performance.

#### 2.2 Characteristics of Child Labour

Child labor is of various kinds; some may be harmful while others may not. Indicators that should be taken into consideration is whether working has negative impacts such as long working hours, exposure to physical hazards, effect on education and other risks and abuse to which children may be exposed to, for example physical and social adjustment risks, prostitution, and child slavery, (UNICEF, 2004)

Long working hours are often responsible for fatigue that can cause accidents, and impair intellectual development, some studies consider 20 weekly hours of work as a critical threshold beyond which education begins to be significantly affected. Many children work under exploitative conditions that apart from totally precluding schooling have harmful effects on their physical conditions and mental health, (Ochieng', 1999).

Children in agricultural sector are more likely to be adversely affected than adults by the climate and heavy work for example fetching water from the wells for the cattle, toxicity such as acaricides, dewormicides, accidents from sharpened tools and broken



tins (Fallon & Tzannatos, 1998 p. 4). Domestic work that is undertaken by girls in addition to cattle herding causes serious physical and social adjustment problems.

Chores done at home should not be confused with child labor, as child labor forces children to prematurely contribute economically to the home. Since many working children are within a stable and nurturing environment with parents or under protection of guardians. This is because children can benefit in terms of socialization and informal education and training when exposed to some domestic chores. However, child labor has detrimental effects in situations where the child is working as well as going to school. For instance, Fallon and Tzannatos (1998) stressed that between 50 to 70 percent of children are working at the same time studying which reduces their chance of completing well in primary education.

UNICEF, (2004) observed that agriculture is the most dangerous occupation open to minors in the developed and developing countries, Kenya included. Work related fatalities among child farm workers are five times higher than for children working in non-agricultural jobs. The United States of America reported 100,000 children who suffered agricultural-related injuries annually. In addition, UNICEF (2006) estimated that 246 million children are engaged in child labor. Out of this three quarters (171million) work in hazardous situation or conditions, such as working in mines.

This children are within a stable and nurturing environment with parents or under protection of guardians this is because children benefit in terms of socialization and informal education and training .However, child labor has detrimental effect in situation where the child is working as well going to school. For instance Fallon and Tzanantos (1998) stressed that between 50 and 70 percent of children are working at the same time studying this reduces completion of primary education.

### **2.3 Forms of Child Labour**

According to UNICEF (1996) there are various forms of child labour among them. First, is what is referred as the domestic services – where children are engaged as housemaids, gardeners, and cattle herding, among others. Such laborers have been dubbed the world's most forgotten children. It is supposed to be harmful since more often than not children in domestic servitude tend to be poorly paid or not paid at all. Their masters set the terms of conditions of their work entirely at which children are deprived of affection, schooling, play, and social activity. They are also vulnerable to physical and sexual abuse. Second, the forced and bounded labour such as drug trafficking and smuggling; in some cases thugs and robbers use children to gain entry into homes through windows too small for an adult. In some cases parents pledge their children often only eight or nine years old, to cattle owners or their agents in exchange of small loans. The lifelong servitude of children never succeeds in reducing the debt.

Third, commercial sexual exploitation-It is estimated that every year at least one million girls and boys worldwide are lured into sex trade. Both are sexually exploited. The physical and emotional damage inflicted by these types of abuse, not to mention HIV/AIDS infection, make it one of the most hazardous forms of child labor. For instance a 15-year-old prostitute from Senegal once laments “No one wants to know us or be seen with us” cited by (Awake 22 May 1999). Fourth, are the industrial activities, such as making mats, baskets and so on. Such children toil in printing operations too risky for adults and are paid very little. Fifth, is the plantation and agricultural work such as in pyrethrum, tea, coffee, tobacco and cotton picking. Child labourers on plantations are exposed to pesticides, snakebites and insect stings. Some have been mutilated while cutting cane with machines rapid in plantations and no one

to turn to. Sixth, is the street work: Millions of other children have made the streets their working place such as hawking items. Most children have become professional scavengers and never go to school but will oversell economically for survival. They scale waste materials for example paper and plastics and exploitation on the street. Seventh, is the fishing, quarrying mining, brick making, fetching water, block barring in construction, car washing, matatu touts and conductors. Lastly, is the drug trafficking and peddling.

From the above forms of child labour, it is clear that most children who have been documented under child labor are in the formal sectors but very few documents have been written on the informal sectors yet majority of the children who are being robbed of their time and development are involved in informal types of work such as herding of domestic animals, house maids, gardening, prostitution, bonded child labor: this vital enslavement of children to repay debts incurred by their parents, grandparents or guardians, (Ochieng',1999).

#### **2.4 Causes of Child Labour**

The effect of population growth and poverty on education and expansion of educational opportunities on child labour are clearly acknowledged by Rice, (1992). Until the 20<sup>th</sup> century, child labour was an accepted practice. Children were forced to work in a variety of outdoor tasks for the economic benefit of the family (Rice, 1992). Children were employed during the industrial revolution periods in textile mills, mines and other industries for 12 hours per day or 6 days a week. The work was dangerous, duly exhausting and unworthy since it was too demanding for the child.

According to Rice (1992), children as young as 5 or 6 crawled into the narrow tunnels, dark passages of mines to sit alone for 2 hours a day while they tended the

doors that sealed off the shafts. Older children were "hammers" whose job was to hand coal out of the narrow tunnels. They were harnessed to sled that they pulled like draft animals. One child recalls:

I went into a pit at seven years of age. When I drew with the girdle and chain the skin was broken and blood ran down.... if we said anything, they would beat us. I have seen many draws at six, during the day. I have sometimes pulled till my hips have hurt me so that I have not known what to do myself. (Bready, 1926 p. 273 as quoted by Rice 1992).

Many countries have tried to come up with laws and regulations to counter such atrocities against children. For instance, England passed the first child labour laws in 1932. Ten years later, laws were passed to regulate employment of children in the mines. Girls were not to work underground and boys were to be 10 years of age. Though child labour continued in USA in the 20<sup>th</sup> century, laws to regulate child labor required children to be educated. The law also stated the necessity of prosecuting parents who abuse their children.

In Kenya research on child labor began in 1992, (UNICEF - Kenya, 1996). Later on, there was establishment of societies for prevention of cruelty to children, children aids societies and various social programs to further the welfare of children. Machines were increasingly used to replace people, particularly children working in factories were freed (Rice, 1992). However, there are problems with the intuitive solution of immediately abolishing child labor to prevent such abuse. First, there is no international agreement defining child labor. Secondly, many children may have to work in order to attend school so abolishing child labor may only hinder their education. Any plan of abolishment depends on schooling, (Ligeve, 2001).

In a nutshell, UNICEF (1997) noted that most children in all societies work in one-way or another. The type of work they do vary within societies and overtime work can

be an essential part of children's education and as a means of transmitting important skills from parents to their children.

In some countries children are often involved in workshops and small scale services, gradually becoming full-fledged workers later in life, while in others work for a few hours and in such cases this work is beneficial, promoting often a child's physical, mental, spiritual, moral or social development without interfering with schooling recreation and rest. UNICEF (1997) continued to explain child labour on a negative note that most communities have children work long hours for low wages, often under conditions harmful to their health. This work is destructive or exploitative.

According to GOK/UNICEF (1992), among the major causes of child labour in Kenya are poverty, rapid urbanization and social disintegration and unemployment. Half-hearted parents with many needs and no income avenues are forced to send their children out on the streets to beg, to look after cattle or to work as housemaids for wages. Studies conducted by Sociologists from University of Nairobi show that poor parenthood due to alcohol abuses, HIV/AIDS as well as drug abuse is some of the factors that have led to child neglect in this country. (Ochieng', 1999). A research conducted by ILO (1988) indicates that poverty is the main cause of child labor. Therefore if the country's economic growth is low, then more children will be forced into the labor market.

Research in some countries, such as Latin American countries, showed that without the children's income, families would live below the poverty line (Atemi, 1997). In situations where there are no parents due to death, the child is forced to look for work in order to supplement for their domestic needs such as food and clothing. These

explains why basic items such as food and health care run the highest priority needs while education features at the bottom of the hierarchy, (Kilonzo, 1997).

Ochieng, (1999) stated that there has been a decline in the growth rate of employment opportunities in the modern sector due to rapid urban growth, declining national and international economic situations. This worsens the situations of poor families, which leaves them to seek for an alternative employment in informal sector such as cattle herding in order to supplement family income.

Government policy, IMF and World Bank on the issue of retrenchment, and the closing down of industries such as Raymond, Rivatex in Eldoret has brought a lot of financial problems to many people. School levies have also made parents to send their children for labor in-order to pay for educational materials for the younger siblings and also for food. In addition parents would rather have their children work as laborers in order to earn a living. Chernichovsky (1985) argued that parents in developing countries assign different roles to their children. This has been called specialization, and may increase the number of working children. This concept engages certain siblings going to school while mothers work. In most cases the oldest is the one to attend school and the younger one to work.

According to social learning theory peer group causes child labor to develop. Peer groups have strong influence on the behavior of other children. They imitate others' behavior if it is rewarding, but avoid if it is punitive. Looking after cattle to get money is a rewarding endeavour and peers have taught each other survival skills in cattle herding, (Kagongo – Male, 1984).

Teachers' mistreatment of children may also contribute to their participation in child labor. For example teachers' negative comments on an absent pupil may lead to

resentment thus causing the pupil not going to school instead, look for employment (Kagongo, Male & Walji, 1984). Lack of motivation in schools, where children do not see the importance of going to school, cause the child drop out of school and go for petty employment such as cattle herding where they feel motivated with the little money they earn.

Parental attitudes towards education may cause children to opt for child labor. Some parents encourage the idea of a working child while others are ignorant of the benefit of education. The children on the other hand can be the cause in that they develop tendencies of rejecting parental guidance and parents finds it difficult to control them. Such children participate in child labor activities secretly by cheating that they are attending school, (Oloo & Ojwang, 1994). These children may not see the need to go to school; they feel their freedom will be in jeopardy with the idea that the patience to learn is a waste of time ("child labour" P.6. 2003). Since parents have so much control over their children, their perception of the value of school is a main determinant of child attendance.

School problems also contribute to child labor. Many times children seek employment simply because there is no access to school because of distance or no school at all. When there is access, the low quality of the education often makes attendance a waste of time for the pupils. Schools in many developing areas suffer from problems such as over grounding, inadequate sanitation and inadequate teaching staff. As a result, parents may find no use in sending their children to school when they could be home learning a skill (for example agriculture) and supplement the family income. Parents education level plays a large role in determining child

schooling and employment in that, educated parents understands the importance of schooling from personal experience, (Tienda, 1979).

School attendance by a child is also highly correlated with the family income (Ilon & Moock 1991). Hence when children drop out of school, it is not necessary because of irresponsible parenting, it may be due to the family's financial situation. When these children leave school they become potential workers.

Finally rapid rural to urban migration is another cause for the increasing rate of child labor in urban areas of developing countries. Families leave the severity of agricultural working conditions for cities in order to search for economic opportunities that often do not exist. There has been drastic movement since 1950's and is expected to increase by the year 2025. Such increases coupled with worsening economic trends, force children and their families into urban poverty; children are soon required to work, (Barker & Knaul, 1991; Ligeve, 2001).

## **2.5 Socialization and Child Labour**

According to Ochieng (1999), African perspective of traditional factors such as rigid cultural and social roles in certain countries, children's work is part of socialization and training based on qualitative assessment of the influence of work on physical, emotional development and social wellbeing. In this context, work facilitates socialization process in children, particularly in traditional African societies where children were given work as a form of training and developing responsibility, (Kagongo, Male & Walji, 1984). Further, in Africa, children have always contributed to family work force, although not for commercial purposes (UNICEF, 1990). The Nandi community in particular has tended to emphasize the ritual and social importance of cattle ownership, thereby stressing men's superiority.



## **2.6 Gender and Child Labour**

The Government of Kenya continues to emphasize the role of women in development and in the long term, to integrate them completely into mainstream development activities in order to foster equity and social justice for woman and girls, (GOK/UNICEF, (1992).

Child labor, which is epitomized with abuse, is prevalent and more so with the girl child. The reason is that, being brought up in a society where from the start, the boy child, a small master calls for all the shots, consequently growing into male chauvinists, the girl child thus has no otherwise but to constantly shrug off the stigma society holds against her.

According to Mendelievich as quoted by Shan and Cantwell (1985) girls tend to work mainly in domestic chores, by milking and selling milk, while boys work is diversified for example look after cattle, do the general garden work, sell in shops and other male stereotyped jobs like construction of roads, house building among others child care is done by both boys and girls at the ages of 5 - 10 while between the age of 11-14, it is primarily done by girls.

Washing of the utensils, cooking, cleaning the house and washing of clothes primarily is the work done by girls as they grow older. The established female role in certain countries dictates that women will not fit into traditional roles if they become educated (Bequele & Boylew 1988). There is not a pervasive notion in some countries/nations that educated females will not get married nor have children. Therefore many families raise daughters mainly to take over the household duties in order to exempt the mother for paid labor. Such cultural practices restrict the education of females and promote child labor.

## **2.7 Effects of Child Labour on Academic Performance**

Middlebrooks & Audage (2008) argue that child labour have been shown, in some cases, to cause important regions of the brain to fail to form or grow properly, resulting in impaired development. These alterations in brain maturation have long-term consequences for cognitive, language, and academic abilities (Douglas, 2005). Several studies have shown a relationship between various forms of child labour, for example, household dysfunction and poor health. This has been reported to affect cognitive development of children. Importantly, adults who were subjected to child labour during childhood are more likely to suffer from physical ailments such as allergies, arthritis, asthma, bronchitis, high blood pressure, and ulcers. Therefore child labour does not only affect cognitive development of children but its effects are long term.

Child labour - which is directly linked to poverty - is among the major drawbacks. It has prevented children from developing their potential to earn higher incomes later in life, and will slacken national economic growth in the long term (Olao, 2010). There are an estimated three to four million child labourers in Kenya, many whom work in hard conditions, negatively affecting their health, education and development. In some sectors of the Kenyan economy, children comprise 70 percent of the labour force, many working in violation of national and international laws (Olao, 2010). The Coalition on Child Rights and Child Protection in Kenya blames the stagnation of the economy and the poverty in Kenya for the rising incidence of child abuse - child labour, sexual exploitation, physical and mental torture, neglect and abandonment - in the country. The coalition, which brings together government departments and NGOs, estimates that Kenya has over 600,000 of the world's 100 million abused children, a

situation that may worsen if poverty levels among women and children continue to rise.

According to UNICEF (1996), children engaged in child labour are denied their normal growth and development in that they are given a responsibility which is not theirs. For example, they are employed to look after cattle under harsh conditions like during rainy season. They work long hours tending cattle which denies them the opportunity to learn. School represents the most important means of drawing children away from the labour market but studies have correlated low enrollment with increase rates of child employment, (ILO, 1992).

Child labour could be as a result of parent's poverty where they are unable to meet the cost of education. Although paid work appears to be the only means of survival for some of these children, studies reveal no success about it (ILO, 1992). The conditions under which children work are so demanding, exploitative and hazardous negating any of the benefits; child workers often exhibit, (Naidu & Kapadia, 1985). Bequele and Boylen, (1988) once said that in Africa children always contributed and are still contributing to family labour. However, studies have shown that waged labour is detrimental to normal development of children. Children who work in order to support the family at an expense of their education are being abused, which in turn affects their education, (Male, 1983). Due to over working in poor conditions for meager earnings coupled with mistreatment from employers, makes the child labour exploitative. It is evident that children working in some of these circumstances are sexually molested and physically abused, with many being exposed to life threatening situations.

Important to note is that some studies reported that Siaya, Home Bay, Busia and Kakamega are the most vulnerable districts with highest number of school going children in the labour market. In Siaya many children are removed from school to go and look after cattle while others go fishing. In Kisii, the soapstone industry has kept a large number of children out of school. These children are involved in prostitution and homosexual hence endangers their lives especially in this era of HIV/AIDS. These studies discuss the child labour in general but fail to articulate how cattle herding affects academic performance of children in school.

In general, children are a source of cheap labour in coffee, tea and sisal factories. While others are being used in peddling all sort of commodities in urban center at an expense of their schooling. other children are used to entertain guests in the hotels which leads to development of immoral behaviors. It has been reported that some children are lured out of school to ferry goods across the border and in many cases the children endanger their lives carrying smuggled goods, (Child labour, 1995, P. 26.).

In Uganda though they tried to educate those children taken as boy soldiers, many of the army children never went beyond primary school, and many were unprepared, for civilian life, (Child labour, 1995). This led to mental torture and today most of these children are grown up and are claimed to lead anti-social life behaviour and can even support subversive activities.

Children who participate in child labour tend to have low concentration in class work because in most cases such children are tired and keep on sleeping in class. The implication here is that due to fatigue academic performance is low (Wright, 1990). On other occasions, such children are absent and this affects their schoolwork. This

argument forms the basis to investigate if children engaged in cattle herding performs poorly academically in Kilibwoni division, North Nandi District, Nandi County.

## **2.8 Cattle Herding and Academic Performance**

It has been revealed that some of the parents have allowed their children into working as herds' boys in cattle ranches. Thus, the activity provides a source of income to both the family and the child. Also, some tycoons engage primary school children in livestock farming at the expense of education. This form of child labour may be as a result of poverty and leads to children being denied education, (May, 2003).

A study carried out by UNICEF (1999) revealed that shepherds are a group of people who are illiterate. Some of them get employed in order to help their parents with monies to pay for their sisters' education. They spent most of their time in looking after sheep, goats or cattle. In some cases children as young as six years are employed to look after cattle or become shepherds. They are unfortunate for they will not have a bright future if they stay illiterate shepherd up to their adulthood. Most shepherds are paid little money to be used by their parents, pay rent and buy food. They wear worn-out clothes and dirty bare feet. Most children are denied pre-school education which is a fundamental human right and a child's right to education.

In Nandi, culturally, a boy child should grow herding cattle and the girl child is to nurse babies and do household chores, (Chemagnet, 2005). UNICEF (1999) adds that the ages of herds' boys range from seven to eighteen and while the majority are between ages 12 to 18. This implies that they have little or no access to formal education. Majority drop out of school and most become shepherds ending up with little or no education at all. In spite of these arguments, the study findings fail to articulate the relationship between cattle herding and academic performance.

## **2.9 Gender and Academic Performance**

Gender division of labour in agriculture was male dominated sector. This was a reflection of customary land tenure system, where men monopolized rights of ownership and inheritance of family land and other forms of wealth, Kibwana (1997). This discriminatory land system has continuously made girls and women shy off even where they could compete favourably with boys or men like in areas of academics. It can also be assumed that the domineering attitudes of the boys towards girls make them feel less motivated in school work. This seems to justify that the girls' place of work is at home because of the cultural attitudes. Sharman and Wood, (1985) states that boys do well in technical work as compared to girls, while girls do better in humanities such as languages, history, Religions, Ethics among others.

The two studies do not show the gender involvement in cattle herding nor academic performance of boys and girls who are engaged in cattle herding. To fill this gap, the researcher investigated boys and girls involvement in cattle herding in Kilibwoni Division and established the relationship between their academic performances in school.

## **2.10 Summary of the Literature**

It can be concluded that most studies provides general evidences on forms of child labour and their causes. In most cases the effects is most propounded on the side of health of the child. Those children on labour market studied are from the formal sector but nothing is on informal sector yet most children are engaged in informal sector. In addition, there is little mentioned of cattle herding as a form child labour and how involvement in cattle herding affects academic performance in school.

Most literature shows that few cases have been studied on the cattle herding as a form of child labour. If any, very few areas have been mentioned that is Siaya, Taita Taveta and Lesetho nothing is on cattle herding as a form of child labour. Therefore, this forms the premise through which the researcher sought to investigate the effects of cattle herding on academic performance of children Kilibwoni Division, in North Nandi district, Nandi County.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.1 Overview**

This chapter outlines research design, the study area, target population, sampling procedures and sample size, instrumentation, validation and reliability of the instrument, data processing and data analysis.

#### **3.2 Research Design**

The study applied survey research design. The survey design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2005) then explaining the phenomenon as it appears without manipulative the variables. Therefore the researcher chose to use this type of method because it allowed for accurate narration of the events as it is on the ground. Also, it is easy to conduct and a large data from a large population can be easily collected in a shorter period thus, it is less costly.

#### **3.3 The Study Area**

The research was carried out in Kilibwoni Division in Nandi North District, Nandi County. The division borders Kapsabet division to the West, Kosirai to the North, Mutwot-Lelmokwo to the North East, Cheptiret in Uasin Gishu to the East and Nandi Hills division to the South. The major occupation of the people in the area is farming. Livestock keeping is a dominant activity, sheep and goats are jointly grazed with the cattle. Thus, cattle herding is the readily available job. Maize is grown for food and surplus is sold to earn some income. Other crops include beans, potatoes and



vegetables. Most primary schools in the division are public. There were 36 public primary schools in the division.

The area of study was chosen based on the following reasons: The children tend to perform poorly academically in primary schools in the district; the district quality, assurance and standards officer of the area blames the parents of the area on how they support their children while at home; and the school administration and teachers claims that there is consistence in absenteeism of pupils due to cattle herding.

### **3.4 Target Population**

The study focused on the target population of 36 public primary schools with an estimated pupil population of 5,120 (DEO's Office). A total of 12 schools with a total of 2560 pupils were involved in the study, respondents were pupils in, Classes 3, 5 and 7.

### **3.5 Sampling Techniques and Sample Size**

A sample is a set of individuals selected from a population and is usually intended to represent the population in a research study (Neuman, 2007). Sampling procedures refers to the techniques for sampling that the researcher used to select members or items from the target population that were included in the sample (Kothari, 2003). While the sample size is the total number of actual individuals selected to participate in the study. Pupils were categorized into lower (class 1, 2 and 3), mid upper (class 4 and 5) and proper upper (class6, 7, and 8). Then a choice made to include class 3, 5 and 7 to represent lower, mid-upper and proper upper respectively. The class at top most in each category except class 8 which were a candidate class was chosen because they were able to read, understand and make responses to the phenomena under study better than those colleagues in same category.

The study applied simple random sampling to select 12 primary schools from 36. Purposive sampling was used to select classes 3, 5 and 7 with a total pupil population of 960. Then simple random sampling was applied to select 8 pupils from each class forming a sample size of 288 pupils. Important to note is that from the sample, derived using random sampling procedures, four girls and four boys were selected randomly as respondents from each class.

A total of 255 out of 288 pupils sampled in classes 3, 5 and 7 responded to the items in the questionnaires. This constituted about 88.5%, therefore, the researcher found it to be acceptable and proceeded to analyzed it. These pupils comprised of 134 boys and 121 girls. Class teachers assisted those in standard 3 in case there was any difficulty.

**Table 3.1: Distribution of pupils involved and not involved in cattle herding activity by gender**

INVOLVED/NOT INVOLVED	GENDER				% TOTAL
	BOYS		GIRLS		
	NO.	%	NO.	%	
Pupils Involved	68	25.63	50	18.66	44.03
Pupils Not Involved	66	24.63	84	31.34	55.97
<b>TOTAL</b>	<b>134</b>	<b>50.26</b>	<b>134</b>	<b>49.90</b>	<b>100.00</b>

### 3.6 Data Collection Instrument and Tools

The questionnaire and interview schedule were used to collect data. The researcher employed the use of questionnaire and interview schedules as the main research tools in the study.

### **3.6.1 Questionnaire**

Questionnaire is the instrument used to capture large data from large population within a shorter time frame (Mugenda & Mugenda, 1999). Welman and Kruger (1999) add that semi-structured interview put a collection of questions to a respondent face to face and records the latter's responses. The researcher used questionnaire to collect information from primary school pupils. The questionnaire was distributed to the primary school pupils randomly selected to participate in the study. After they had completed filling the items, the researcher collected them for analysis.

### **3.6.2 Interview schedule**

The interview schedule was used to collect primary data and obtained in-depth information from the head teacher and teachers (Kombo & Tromp, 2006; Mugenda & Mugenda, 1999). The interviews were largely to validate the responses provided by the pupils. It was useful data collection tool because probing questions were use to clarify issues and questions asked. The researcher interviewed the head teachers using the constructed interview schedule.

## **3.7 Validity and Reliability the Research Instrument**

### **3.7.1 Validity**

According to Creswell (2003) and Mugenda and Mugenda (1999), validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under the study. This simply refers to the extent to which an instrument asks the right question in terms of accuracy. The tools were given to the supervisors and lecturers from Moi University to evaluate the applicability and appropriateness of the content, clarity and the adequacy of the construction of the instrument from a research perspective. Tools were piloted in four primary schools in the neighbouring

Nandi Central District within a period of two weeks. The respondents were asked to carefully complete the instrument. The collected data was reviewed and the items which were not clear were modified accordingly.

### **3.7.2 Reliability**

According to Martin (2005), reliability is the dependability or trustworthiness of a measure in the context of a measuring instrument. The reliability of the questionnaire was tested by conducting a pilot study in four neighbouring Primary schools in the neighbouring Nandi Central District. A different district was used in order to avoid respondents being accustomed to the study. In this case, the copies of questionnaire were administered twice to the pilot sample within an interval of two weeks. From the two scores obtained, the Spearman's rank correlation co-efficiency was used to compute the co-efficient of correlation ( $r$ ) between the two scores. The Spearman's rank correlation coefficient of 0.75 was achieved which implied that the research instruments were reliable and therefore the researcher adopted the research instruments to collect data from the actual respondents of this study.

### **3.8 Data collection procedure**

The researcher obtained permit from the ministry of Education National council of science and Technology to conduct research study in Kilibwoni division Nandi North. The permission allowed the researcher to visit schools which was randomly chosen to collect data. The researcher introduced herself to the school administration and requested for permission to conduct research study. Questionnaire was issued to the school and letter of consent.

### **3.9 Data analysis**

Data analyzing involved a number of stages first open ended question were categorized to ensure uniformity during coding process. Stage two involved coding process with categories established for each respondent to establish a master codebook. Third stage, this involved the transfer of codes from serialized questionnaires into worksheet having respondents as variables against questionnaires, serial numbers as identification numbers. Finally, data was entered in SPSS to aid in analysis.

Descriptive statistics computed were mean, frequencies and percentages and presented in tables and graphs. The inferential statistics chosen were t-test, Chi-square and ANOVA to test the hypotheses. All hypotheses were tested at 0.05 significance level.

### **3.10 Ethical consideration**

The participants were informed of the objectives of the study before responding to the items in the research instrument. They were assured of privacy and confidentiality of their responses. They were assured that the work taken was not an examination therefore no marks will be awarded for any answer given as per the questions.

They were requested to sign consent letter after reading through it and in case they required any clarification they were free to ask before participating in the study.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Overview

This chapter presents the analysis of the collected data from 255 pupils of primary schools. It consists of data presentation, analysis and interpretation. Also, it outlines the hypotheses formulated and tested to answer the research questions.

#### 4.2 Demographic Description

##### 4.2.1 Gender

The researcher sought to establish the gender of the respondents. The results are presented in table 4.1.

**Table 4.1: Gender of the Respondents**

Gender	Frequency	Percentage
Boys	134	52.5
Girls	121	47.5
<b>Total</b>	<b>255</b>	<b>100.0</b>

**Source: Researcher 2016**

The findings revealed that 134 (52.5%) of the respondents were boys, while 121 (47.5%) were girls. This implies that majority of the participants in the study were mainly boys. Culturally boys are known to be involved in cattle herding as compared with girls. Thus, their large number in the study might have provided the necessary information on the phenomena.

#### 4.2.2 Age Bracket and the Classes of the Respondents

The researcher also attempted to establish the age brackets and tabulated the classes of the respondents based on the returned questionnaire. Table 4.2 gives the summary of the results.

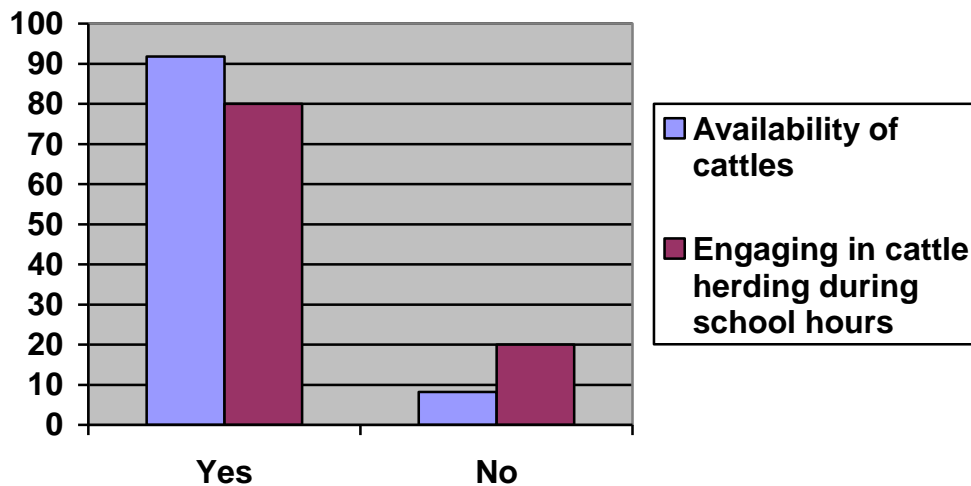
**Table 4.2: Age bracket of the respondents and their classes**

<b>Age bracket of the respondents</b>		
	<b>Frequency</b>	<b>Percent</b>
Less than 12 years	101	39.6
13-16 years	144	56.5
17 and above	10	3.9
<b>Class of the Respondents</b>		
	<b>Frequency</b>	<b>Percent</b>
Class 3	83	32.6
Class 5	86	33.7
Class 7	86	33.7
<b>Total</b>	<b>255</b>	<b>100</b>

The findings showed that majority of the pupils were under the age brackets of 13-16 years 144 (56.5%), those who had less than 12 years were 101 (39.6%) and those aged 17 years and above were 10 (3.9%). In addition, the findings indicate that all the respondents in classes 5 and 7, that is 86 (33.7%) each, all returned the questionnaire, while 83 (32.6%) respondents in class 3 returned the questionnaire.

### 4.3 Availability of Cattle and Involvement in Cattle Herding

The respondents were required to state whether their parents had cattle and whether they involved in cattle herding during school hours. The summary is provided in figure 4.1.



**Figure 4.1: Availability of cattle and involvement in cattle herding**

Majority of them 234(91.8%) stated that their parents had cattle with 118(46.3%) stating that they engaged in herding during school hours. The results were interpreted to mean that residents of the region practiced cattle farming and sometimes it leads to pupils not attending classes since they have to look after the cattle.

#### 4.3.1 Involvement in Cattle Herding

Cattle herding is among the important factors of the study. Therefore, the researcher sought to pupils' involvement in cattle herding and the responses are in table 4.3.



**Table 4.3: Involvement in Cattle Herding**

<b>Cattle activity</b>	<b>Frequency</b>	<b>Percentage</b>
Involved	118	46.3
Not involved	137	53.7
<b>Total</b>	<b>255</b>	<b>100.0</b>

This shows that among 255 respondents 118 (46.3%) children were involved in cattle herding and only 137(53.7%) are not involved.

#### **4.3.2 Cattle Involvement and Academic Performance**

The study focused on establishing cattle herding and academic performance. Thus respondents were asked to provide their responses. Table 4.4 gives the analysis of the data.

**Table 4.4: Cattle herding Involvement and Academic Performance**

<b>Cattle herding</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Mean Score</b>
Involved	118	46.3	307.75
Not involved	137	53.7	360.4
<b>Total</b>	<b>255</b>	<b>100.0</b>	<b>336.0</b>

The findings show that 118 (46.3%) of the pupils were involved in cattle herding and their mean score in school was 307.75. another 137 (53.7%) were not involved in cattle herding and had the mean score of 360.4. this brought he school mean score to 336.0. Form the findings, it's evident that pupils involved in cattle herding had a low mean score of 307.75 as compared with those who were not engaged in cattle herding and had a mean score of 360.4. This means cattle herding has a direct negative effect on academic performance.

### 4.3.3 Hypotheses Testing: Objective One

HO<sub>1</sub>- There is no significant difference between cattle herding as a form of child labour and a cademic performance of pupils.

To test this hypothesis, an independent-samples t-test was conducted to compare academic performance of pupils involved in cattle herding and of those not involved.

The table 4.5 shows the results.

**Table 4.5: Independent t –test for cattle herding and academic performance**

Levene's test for equality			t-test for equality of means				
f	sig	t	df	sig	mean	Std error	
			(2tailed)	Difference	Difference of the	95%	
					difference		
Equal variance	1.493	.257	25.978	0.020	25.22	.6928	0.4024
Equal variance not assumed		25.978	8	0.024	25.22	.6928	.3528

There was a significant difference in the scores of those not involved in cattle herding (M=266.32, SD=1.3) and those involved (M=241.10, SD=0.84) conditions;  $t(8) = 25.978$ ,  $p = 0.02$ . These results indicate that cattle herding has an impact on academic performance of pupils. Specifically, the results show that cattle herding lowers academic performance of pupils in Nandi North District.

### 4.4 Academic Performance of Boys and Girls Involved in Cattle Herding

The second objective sought to establish the differences in academic performance between boys and girls involved in cattle herding. The analysis of the data is tabulated in table 4.6.

**Table 4.6: Mean Scores in Academic Performance by Group and Gender**

	<b>Boys</b>		<b>Girls</b>		<b>Total</b>	
<b>Cattle Herding</b>	<b>No.</b>	<b>Mean</b>	<b>No.</b>	<b>Mean</b>	<b>No.</b>	<b>Mean</b>
Involved	68	325.30	50	290.2	118	307.75
Not Involved	66	380.30	71	340.5	137	360.4
<b>Total</b>	<b>134</b>	<b>352.4</b>	<b>121</b>	<b>319.7</b>	<b>255</b>	<b>336.0</b>

The findings revealed that 68 boys were involved in cattle herding and obtained a mean of 325.30, while 50 girls who were involved in the same activity obtained a mean of 290.20. Also, the findings showed that 66 boys were not involved in cattle herding and got the mean of 380.30, while 71 girls never got involved in cattle herding and got a mean of 340.5. Basically, this means boys who are involved in cattle herding performed better (mean = 325.3) than the girls (mean = 290.2) who were also engaged in the same activity. Finally comparing means for all the boys and girls involved and not involved in cattle herding, the overall mean score for 134 boys was 352.4, and for 121 girls was 319.7 meaning boys still performed better than girls

#### **4.4.1 Hypothesis for Objective Two**

The researcher sought to test the hypothesis for objective two stated as follows:

“HO2: There is no significant difference in academic performance between boys and girls who are involved in cattle herding”. The inferential statistics results are in table

4.7

**Table 4.7: Independent t –test for academic performance between boys and girls involved in cattle herding.**

Levene's test for equality			t-test for equality of means				
	f	sig	t	df	sig	mean	Std error
				(2tailed)	Difference	Difference of the	95%
						difference	
Equal variance	1.493	.257	25.978	0.020	25.22	.6928	0.4024
Equal variance not assumed		25.978	8	0.024	25.22	.6928	.3528

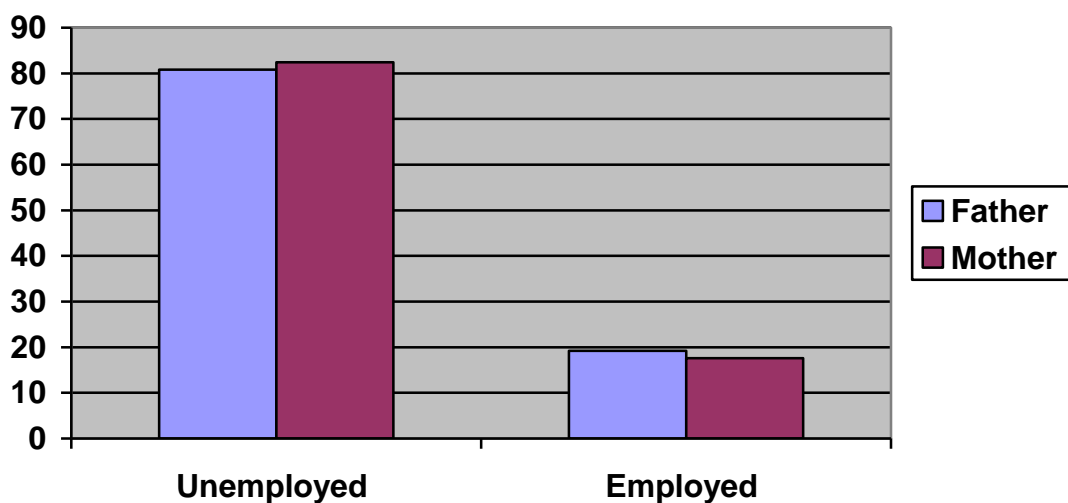
There was a significant difference in the scores for boys (M=270.21, SD=1.1700) and those of girls (M=241.21, SD=1.475) conditions;  $t(8) = 25.978$ ,  $p = 0.02$ . These results indicate that the scores for boys involved in cattle herding had a better mean score compared to are girls doing the same activity in Kilibwoni Division in Nandi North District, Nandi county.

#### **4.5 Parental Social-Economic Status and Children's Involvement in Child**

##### **Labour**

##### **4.5.1 The Employment Status of the Pupils' Parent**

The pupils were requested to state the employment status of their parents. Figure 4.2 summarizes the results.



**Figure 4.2: The Employment Status of the Pupils' Parent**

The findings most of them 206(80.8%) stated that their fathers were not employed with 210 (82.4%) stating that their mothers were also not employed. The findings implied that most of the parents within the region are not employed and therefore they have to find other sources for example self -employment in order for them to gain income this also encourages child labor to supplement the family income.

#### **4.5.2 The Education Level of the Father and Mother/Guardian**

The respondents were asked to state on the education level of their parents/guardian. The responses are recorded in table 4.8.

**Table 4.8: The Education Level of the Father and Mother/Guardian**

<b>The educational level of the father/guardian</b>		
	<b>Frequency</b>	<b>Percent</b>
Never went to school	21	8.2
Primary school education	149	58.4
Secondary school education	61	23.9
Tertiary/ training college	21	8.2
University education	3	1.2
 <b>The educational level of the mother/guardian</b>		
	<b>Frequency</b>	<b>Percent</b>
Never went to school	168	65.9
Primary school education	87	34.1
<b>Total</b>	<b>255</b>	<b>100</b>

The findings revealed that majority of the respondents 149(58.4%) stated that their fathers level of education is up to primary level, and only 3 (1.2%) said their fathers were university graduates. On the other hand, 168(65.9%) stated that their mothers never went to school and the rest 87 (34.1%) indicated that their mothers level of education is primary level. The results obtained from the study implied that most of the parents of the students within the region are not well educated since most of their fathers have been to primary level of education and most of their mothers have never been to school. This means that parents may not encourage their children to go to school but instead let them look for a job to earn some money for basic needs such as food and clothing among others.

### 4.5.3 Parental Level of Income and Pupils Academic Performance

#### The level of income of the parents/guardian

The researcher asked the respondents to provided information about the level of income for their parents or guardians. The results are tabulated in table 4.9.

**Table 4.9: The level of income of the parents/guardian**

	Father		Mother	
	Frequency	Percentages	Frequency	Percentages
0-3,000	205	80.4	244	95.7
3001-5,000	26	10.2	11	4.3
5001-10,000	16	6.3	0	0.0
10,001-20,000	7	2.7	0	0.0
21000-35,000	1	.4	0	0.0
<b>Total</b>	<b>255</b>	<b>100</b>	<b>255</b>	<b>100</b>

The findings show 205(80.4%) of the respondents agreed that their fathers received an income ranging between 0-3000 with most of them 244(95.7%) also stating that their mothers received an income ranging between 0-3000. The findings obtained from the study clearly indicated that most of the pupils' parents are not well paid from their sources of income.

#### 4.5.4: Hypothesis for Objective Three

HO<sub>3</sub>- There is no significant relationship between parental social-economic status and children's involvement in cattle herding. Chi-square was used to test this hypothesis.

Table 4.10 and 4.11 presents the findings

**Table 4.10: Cross tabulation between parental socio-economic status and children's involvement in cattle herding.**

	<b>Value</b>	<b>df</b>	<b>Asymp.(2-sided)</b>
Pearson chi- square	7.783	12	.040
Likelihood ratio	6.326	12	0.899
Linear-by linear association	.188	1	.664
N of valid cases	255		

This hypothesis was tested and  $\chi^2 = 7.783$   $df=12$  and  $sig = 0.04$  was found. This implies that  $p < 0.05$ . Therefore, we reject the null hypothesis. This implies that there was a significant relationship between parental social-economic status and children's involvement in cattle herding. . Hence, either the children engaged in cattle herding to supplement the family income or parents do not have enough money to sustained their children in school.

**Table 4.11: Parental level of income and academic performance**

<b>Parental level of income</b>	<b>Academic performance</b>		
	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>
0-5000	161	240.7	3.948
5001-10000	44	253.0	2.160
10001-15000	20	249.1	2.784
15001-20000	16	261.9	1.23
Above 20000	14	270.0	2.78
<b>Total</b>	<b>255</b>	<b>206.34</b>	<b>2.784</b>



The findings show that majority of the pupils whose parents level of income was below ksh. 15,000, had a lower mean score. While pupils, whose parental level of income were higher, above Ksh. 15000 had a higher mean score. Based on this evidence, academic performance of children in school is proportional to parental socio-economic status.

**Table 4.12: An ANOVA for parental level of income and academic performance**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10.739	3	10.739	1.420	.0251
Within Groups	121.039	251	7.565		
<b>Total</b>	<b>131.778</b>	<b>254</b>			

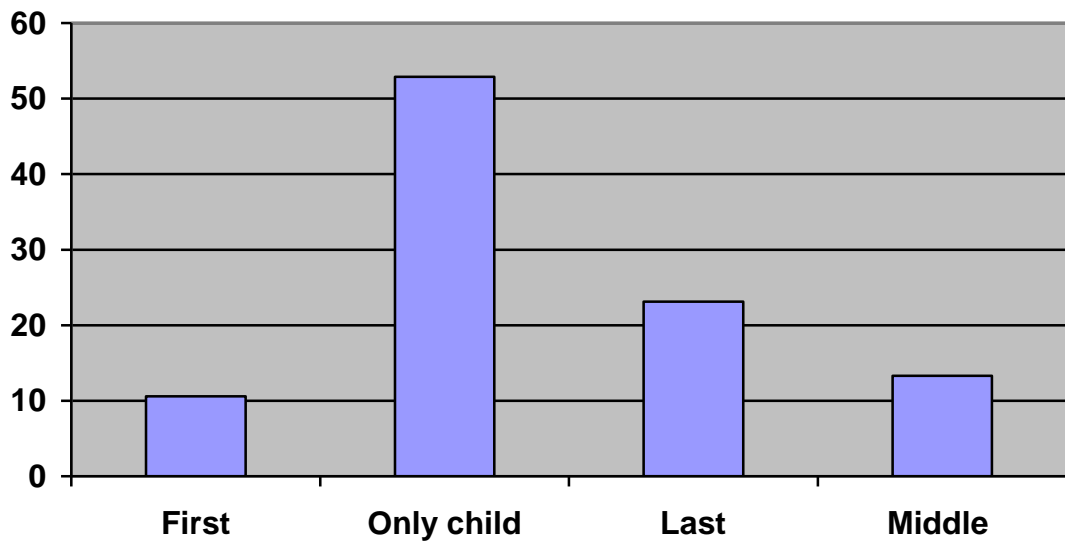
The one-way ANOVA revealed that there were significant differences in academic performance between the groups  $F(3, 251) = 1.420, P < .05$ . Therefore, there was significant effect of parental level of income on academic performance of pupils and consequently the null hypothesis was rejected. In conclusion, it can be pointed out that low parental level of income impact negatively on academic performance of pupils since pupils are made to stay away from school in order to look after the cattle.

#### **4.6 Relationship Between Birth Order and Academic Performance**

The study focused on the birth order, involvement in cattle herding and academic performance.

##### **4.6.1 Birth Order of the Children and Involvement in Cattle Herding**

Objective four allowed the researcher to first establish the order of the children and their involvement in cattle herding. The findings are in figure 4.3



**Figure 4.3: Birth order of the Children and Involvement in Cattle Herding**

The results as shown on the figure 4.3 reveals that only one child in a family gets more involve in cattle herding. The first born is the least engaged in the activity

#### 4.6.1.1 Hypothesis for Objective Four

HO<sub>4</sub>- There is no significant relationship between birth order and involvement in child cattle herding. Chi-square was used to test this hypothesis. Table 4.13 below presents the findings.

**Table 4.13: Cross tabulation between birth order and involvement in cattle herding.**

	Value	Df	Asymp.(2-sided)
Pearson chi-square	9.235	9	.03
Likelihood ratio	9.617	9	.382
Linear by- linear association	.325	1	.569
N of valid cases	255		

This hypothesis was tested and  $\chi^2 = 9.235$   $df=9$  and  $sig = 0.03$  was found. This implies that  $p < 0.05$ . Therefore we reject the null hypothesis. This implies that there was a significant relationship between birth order and involvement in child cattle herding.

#### **4.6.2 Birth Order, Cattle Involvement and Academic Performance**

Based on objective five, the researcher went ahead and tried to establish the birth order of the respondents who were involved in cattle herding and the academic performance in school. The findings are recorded in table 4.14.

**Table 4.14: Birth order of the children and academic performance**

<b>Birth order</b>	<b>Poor</b>	<b>Good</b>	<b>Total</b>
First born	69.6	30.4	100%
Middle	70.6	29.4	100%
Last Born	74.6	25.4	100%

**Source: Researcher 2016**

The findings show that 69.6% of the first order in birth, 70.6% of the middle order and 74.6 of the last order, who were involved in cattle herding, had poor performance. Also, the findings indicate that 30.4% of the first order in birth, 29.4% of the middle order and 25.4% of the last order, who were involved in cattle herding, had a good performance.

##### **4.6.2.1 The Number of times a Child Repeated**

The researcher tried to establish the number of times that the pupil repeated a class as a result of performance in school. The results are presented in table 4.15.

**Table 4.15: The number of times repeated**

<b>Number of times repeated</b>	<b>Frequency</b>	<b>Percent</b>
None response	34	13.3
1	108	42.4
2	71	27.8
3	27	10.6
4	11	4.3
5	2	0.8
6	2	0.8
<b>Total</b>	<b>255</b>	<b>100</b>

The results implied that most of the pupils within the primary school in the region have repeated at least once in a class. Since most of the pupils indicated that they have repeated a class or so it implies that most of them tend to have problems in the side of discipline hence they are always on disciplinary cases as shown in the following findings.

#### **4.6.2.2 Hypothesis for Objective Five**

HO<sub>5</sub>- There is no significant relationship between birth order and academic performance. ANOVA was used to test this hypothesis. The results are presented in the table 4.16

**Table 4.16: Mean and SD on Birth order and Academic Performance**

	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>
First born	34	253.7	2.683
Middle position	107	260.1	2.11
Last born	72	271.2	2.828
Only child	42	269.3	1.926
<b>Total</b>	<b>255</b>	<b>263.56</b>	<b>2.7</b>

The findings show that 34 respondents who were first born children had a lower mean score (253.7) with sd of 2.682; 107 middle position had 260.1 with sd= 2.11; 72 last born children had 271.2 with sd=2.828; and 42 only children by birth in their homes had a mean of 269.3 with sd = 1.926. from this computations, middle born and only child had better academic performance as shown by sd = 2.11 and sd = 1.926 respectively

**Table 4.17: An ANOVA for Birth order and Academic Performance**

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>Sig.</b>
Between groups	22.278	3	11.139	1.56	.064
Within groups	109.500	251	7.300		
<b>Total</b>	<b>131.778</b>				

The one-way ANOVA revealed that there were no significant differences in academic performance between the groups  $F(3, 251) = 1.56, P > .05$ . Therefore there was no significant effect of birth order on academic performance of pupils and consequently the null hypothesis was not rejected. In conclusion, it can be pointed out that birth order of pupils does not have an effect on academic performance of pupils.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Overview

This chapter presents the discussion, summary of findings and conclusion then gives recommendations and suggestions for further research based on the data collected and analyzed. The present research supports the conclusion that child labor (paid or not paid) represents a potential source of poor academic performance among the pupils. The analysis in chapter four leads to certain implications for the country. Children work for a variety of reasons the most important is poverty and this is mostly concentrated in Africa which together account for more than 90 percent of total child employment.

#### 5.2 Summary of the Findings

The study tried to find out the gender of the respondents and from the findings most of the respondents 134(52.5%) stated that they were males which implied that there are more males than females attending the primary schools in the region. The study tried also to find out the age bracket of the respondents and from the findings most of them 144(56.5%) stated that they were aged between 13-16 years and when asked to state on the classes that they are in an equal number of the respondents 86(33.7%) stated that they were in class six and eight.

The respondents were required to state their parents marital status and the type of marriage that their parents have and most of them 191(74.9%) stated that their parents were married and the type of marriage that they had was monogamous marriage according to 199(78.0%) which implied that most of the people within the region are

married and they practice monogamous type of marriage. The respondents were also asked to state on the education level of their parents/guardians and from the findings most of the respondents 149(58.4%) stated that their fathers have learned up to primary level of education and most of them 168(65.9%) stating that their mothers have never gone to school which implied that most of the parents of the pupils within the region are not well educated since most of their fathers have been to primary level of education and most of their mothers have never been to school.

### **5.2.1 Effects of Cattle herding on Academic Performance**

The study tried to find out whether their parents had cattle and whether they involve in cattle herding during school hours and most of them 234 (91.8%) stated that their parents had cattle with 204 (80.0%) stating that they engaged in herding during school hours which implied that residents of the region practice cattle farming and sometimes it leads to pupils not attending classes since they have to look after the cattle.

Basing on the analyses of data of the study, there is great effect on academic performance of those pupils involved in cattle herding than those not involved. The study showed that the pupils engagement in such activities especially during school hours have affected their potential in academic since these learners do not have enough time to concentrate on academic work. The findings of the present study shows that pupils under the age bracket of less than 12 years are not so much affected (101 (39.6%)) but the majority group between 13-15 years 144 (56.5%). This is the school going age and we find that they are the majority in child labor and at this age pupils wants to have their own money so that they be like others. At age 17 and above 10 (3.9%) few pupils are found to be involved in the activity but it is clear that, at this age one can make his/her decision either to go to work or be at school. And in most

cases they are in secondary schools except the few cases that the findings recorded. When children are socialized to value education at an early age, they are more likely to perform well and achieve higher paying jobs and successful career other than involving themselves in petty jobs like cattle herding which earn them very little amount of money.

The results showed that there was a significant difference in mean score of pupils involved in cattle herding than those not involved in cattle herding. This meant that cattle herding had a negative effect on academic performance. Both boys and girls involved in all the three cases showed negative effect on academic performance hence the conclusion is that cattle herding has negative effect on academic performance.

From the class teachers remarks in the interview schedule it showed that children are reinforced by the parents, peers and environmental factors such as the lack of physiological needs e.g. food hence children look for employment in order to get food and money as the peers does. This is shown in the participation in cattle herding.

### **5.2.2 Parental Social-Economic Status and Child's Involvement in Cattle Herding**

The pupils were requested to state on the employment status of their parents and from the findings most of them 206(80.8%) stated that their fathers were not employed with 210 (82.4%) stating that their mothers were also not employed which implied that most of the parents within the region are not employed and therefore they have to find other sources for example self- employment in order for them to gain income. The study tried to find out the various economic difficulties that the respondents family face and from the findings most of the respondents denoted that their family has a lot of difficulties in buying food stuffs 150(58.8%), their family sold land to deal with



economic difficulties 103(40.4%), their family has sold off animals to settle debts 117(45.9%) and that their family has sold off animals to settle debts 179(70.2%). Others stated that rarely do their families have difficulties in buying clothes 105(41.2%) and rarely do they sell off animals to pay school fees 178(69.8%). On the other hand, the respondents agreed that most of the times their families have a lot of difficulties in buying school uniforms 139(54.5%), their family has a lot of difficulties in obtaining money for treatment 109(42.7%), their families have a lot of difficulties in buying food stuffs 115(45.1%), their families have a lot of difficulties in paying school fees and that their families have a lot of difficulties in buying basic necessities (example sugar, tea leaves, salt, soap, paraffin). These results implied that the families within the region have various economic difficulties but it does not drive them to sell their properties in order to be able to deal with the difficulties that they encounter.

The respondents were requested to state whether their parents are involved in the drinking of alcohol and from the findings most of the respondents 135(52.9%) stated that their fathers drink alcohol and 162(63.5%) believed that their mothers have never drink alcohol. The respondents were also required to state how often they enjoyed various home activities and from the findings most of them 116(45.5%) agreed that the only home based activity that they enjoy doing all of the time is playing. The respondents were also required to state how often they enjoyed various home activities and from the findings most of them 116(45.5%) agreed that the only home based activity that they enjoy doing all of the time is playing.

### **5.2.3 Parental level of Income and Academic Performance of Pupils**

When asked to state the level of income that their parents receive most of the pupils 205(80.4%) agreed that their fathers received an income ranging between 0-3000 with

most of them 244(95.7%) also stating that their mothers received an income ranging between 0-3000. This implied that most of the students' parents are not well paid from their sources of income. From the findings employment was a variable studied, the results showed that those pupils who responded that their guardian/parents unemployed were 208 (81.57%) and 47 (18.43%) said that their parents are employed.

Employment status of the parent/guardian has negative impact on academic performance. In most cases parents who are not employed have various reasons why they involve their children in labor. The reasons include the following: the basic requirements for their children are so demanding; lack of proper guidance on the importance of education; and peer pressure is also on the other side

Parents from higher socio-economic status class enjoy a number of advantages such as having social capital and financial resources that are important in the improvement of academic performance of children. These parents build social capital, public relations with individuals & institutions that are helpful in enhancing chances for personal and family success and in education as opposed to parents from low socio-economic status homes.

Parents who encourage their children to work hard and pull academic resources together are more likely to have children who are highly motivated in their education pursuits. There is high dependence on child labour and parents make their children as labourers (Kagongo-Male, 1995). This means parents take schooling as a last priority. Culturally, parents value their cattle more at an expense of school attendance.

The high cost of school levies has contributed a lot to children involving themselves in child labour Abogi (1990). And in most cases these children are not motivated to

go to school instead they are attracted to working as herds boys, milking in order to get small amount which could be missed if one goes to school.

Peer pressure. Those children who have dropped out of school have great influence on those going to school. They do so by showing them important things they have bought from the earnings e.g. watches, new shoes etc. Remind them of the leisure time they have when looking after the cattle such as hunting wild game/birds etc.

Poor school attendance has been used to explain poor academic performance in internal examinations among pupils from poor families Michieka (1978). From teachers' reports, absenteeism is a major cause of poor performance (School Log Book Kilibwoni Primary School 2002).

Lack of concentration in class has been found out to produce out poor performance. It is clear that those who are ever absent from school doing the work will tend to day dream and imagining how he went about with his fellow friends in the hunting hence poor concentration in what is being taught. Some parents cannot take trouble in encouraging their children in school work instead, they encourage them to work in order to get money, and this is a significant factor of poor performance Selfe (1975).

UNICEF (1992) notes that greater demands are made on female children to assist with household chores, to care for the young siblings fetch water collect firewood, milk the cows. Therefore affects their academic performance as compared to boys who after herding can have enough time to do school work. In this study those girls involved in cattle herding and those not involved have poor academic performance because they have a lot to do.

From my observation these girls when looking after cattle they are accompanied by young siblings to take care of and on top she is expected to collect some firewood to carry home with, when she will be taking the cattle home so there is no time for reading while looking after the cattle. At home she is expected to do all the other chores e.g. milking, fetching water sweeping the house etc. (GOK/UNICEF, 1992) said that culture is contributing factor to academic performance of boys and girls. The attitudes towards girls and education are that they will eventually marry, then why struggle with school/education.

Education in Kenya since independence, the girl child, has achieved broad disparity in aggregated primary school enrolment rates. GOK/UNICEF (1992) hence the belief that girls rightful place is the kitchen has been found to be true to some extent in this research study. Nonetheless, considerable disparity persists in dropout rates in secondary school enrolment, a number in all parts of the country and some districts. Nandi being no exceptional continue to record very large gender gap even at the primary School level, national examination achievement and in post-secondary education choices which dictates the relative narrow focus opportunities for girls. According to Burns (1984) girl's academic performance is not a sign of personal progress but it is a means of attracting and retaining boys love.

In conclusion the study showed that boys involved and those not involved in cattle herding had significant higher academic performance mean score than girls. This could be attributed to the attitudes of the culture on how they view women that they should behave like one and respect the men in the house as well as carry out the household duties.

#### **5.2.4 Birth order, Cattle Herding and Academic Performance**

The study went ahead and tried to establish the birth order of the respondents and from the results obtained most of them 135(52.9%) stated that they were the only children within their families, the results implied that most of the people within the region practice good family planning methods since they do not have a lot of children to take care of. The respondents were required to state the number of times that the respondents have repeated different classes since they started school and from the findings most of them 108(42.4%) stated that they have repeated only once.

Various discipline cases were put forward and the respondents were required to state the how often they have been involved in those cases and from the findings most of the respondents agreed that they were often punished for being late 115(45.1%) and 114(44.7%) were punished for being noisy. Most of the respondents also stated that rarely were they punished for being absent from school 108(42.4%), for not handing in assignments on time 144(56.5%), for quarreling with others (123(48.2%)), for not being attentive in class 115 (45.1%) and for not doing well in class work 100(39.2%) which implied that pupils in the region are mostly involved in discipline cases of being late and of being noisy in class.

The study went ahead and tried to establish the parents and siblings involvement in the study of the respondents and from the findings most of them 119(46.7%) agreed that their parents and siblings were involved in encouraging them to work hard in school and they monitor their progress 125(49.0%) while others 98(38.4%) strongly agreed that their parents and siblings want them to aim higher in school. Most of the respondents disagreed that their parents and siblings assist them in their assignments 92(36.1%), remind them to read 97(38.0%), always ask to see their school work

106(41.6%) and that they are firm in their decision about school work 136(53.3%) while others 134(52.5%) strongly disagreed that their parents and sibling creates/spare time for them to study. Also from the study it was found out that most of the respondents were not sure whether their parents and siblings talk to their teachers about their school work 124(48.6%) and whether they felt that the respondents were doing well in their studies 134(52.5%). From the results obtained, it was implied that most of the parents encourage their children to work hard in school and to aim higher in their learning but they did not spare time for them to learn while at home. Often parents in developing countries in Kenya included assign different roles to their children. It has been named child specialization and these increase money children (Chernichousky 1985). This issue involves certain siblings going to school while others work. This depends who attends school and others work in order to supplement family income.

### **5.3 Conclusions**

The study found out that majority of the respondents stated that their parents had cattle with 118(46.3%) stating that they engaged in herding during school hours. Out of 118 (46.3%) of the pupils who were involved in cattle herding obtained a mean score of 307.75 in school. Those who were not involved in cattle herding had the mean score of 360.4. This evidence show that pupils involved in cattle herding had a low mean score as compared with those who were not engaged in cattle herding.

In addition the study established that boys and girls involved in cattle herding performed poorly in school. However, the evidence revealed that comparing means for boys and girls involved in cattle herding boys' performance was better than girls. Also, the pupils whose parents were at a higher socio-economic status performed

better as compared to those from low status. Further, the findings revealed that only one child in a family gets more involve in cattle herding. The first born is the least engaged in the activity. This was linked to poor academic performance in school.

#### **5.4 Recommendations**

The following recommendations are based on the findings of this study.

The poor academic performance of pupils involved in cattle herding as compared to those not involved has shown that it has a negative effect hence parents should discourage their children from this practice. Also, the school administration needs to take initiative in educating parents and children. Parents should also avoid by all means the domineering attitudes towards girls and treat all children equal, encourage them in school work and assist them where necessary. The practice of cattle herding as a form of girl-child labour should be discouraged and the law enforcers should be firm on this vice.

In order to prohibit and eliminate cattle herding as a form of child labour, there is need to inform, sensitize and mobilize the general public including national and local political leaders, parliamentarians and judicial officials on the matter. The government should impose strict rules/laws on those parents/guardians, violating their children's right for education yet its free and compulsory for all (NARC) government by giving special attention to younger children, the girl child, the problem of hidden work situation in which girls are special risk and other groups of children with special unknown believes or needs. The idea of gender equity should be emphasize so as to have both boys and girls get equal chances in school and avoid over working the girls since all children are likely to be high achievers if they have equal access to learning

resources, support, motivation and guidance at home and in school which has been missing.

### **5.5 Suggestions for Further Research**

The study might not have comprehensively provided the findings on the phenomena due to other extraneous factors and the limitations of the study. Therefore, the researcher makes the following suggestions for further study:

1. The study should be replicated in another county having pastoral communities living there.
2. High learning institutions i.e. secondary schools should be used to find out the effect of child labour on academic performance.
3. The study to be expanded to include other forms of child labour and how it influences the academic performance of children



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## APPENDICES

### APPENDIX I: PUPILS' QUESTIONNAIRE

**Instructions:**

Please respond to the following questions by putting a tick {√ }

In the boxes  or by filling in the blank spaces provide. Please do not write your name on this questionnaire.

1. What is your gender?                      Male                                            Female                     

2. State your age.....

3. In which class are you? .....

4. What is your birth order?

First born                                            Second born                     

Only child                                            Middle born                     

5. What is your father's/guardian's level of education?

i.                      Never went to school                      (   )

ii.                      Primary school education                      (   )

iii.                      Secondary school education                      (   )

iv.                      Tertiary/training college                      (   )

v.                      University education                      (   )

6. What is your mother's guardian level of education?

i.                      Never went to school                      (   )

ii.                      Primary school education                      (   )

iii.                      Secondary school education                      (   )

iv.                      Tertiary/training college                      (   )

v.                      University education                      (   )

7. Is your father/guardian employed?

- i. Employed ( )
- ii. Not employed ( )
- iii. Retired ( )

8. Is your mother/guardian employed?

- i. Employed ( )
- ii. Not employed ( )
- iii. Retired ( )

9. Do you participate in the work that your parents do?

- i. Yes ( )
- ii. No ( )

10. Do you earn any money from the work herding/selling herds?

- i. Yes ( )
- ii. No ( )

11. Do you have any other extra work apart from this?

i. Yes ( )    ii. No ( )

1. Sex                      male                       Female

Your actual age .....

2. Your class .....

Total number of teachers in your school .....

Total number of children in your class .....

Total number of children in your school.....

## 3. State the level of education of your parents

No.		FATHER	MOTHER
1.	Never went to school		
2.	Primary school education		
3.	Secondary school education		
4.	Tertiary/training college education		
5.	University education		

## 4. Nature of employment of your parents

	FATHER	MOTHER
Employed		
unemployed		

Are your parents self-employed? Yes  No

What exactly do your parents do to earn a living?

Father.....

Mother.....

## 5. State the monthly income of your parents

	Amount	Father	Mother	Total
1.	0-3,000			
2.	3,001-5,000			
3.	5,001-10,000			
4.	10,001-20,000			
5.	20,001-35,000			
6.	35,000-and above			

State the number of brothers and sisters who:-

Have not yet started school.....

Are in primary school.....

Are in secondary school.....

Are in college.....

Are in university.....

Working.....

Have completed school and not yet employed.....

Have withdrawn/dropped out of school.....

What do u actually want to be when you grow up? .....

What motivated you to choose the above career? .....

6. There are many economic problems a family faces in a given year. How often do you think the following economic difficulties have occurred in your family during the last one year?

(Where 1 = Never, 2 = Rare, 3 = most of the time, 4 =all the time)

- |       |  |          |          |          |          |
|-------|--|----------|----------|----------|----------|
| i.    | Family has a lot of difficulty in buying school uniform  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| ii.   | Family has a lot of difficulty in buying clothes   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| iii.  | Family has a lot of difficulty in obtaining money for treatment, medicine etc.                     | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| iv.   | Family has a lot of difficulty in buying food stuffs   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| v.    | Family has a lot of difficulty in paying of school fees  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| vi.   | Family has a lot of difficulty in buying basic necessities (e.g. sugar, tea, salt, soap, paraffin) | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| vii.  | Family sold off land to deal with economic difficulties  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| viii. | Family sold off land to pay school fees  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| ix.   | Family sold off animals to settle debts  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| x.    | Family sold off animals to pay school fees   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |

7. What age did you start school?.....

How many times have you repeated different classes since you started school?.....

8. Please complete the following table by indicating the actual marks you scored in each of the subjects during the three school terms in the year 2003 and by



indicating the your class position during the three terms. Please refer your school report book.

	TERM ONE	TERM TWO	TERM THREE
Maths			
English			
Kiswahili			
GHC			
Science			
Social Ethics			
CRE			
Total			
Position	-----out of----	-----out of---	-----out of-----

9. How would you agree with your parents and siblings (brothers and sisters) involvement in your studies as follows

Type of involvement		Strongly disagree	Disagree	Not sure	Agree	Strongly agree
Encourages me to work hard	Father					
	Mother					
	siblings					
Wants me to aim higher in school	Father					
	Mother					
	siblings					
Assists me in	Father					

school assignments	Mother					
	siblings					
Reminds me to read	Father					
	Mother					
	siblings					
Always ask to see my schoolwork	Father					
	Mother					
	siblings					
Talks to my teachers about schoolwork	Father					
	Mother					
	siblings					
Always monitoring my progress	Father					
	Mother					
	siblings					
Creates/spares time for me to study	Father					
	Mother					
	siblings					
Feels that I am doing well with my studies	Father					
	Mother					
	siblings					
Likes me	Father					
	Mother					
	siblings					

Is firm in his/her decision about schoolwork	Father					
	Mother					
	siblings					

10. How many hours do you actually participate on daily basis in the following activities?

Type of activity	During weekend	Daily during school holidays	Daily before/after school during school days
1. Herding			
2. Milking			
3. Fetching water/firewood			
4. Garden digging, weeding			
5. Harvesting			
6. Household activities			
7. Playing			
8. Baby sitting			
9. Contract			
10. Others, specify			

## 11. How often do you enjoy the following activities

Type of activity	Never	Rare	Often	Very often	Very very often
Herding					
Milking					
Fetching water/firewood					
Garden digging, weeding					
Harvesting					
Household activities					
Playing					
Baby sitting					
Contract					
Others, specify					

**APPENDIX II: INTERVIEW SCHEDULE FOR TEACHERS**

1. What is the exact number of pupils in your class? .....

2. How frequent do they come to school? .....

3. What do you think could be the major reason for them not coming to school

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

4. Does this affect the academic performance of the class/individual pupils ?

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