

**THE EFFECT OF CHILD LABOUR ON ACADEMIC ACHIEVEMENT OF
PRIMARY SCHOOL PUPILS: A CASE OF VOI DIVISION OF VOI DISTRICT,
TAITA-TAVETA COUNTY KENYA**

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DECLARATION

Declaration and Approval

Declaration

This is my original work and has not been presented to any University for the award of any degree.

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DEDICATION

To My Dearest Wife Nancy Wanja and little son Xavier peter, and my parents Marcella Nyabwari, Daddy Geoffrey Ondora and brothers Kefa, Joshua, Sisters, Beatrice, Sophie and late sister Margy, not forgetting my late Grandmother Teresa Karasi.

GOD BLESSES THEM ALL.

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He is always good and His love is eternal.

ABSTRACT

The child presence in the labor market carries many implications. This is because the long hours spent on the job result in fatigue, restlessness and lack of concentration in class. However, there is scarcity of related studies particularly in economic disadvantaged areas in emerging economies like Kenya. The main purpose of the study was to investigate the effects of child labour on academic achievement of primary school pupils in Voi Division of Voi District Kenya in Taita-Taveta County. More specifically the study aimed at finding out the predominant child labour related activities among primary school going children in Voi Division, investigating the determinants of child labor among pupils in Voi division of Voi district Kenya, assess the academic performance of pupils who engage in child-labour activities and those who do not and evaluate the most significant child-labour activity in academic achievement of pupils in Voi division of Voi district Kenya. The study was guided by Theory of Exploitative Child Labor and Expectancy Valency Theory. The research adopted a descriptive survey design. The study targeted 254 primary school pupils, systematic sampling technique was used to select a sample size of 256 primary school pupils and 20 head teachers were interviewed. Self-administered, Structured questionnaires and an interview schedule were used to collect primary data. Descriptive statistics such as means and standard deviation and inferential statistics such as Pearson correlation and ANOVA was used in analyzing data... Findings showed that majority of the pupils were engaged in domestic work as a child-labour activity, hawking and informal business/ trading. Majority of the pupils were introduced to child labour activities by their friends, they were engaging in the child labour activities because they wanted to provide food for their families. It was also clear that the mean academic performance of pupils not involved in child-labour related activities was higher. Most of the child-labour activities such as digging, weeding and harvesting negatively and significantly contributed to low academic performance. Female pupils engaged in child-labour related activities. It is recommended that the government should enforce the existing child labour laws while improving on them to help protect children. It is upon the various stakeholders to ensure that the teachers are empowered to help in the implementation of anti-child labour laws.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Overview

This chapter presents background of the study, statement of the problem, purpose of the study, research questions, assumptions of the study, significance of the study, scope and limitations, theoretical framework, and operational definitions of terms.

1.2 Background of the Study

Child labour is a pervasive problem throughout the world, especially in developing countries. Africa and Asia together account for over 90% of the total child employment (ILO 2006). ILO's Bureau of Statistics now estimate that in the developing countries alone there are at least 120 million children between the ages of five and fourteen who are fully at work and more than twice as many or about (250 million) of those for whom work is secondary activity are included (ILO 2006b). These children are involved in such activities like picking coffee, tea regardless of whether it is a school term or holiday (staff, 2000).

They are also involved in salt harvesting, sugarcane cutting, selling merchandize and fishing activities. Gugler and Gilbert (2002) report that child labour is a serious concern because large number of children is trapped in highly exploitative and abusive employment relations such as domestic work and bonded labour.

Much of the recent concern over child labor, as is evident from the rapidly expanding literature¹ on the subject, stems from the belief that it has a detrimental effect on human capital formation. This is reflected in the close attention that child schooling has received in several studies on child labor. Ray (2002) are part of a large literature that provides evidence on the tradeoff between child labor and child schooling. Much of this evidence is on the impact of child labor participation rates, rather than child labor hours, on child schooling. This reflects the fact that data on child labor hours is much more difficult to obtain than that on child labor participation rates. However, from a policy viewpoint, knowledge of the impact of child labor hours on a child's school attendance and school performance is more useful than that of child labor force participation rates

In Kenya, the actual number of children in the labour market is not clear. There are obstacles to these. The first is the definition of the child labour itself, which makes it difficult to determine even the scope of the exercise in terms of ages and activities covered. Secondly is the lack of reliable national statistics on the problem. But estimates from ILO Programme coordination put it as 3 million children (Staff 1997). According to Otieno (1995) some children in Kenya hawk or beg along the streets while others work in agriculture and domestic sectors. Moreover some of these children work in the fisheries, quarry, and forestry and in the commercial sex industry. This study however concentrated on those children who are involved in labour related activities where financial return benefits either the family or themselves. It thus, ignores children who labor in the subsistence sector. In Kenya, this is a significant sector especially in rural areas where a significant proportion of the population engages in activities that are not financially rewarded. For a long time this population has tended to be ignored or treated

with a whiff of the hand as their contribution to the economy remains unrecognized. Children's labor has constituted a significant part of this marginalized group. In this study, we focus on child labor in Voi district, Coast province, Kenya.

Onyango in Shah and Cantwell (1985), points out that child labour can be seen as participatory, beneficial and exploitative activity. As participatory beneficial activity, child labour is away children can share in the redistribution of wealth by earning wages. Onyango adds that in the agricultural societies it could even be the only means of ensuring a balanced diet for the whole family. Furthermore, Onyango argues that in the work process, children can learn skills and social values that schools may not offer. A working child she asserts is not idle and thus is likely to drift away and involve himself or herself in criminal and anti-social activities. On the contrary Kayongo-male and Walji (1984) argue that during the work process the child may learn deviant behaviours like lying, stealing and even abusive language especially when working with careless adults who treat children like adults.

As an exploitative activity, Onyango argues that child labour is a way by which children under the ages of sixteen years are exposed to conditions of work that may be harmful to their physical, emotional, mental or moral welfare. In addition, Onyango notes that observations made among working children in factories show that work can stunt development during the period of growth, prevents children from going to school and creates cheap labour. The current study investigated whether or not child labour activities that are commercial in nature have an influence on academic achievement of primary school pupils.

Other Kenyan researchers have shown that academic performance is affected by a number of factors, including student-related factors like willingness to learn (Magiri, 1997); school-related factors like adequacy of resources and facilities (Musoko, 1983; Kunguru, 1986); teacher-related factors like teacher morale, teaching methods and job satisfaction (Nkonge, 2010); and school administrators' leadership traits (Anyango, 2001; Orina, 2005) among others. A study by Lloyd, Mensch & Clark (2000) in Kenya found out that low performing schools were characterized by inadequate school facilities, lack of active participation of students in the teaching-learning process, and poor overall school atmosphere in terms of organisation, rules and student-to-student interaction. This study aimed at furthering research on the area of academic performance by advancing the research on effect of child labor on academic performance in Kenya

The child presence in the labour market carries many implications. Dragmaci, [1985] asserts that lack of schooling perpetuates a bleak and hopeless status quo barring the way to any sort of advancement or better life. He adds that those who work and go to school may not succeed in education. This is because the long hours spent on the job result in fatigue, restlessness and lack of concentration in class. This in turn may lead to poor performance, failure and high dropout rates. However, such claims lack empirical evidence to support them. In the absence of this empirical evidence, people may not make informed decisions about the effects of child labour on education. This study aimed at providing such evidence to support or refute the claims that child labour has negative effects on education.

There are reports that from early age, boys and girls are taught different skills and are assigned gender specific roles. In many cultures female children have a lower ranking than male children and are generally denied education opportunities (Government of Kenya GOK/UNICEF 1992). Studies also show that when parents are faced with financial difficulties, especially in rural areas, they give priority to boys' education.

Implementation of cost sharing in education had made it very expensive for parents to educate their children given this tendency of parents to favour boys in education; girls are prone to be disadvantaged. Castle and Olweya, (1996) observed that some parents regard girls as intrinsically inferior to boys. Because of this belief girls are most likely to drop out of school when financial difficulties exist in families. They added that domestic child labour keeps more girls than boys out of school and that many parents in many developing countries will give preference to boys' education and fail to appreciate the value of education for girls. Instead they see the value of girls' labour in house and collecting firewood and water.

United Nations Educational Scientific and Cultural Organization (UNESCO, 1975) states that girls clean the house, cook, fetch water and help care for younger children especially when a mother dies, falls ill or is overworked. With all these chores done, girls may be too exhausted to concentrate on their studies leading to poor performance.

Kayongo-Male and Onyango (1991) note that, in rural areas, female children are often more burdened than male children in domestic duties. They attribute this to the fact that most after school duties are largely female roles. Moreover, a female child's performance in education may not be as highly valued as that of a male child. Thus while the male

child is seen as needing time to do homework, this may seem to parents to be of secondary importance for the female child.

Research carried by Lugeve (2001) on the relationship between child labour and fishing activities in Lake Victoria showed that there is significant difference in the academic achievement of pupils who were involved and those who were not involved in fishing activities. He recommended that there was a need to replicate the study in other areas and also cover other child labour activities. It is against this background that there was need to do this study in Voi Division of Voi District, Taita-Taveta County, Kenya.

1.3 Statement of the Problem

Child labour may be on the rise owing to the emergence of HIV/AIDS especially in sub-Saharan Africa (Evans, 2009). Child labour is often closely associated to low-income, increased urbanization and other economic factors. There is however limited attention on the psychological factors that influence child labour participation. This is critical because it provides opportunities for intervention through psychological counseling or other school based support systems.

This study attempts to investigate these factors and their effect on academic achievement of pupils in Voi Division of Voi District in Kenya. This district is ideal because of high level of poverty which undermines pupils' school participation. According to a recent National survey on poverty incidences, Voi's poverty levels are much higher than National average for Kenya. In a country where 60% of the population earns less than one dollar per day, these levels are bound to significantly influence school participation

among pupils. High incidences of HIV/AIDS intensify rather than ameliorate this problem. The current study attempts to determine the factors that lead to child labour participation and their role of these on school achievement.

1.4 The Purpose of the Study

The main purpose of the study was to investigate the effects of child labour on academic achievement of primary school pupils in Voi Division of Voi District Kenya, Taita-Taveta County

1.4.1 Study Objectives

- (i) To find out the predominant child labour related activities among primary school going children in Voi Division.
- (ii) To investigate the determinants of child labour among pupils in Voi division of Voi district Kenya.
- (iii) To compare the academic performance of pupils who engage in child-labour activities and those who do not.
- (iv) To establish the effect of child-labour activity on academic achievement of pupils in Voi division of Voi district Kenya.

1.4 Research Questions

1.4.1 Major research questions

What are the effects of child labour on academic achievement of pupils in primary?

Schools of Voi division of Voi district Kenya?

1.4.2 Subsidiary questions

- (i) What are some of the most predominant child labour related activity among pupils in Voi Divisional Schools?
- (ii) Do pupils who are involved in child labour related activities differ in academic achievement from those who are not involved in these activities?
- (iii) What are the determinants of child labour among pupils in Voi division of Voi district, Taita-Taveta County?
- (iv) Which child-labour related activity significantly affects academic performance of pupils in Voi Division of Voi District, Taita-Taveta County?

1.5 Significance of the Study

This study provides empirical evidence about the effects of child labour on academic achievement in primary schools in Voi Division of Voi District Taita-Taveta County. The findings of the study may be used by the policy makers to educate the public against child labour. The policy makers at the Divisional level can use it as a guide on issues of child labour on academic performance. Significantly, the parents of pupils involved in child labour activities may be enlightened by the findings of this study about the detrimental effects of these activities on academic achievement of their children. Further, the study will also be useful for those who offer guidance and counseling. The findings of the study also can be used further to suggest possible solutions to teachers, parents and any other stakeholder on how to stamp out, reduce or eliminate the practice. Finally the

findings can use used to make recommendations with regard to the improvement of academic achievement in schools.

1.6 Justification of the study

Kenya is a poor country where vast majority of the population lives on less than on dollar per day. Voi division of Voi District, Taita-Taveta County has more poverty incidences than the average Kenyan population

Kenya's current policy is to achieve a universal primary education by 2015. This policy is severely undermined by high levels of poverty which encourage the use of children as labour by poor households. There is however limited empirical studies on this problem in Kenya. This therefore limits the capacity of developing an appropriate policy intervention to deal with this problem.

Secondly, several studies have been conducted on academic achievement of pupils for example (Yinusa and Basil 2008, Csereklye, Dekker et al 2009), These studies have however concentrated on economic and sociological factors, however there is limited attention on psychological factors like stress, burn out, depression and psychological attitude. The rather are particularly important, especially in societies where there is a high significant number of child labour.

Kenya is one country which is likely to face high level of child labour because of high level of poverty, high incidence of HIV/AIDS intensify this problem. There is however little empirical data on this area. There is therefore need that psychological factors that

influence child labour in poor countries are investigated. The current study seeks to investigate the role of these factors in Voi division of Voi District, Taita-Taveta County

The psychological factors are particularly important in countries where Education is highly gendered. Female genital mutilation for example is known to have negative effects on self esteem and physical health of girls. In Kenya this practice is prevalent among some communities. Voi division is one area where girls undergo female genital mutilation. The effect of this practice on child-labour market participation is hardly investigated

The present study seeks to address this gap by providing data on how the girls who have undergone the female genital mutilation may have different attitude from those who are not and how it impacts on academic achievement

1.7 Assumption of the Study

The researcher in carrying out the study made the following assumptions:

- (i) The respondents were able to respond to the questionnaires honestly.
- (ii) That the schools have proper pupils' progress records of their pupils
- (iii) Scores on academic performance, when standardized, were acceptable measure of academic achievement and would constitute a true reflection of pupils' abilities.
- (iv) Each primary school had given each of its pupils an admission number.

1.8 Scope of the study

The study was confined to selected public primary schools in Voi Division of Voi District and not all the schools in the district or in the whole country. This was because of the constraints of time and finance. The study was also limited to standard seven pupils. Compared to lower classes, class seven pupils are more able to read and understand the questions asked by the researcher. The findings were generalized to all schools in the district with respect to academic performance, if the characteristics of the population was similar to the one used in this study.

1.9 Limitations of the Study

This study was confined to child labour activities where the participants earned some income or where financial gain was obtained either for themselves or for the family in relationship to academic performance. There may be other factors that may have influenced performance like government policies, this were not catered for in this study. The study concerned itself with the empirical questions related to child labour and its consequences on academic performance of boys and girls.

Secondly administration of questionnaire might have evoked anxiety related to examination. However, in carrying out the study, the researcher assured the students that the questionnaire was not to test them in anyway. They were simply required to give their opinions, which was not necessary had to be similar. That is, there was neither right nor wrong answer.

Thirdly, there were many factors that may have affected academic performance of both boys and girls. For instance, lower intelligence, genetic inheritance, unpreparedness of the pupils during exam time and lack of self initiative but these factors are randomly distributed and therefore were unlikely to affect the findings.

1.10 Theoretical Framework

1.10.1 Theory of Exploitative Child Labor

The study was guided by Theory of Exploitative Child Labor (Kenneth and Swinnerton, 1999) the theory is based on two key features: first, parents have imperfect information about whether employment opportunities available to their children are exploitative or not. Second, firms choose whether or not to exploit their child workers. In early policy-oriented discussion of child labor, it was often assumed that all work by children is necessarily harmful. By the mid-1990s, it became more commonly understood that some work could be beneficial for children, since it could allow them to achieve at least a subsistence level of consumption or to acquire skills. In this spirit, the term exploitative child labor generally came to distinguish certain work that was clearly harmful to the children involved (Organization for Economic Cooperation and Development, 1996, Swinnerton, 1997).

Arnab K. Basu and Nancy H. Chau (2003, 2004) developed a model in which the only way for rural parents to smooth consumption across lean and harvest seasons is through an interlinked credit-labor contract (bonded labor). They show that if bonded child labor occurs in equilibrium, then households would have been better had parents made a

commitment to keep their children out of work. An effective commitment would have led to much higher parental wages. On this basis of this implication for household welfare, Basu and Chau classify bonded child labor as exploitative. Sylvain Dessy and Stéphane Pallage (2005) suggest that some children enter worst-forms jobs because they pay better than other jobs available to children. In the context of extreme poverty and full information that Dessy and Pallage envision, the compensating differential for the "harm" done by a worst-form of child labor is enough to make it privately and socially preferable to the harm that might be done by forcing children to accept a lower paid job and suffering a dismally low material standard of living. This accords with the long-standing warning that has emanated from economists discussion of child labor: if the work is the best opportunity available to a child according to her preferences, then the individual child is not made better off by taking the opportunity to work away. Time spent working makes it less likely that children are able to draw educational benefit from their time in the classroom and/or to remain in school long enough to graduate. The use of children's time to work both in and outside the home undermines their rights to education as well as to play and participate in family and community life.

1.10.2 Expectancy Valency Theory

This theory explains reasons that make children participate in labour related activities rather than go to school. Vroom's Motivational Theory (1946) in Dwivedi (1979) asserts that an individual's motivation towards an activity at a point in time is ascertained by the anticipation values of all the outcomes including both positive and negative of that activity multiplied by the strength of his expectation that the activity will result in the

outcome pursued. The theory explains why children feel motivated to go to school or participate in child labour activities. In situations where the school in view of the pupil does not have a positive contribution towards meeting his expectations, he may opt to absent himself from school.

Young people assess the benefits of attending school. When they find that they are minimal compared to those accruing from working, they may feel motivated to sacrifice school attendance. By so doing they get something more rewarding (money) than being in class. The same thing happens when parents decide to remove their children from school to work. At that time the parents weigh the outcomes of a child's work and those of attending school. The parents find that those of a child's work outweigh those of attending school. This is because money that results from a child's participation in child labour activities is valued. It also happens to be the outcome pursued. Thus the parents will always feel motivated to ask a child to sacrifice school attendance for participation in child labour activities.

1.10.3 Social learning theory

This theory was used to explain other reasons that may drive children to participate in child labour activities rather than go to school. The theory was put forward by Bandura (1977) in Hilgard, Atkinson and Atkinson (1976) to explain how children learn in their environment as they interact and observe significant others. Such learning assists them in becoming socialized so that what they do is congruent with the norms and expectations of their societies. This therefore explains how children acquire adult behaviors and even skills. Reinforcement plays an important role in social learning.

If a model is rewarded for a particular behavior, the chances for such a behavior (hawking, shamba work, domestic work, sisal harvesting activities) being modeled are higher since the observer (pupil involved in hawking, shamba work, brick making, domestic work) shares the model's reward vicariously. If the model is punished, the observer is likely to avoid such behavior. When children see their peers with money gained from participation in such activities, they are likely to be tempted to miss school and participate in hawking, shamba work, domestic work, brick making and sisal harvesting in order to get the same money. Others after participating in these activities receive good comments from their parents. Hence they are reinforced to continue participating in hawking, shamba work, domestic work, brick making and sisal harvesting.

When parents remove a child from school to participate in hawking, shamba work, domestic work, sisal harvesting and brick making activities, the child obeys. This is so because the parents happen to be 'significant other' in the child's life.

1.10.4 Operational Definition of Term

Child Labour

Labour activities where children are paid or earn some income either for themselves or for family. These include, domestic work, sand harvesting, charcoal burning, brick making, sisal harvesting and hawking activities. It also means home or domestic labour, where children assist their parents in doing domestic chores. Payment is not provided.

Academic performance

Is frequently defined in terms of examination performance also refers to what the student has learned or what skills the student has learned and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments.

1.11. Chapter Summary

In this chapter, the general introduction has been provided that puts the rest of the proposal in clear perspective. The background against which the research is conceived has been given as well as factors governing the formulation and interpretation of objectives and research questions. The statement of the problem, justification, significance of the study, theoretical framework, conceptual framework, scope, limitations and operational definitions of terms of this study have been stated from which this study obtains its authentication. The next chapter deals with literature review

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is intended to acquaint the reader with existing studies carried out in the area of child labor and its effect on academic achievement of school going children. The chapter highlights the global, regional and national trend in relationship between child labor and academic achievement. It will address the various forms of child labor and highlights how they affect the academic performance of children.

2.2 Concept of child labor.

Tansrel (2006) defines Child labor refers as the employment of children in any work that deprives children of their childhood, interferes with their ability to attend regular school, and that is mentally, physically, socially or morally dangerous and harmful. This practice is considered exploitative by many international organizations. Legislations across the world prohibit child labor. These laws do not consider all work by children as child labor exceptions include work by child artists, supervised training, certain categories of work such as those by Amish children, and others. Child labor was employed to varying extents through most of history. Before 1940, numerous children aged 5–14 worked in Europe, the United States and various colonies of European powers. These children worked in agriculture, home-based assembly operations, factories, and mining and in services such as newsies. Some worked night shifts lasting 12 hours. With the rise of

household income, availability of schools and passage of child labor laws, the incidence rates of child labor fell (Charles 2011)

Household chores may promote social development for some children but at the same time may be exploitative and destructive for other children. Child work is further complicated when the same type of work may be beneficial and harmful to the same children. For example, agricultural work may be beneficial in terms of providing income and improving nutrition but if children are taken out of school during planting or harvesting the work becomes harmful because it is hindering their education. Child labor is a complex phenomenon that is difficult to define (Mildred 2006).

A broad definition of child labor may include aspects of child work that are beneficial, while a narrow definition may exclude harmful child activities. By defining child labor as an economic activity researchers fail to capture the large number of children contributing to the upkeep of the household at the expense of school and social development. (Kishner 2006). ILO (2009) defines child laborers as (1) children between 5-11 years of age who are economically active; (2) children between 12-14 years of age who work in an economic activity for 14 or more hours per week, and (3) children between 12-17 years of age engaged in hazardous work.

The definition of child labor used by the ILO is derived from two conventions, Convention 138 on the Minimum Age for Admission to Employment and Work, which sets the minimum working age at 15 years (14 years for some developing countries), and Convention 182 on the Worst Forms of Child Labor, which focuses on the worst forms of child labor. The main assumption is that work that does that does not interfere with

children's schooling or affect their health is positive. Although ILO makes this distinction between child work and child labor, ILO survey data measure whether a child is engaged in economic activity. This is a narrow definition because it excludes domestic chores. (Murray 2008). (Layla 2003) argues that majority of working children participate in domestic chores - they fetch water, cook, clean, farm, and take care of their younger siblings (Reynolds, 1991). UNICEF has a broader definition of child labor. It defines child labor as work that exceeds (1) 1 h of economic labor or 28 h of domestic labor for children, 5 –11 years; (2) 14 h of economic labor or 28 h of domestic labor for children, 12 – 14 years, and (3) 43 h of economic labor for children, 15 – 17 years. This definition expands the ILO definition but also has limitations. The definition assumes 28 h of domestic chores per week do not interfere with school attendance. 28 h of domestic chores for a child age 6 seems too high and is likely to impact schooling.

The number of hours children work is an important indicator of the intensity of child work, but it is also useful to know the time of day/night children work to determine its impact on schooling. (Mildred 2006)

Tomas (2011) adds that child labor is work that harms children or keeps them from attending school. Around the world and in the U. S growing gaps between rich and poor in recent decades have forced millions of young children out of school and into work. The International Labor Organization estimates that 215 million children between the ages of 5 and 17 currently work under conditions that are considered illegal, hazardous, or extremely exploitative. Underage children work at all sorts of jobs around the world, usually because they and their families are extremely poor. Large numbers of children

work in commercial agriculture, fishing, manufacturing, mining, and domestic service. Some children work in illicit activities like the drug trade and prostitution or other traumatic activities such as serving as soldiers.

According to James (2009), child labor involves at least one of the following characteristics: Violates a nation's minimum age laws, Threatens children's physical, mental, or emotional well-being, Involves intolerable abuse, such as child slavery, child trafficking, debt bondage, forced labor, or illicit activities, Prevents children from going to school and Uses children to undermine labor standards.

Child laborers suffer extremely high illness and injury rates in underground mines, opencast mines, and quarries. Children as young as 6 or 7 years old break up rocks, and wash, sieve, and carry ore. Nine-year-olds work underground setting explosives and carrying loads. Children work in a range of mining operations. (Annie 2009).

Today, throughout the world, around 215 million children work, many full-time. They do not go to school and have little or no time to play. Many do not receive proper nutrition or care. They are denied the chance to be children. More than half of them are exposed to the worst forms of child labor such as work in hazardous environments, slavery, or other forms of forced labor, illicit activities including drug trafficking and prostitution, as well as involvement in armed conflict (Jay 2005)

In developing countries, with high poverty and poor schooling opportunities, child labour is still prevalent. In 2010, sub-Saharan Africa had the highest incidence rates of child labour, with several African nations witnessing over 50 percent of children aged 5–

14 working (Dickens 2009) worldwide agriculture is the largest employer of child labour. Vast majority of child labour is found in rural settings and informal urban economy; children are predominantly employed by their parents, rather than factories. Poverty and lack of schools are considered as the primary cause of child labour (John 2009). The incidence of child labour in the world decreased from 25% to 10% between 1960 and 2003, according to the World Bank (Charles 2004)

2.3 Concept of academic achievement

Academic achievement or (academic) performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals (Jason 2004). Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts. In California, the achievement of schools is measured by the Academic Performance Index (Laura 2011)

Ward (2005) argues that individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests (quick learners) and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.

An academic achievement is something you do or achieve at school, college or university - in class, in a laboratory, library or fieldwork. It does not include sport or music. An academic achievement, such as graduating 1st in one's class, is sometimes a purely quantitative matter, while having the findings of lengthy, comprehensive research published by a recognized journal is also a notable academic achievement. Being named head/chairman of a particular department at a university is both a professional and an academic achievement (Phillip 2008).

Education produces citizens who are able to compete in the global arena (World Bank, 2004). It is believed to be a prerequisite to equity, equality, and diversity. The major goal of the Ministry of Education in Kenya is to provide equitable and quality education at the primary and secondary levels. Educational outcomes in Kenya is mainly measured through national examinations which are very competitive at the end of the first eight year cycle, leading to Kenya Certificate of Primary Education (KCPE) as well as the second cycle, culminating with Kenya Certificate of Secondary Education (KCSE).

2.4 Predominant Child labor related Activities.

African children have worked in farms and at home over a long history. This is not unique to Africa; large numbers of children have worked in agriculture and domestic situations in America, Europe and every other human society, throughout history, prior to 1950s. Scholars suggest that this work, especially in rural areas, was a form of schooling and vocational education, where children learned the arts and skills from their parents, and as adults continued to work in the same hereditary occupation. Bass claims this is particularly true in the African context. (Patricia Miller 2008)

Children are engaged in commercial sexual exploitation and are reported to engage in prostitution within bars, discos, brothels, massage parlors, and on the streets. While the majority of children exploited in prostitution are between 13 and 17 years, children as young as 9 years are reported to be involved. Many girls who hawk or beg during the day reportedly engage in prostitution at night. (Joel 2005)

In the agricultural sector, girls are sometimes forced to provide sexual services in order to obtain plantation work. Sudanese and Somali refugee children are also alleged to be involved in prostitution in Kenya. The growth of the tourism industry has been accompanied by an increase in children's involvement in prostitution, including in the coastal towns of Malindi, Mombasa, and Kalifi. (Diana 2006).

The crisis following the December 2007 presidential election has had negative effects on children in Kenya. The Kenyan education system – particularly in the Rift Valley, Nyanza, Western, Coast, and Central regions – suffered from a widespread displacement of students and teachers, and many schools were looted and burned. Several thousand teachers refused to return to these regions, fearing they will be targeted because of their ethnicity. Many schools closed for classes, while others were converted into centers for internally displaced persons (IDPs). Children themselves have become refugees and IDPs while fleeing the violence with their families, and some have been killed as a result of the violence. (Mead 2005)

Werner (2006) argues that within Kenya, children are trafficked from rural to urban areas for forced labor in domestic service, street vending, and for commercial sexual exploitation. Kenya's coastal area is a known destination for trafficked children to be

exploited in sex tourism. Most child trafficking in Kenya occurs mainly through personal and familial networks.

Poverty and the death of one or both parents may contribute to a family's decision to place a child with better-off relatives, friends, or acquaintances, which may end up trafficking and/or exploiting the child. Orphaned children and street children are at increased risk of being trafficked (John, 2008)

Suda (2001) estimated that Kenya had 3 million children working in intolerable conditions and who were visible. The number of invisible child workers, claims Suda, were much larger. The visible child labour in Kenya were engaged in agriculture, tourism industry, quarries and mines, pastoral labour, mining, garbage collection, fishing industry, and the transport sector where they move from place to place as *matatu touts*.

The government of Kenya (2010) estimates there are 1.9 million children aged 5–17 who work, most of whom miss schooling. Agriculture is a major employer; of all laborers employed in coffee plantations, for example, 30% are children younger than age 15.

United Nations, in its country profile report for Kenya in 2009, estimated about one third of all children aged 5–14 were working. Agriculture and fishing were the largest employers, with former accounting for roughly 79% of child labour.

The United States Department of Labor estimated, in its 2010 report, about 32% of all Kenyan children aged 5–14 work, or over 2.9 million. Agriculture and fishing are the predominant employers. The informal sectors witnessing the worst form of child labour include sugarcane plantations, pastoral ranches, tea, coffee, miraa (a stimulant plant),

rice, sisal, tobacco, tilapia and sardines fishing. Other economic activities of children in Kenya include scavenging dumpsites, collecting and selling scrap materials, glass and metal, street vending, herding and begging. Forced exploitation of children in sex tourism, the report claims, is prevalent in major cities such as Nairobi, Kisumu, Eldoret and coastal cities of Kenya. (Annabel 2009)

Poverty and lack of schooling opportunities are major causes of child labour in Kenya. The country faces shortages of teachers and schools, overcrowding in schools, and procedural complications from children's unregistered status. Kenyan law prevents access to schools to a child if he or she is unregistered as a citizen with Kenyan authorities. Currently, 44% of Kenyan children in rural areas remain unregistered. Thus, even when schools may be available, rural children are unable to prove citizenship, and these unregistered children risk losing the opportunity for schooling. (Angelina 2008)

In Kenya, children primarily work in the informal sector. They work, often with their families, in subsistence and commercial agriculture, on tea, coffee, rice, and sugar plantations. Children also work in herding and in fisheries. Children also work in domestic service, construction, transport, quarries, and mines, including gold mines. In urban areas, some street children are children who managed to escape from abusive domestic service situations. (Lerer 2009)

2.5 Determinants of child labor

Drusilla (2009) argues that one of the major determinants of child labor in the world we live in today has been high levels of poverty among many families. Poverty may be

measured on an absolute scale, which refers to set standards that are consistent over time and between cultures, or on a relative scale where income, or wealth, disparities are seen as an indicator of poverty rather than material deprivation. Literature on the causes and effects of child labor use the relative scale more in referring to poverty.

A seminal theoretical work that captures the role of poverty in the dynamics of child labor is by Basu and Van (2008), who use subsistence constraints as an assumption for child labor, which culminates in multiple equilibriums in the labor market (Basu and Van 2008). A striking result is the normality of child leisure, which goes against the traditional negative income effects on child labor.

Among the published literature, Baland and Robinson formalize the poverty/child labor mechanism as one in which child labor decisions are made to maximize the present discounted value of a household's income (Baland and Robinson 2008).

Similar endeavors may be found in Parsons and Goldin (2009) and Andvig, Canagarajah, and Kielland (2001). Ray (2000) concludes that child labor, especially in Pakistan, is not negatively correlated with income and related variables. Bhalotra (2007) proposes a test of poverty comparison and investigates it with data on children in wage work in rural Pakistan.

Basu (2005) establishes that the same income can lead to different household decisions, depending on who the earner is, leading to an effort to replace the standard household model with the "collective model," which recognizes that a household's decisions depend on the power balance between the husband and the wife. The results suggest that boys

appear to work on account of poverty compulsions while the evidence for girls is ambiguous.

Household literacy is also another major determinant of child labor. In a similar fashion, may be taken either as the literacy among children, when it is studied as a competitor of labor among them, or as the literacy level of the household where it is studied as a dominant moderator in the aforementioned household decision-making models. Literacy, especially in the former sense, is usually listed among unobserved characteristics of the household, which are always difficult to measure (Deb and Rosati 2004).

Ravallion and Wodon (2000) investigate the displacing factor of child labor by positively testing the effects on children's labor force participation and school enrollments of the pure school price change induced by a targeted enrollment subsidy in rural Bangladesh. Still the literature is missing for the investigation of overall literacy level of the household, which may play a critical role in the bargaining in the household.

A literate father or a literate household head may change the fate of the kids in the household despite all pressures of poverty, especially in cultures like Pakistan, Bangladesh, and India. This household characteristic, when studied in connection with the poverty/income level of the household may give striking results. (Abraka 2010)

Patrinos and Psacharopoulos (2007) analyze the effects of being indigenous, number of siblings, their activities, and their age structure on child schooling progress and child non-school activity and categorize family size is an important variable. Lerman (2006) discusses the impact of changing family structure on child poverty in the United States.

He establishes that the trend away from marriage accounted for almost half the increase in child income inequality and more than the entire rise in child poverty rates.

Kessler (2001) investigates the role of birth order, family size, and family structure on wage determination. Result shows that neither birth order nor childhood family size significantly influences the level or growth rate of wages, while family size is statistically and economically significant determinant of women's employment status. These household characteristics may also be used as factors to put them in a statistical factor analysis that may help us in identifying the underlying structure among these characteristics, which may be used to identify further the most important factor(s) among all these and to put them in a decreasing order of importance. A classical regression analysis may also be used to serve the same purpose as it is abundantly present in the literature but the assumptions in a classical regression analysis are too difficult to comply. All these household characteristics have inter-dependencies and interrelationships that may mar a classical regression analysis by introducing multi-collinearity and auto-correlations. (Robert 2008).

Some studies also consider cultural aspects such as gender issues that may influence some disparities in child labor. Tansel (2005) points to gender as one characteristic that should not be neglected when analyzing the determinants of education. He noted that the effect of income on the schooling of girls was larger than that of boys.

Peer influence has also been cited as another cause of child labour. Kayongo-Male and Walji (2004), Oloo and Ojwang (2004) suggest that peer groups may often have a strong influence on the work behaviours of children. The latter would be those who are

susceptible to the ridicule or encroachment of their fellows. The authors add that for children who work in paid labour, their work mates in their age group becomes their most important peer group. The peer group also teaches each other how to survive in the work environment and how to evade police and labour inspectors.

2.6 Child Labor and Academic performance.

Past research on the consequences of child labor on schooling in developing countries has concentrated on the impact of child labor on school enrollment or attendance. Patrinos and Psacharopoulos (2007) and Ravallion and Wodon (2000) found that child labor and academic performance were not mutually exclusive activities and could even be complementary activities.

Rosenzweig and Evenson (2007) and Levy (2005) found evidence that stronger child labor markets lowered academic performance. There is stronger evidence that child labor lowers time spent in human capital production, even if it does not lower enrollment per se. Psacharopoulos (2007) and Sedlacek et al. (2003) reported that child labor lowered years of school completed and Akabayashi and Psacharopoulos (2000) discovered that child labor lowered study time.

Duignan (2006) identified child labor involvement and socio-economic background of the student as some of the factors that influenced academic performance. Nkinyangi (2007) found out that socio-economic background of a child which leads to child labor influenced academic performance.

Kinyanjui 2009) as cited by Wamahiu (2005) found that limited income resulting to child labor affected the performance of children. This finding was supported by Waweru (2002) who found out that environmental factor such as poverty, low wage, unemployment, large families and loss of family members led to poor performance.

Shittu (2004) found out that poor parental care with gross deprivation of social economic needs can contribute towards poor performance of school going children because these children will opt for child labor in order to feed themselves. Such a situation may arise as a result of divorce, death, or separation. Parents as the first socializing agent affect the general performance of learners.

Ndiritu (2009), found that the socio-economic background influenced academic performance and that children from poor families are more involved in labour. Some parents do not encourage their children to work hard in school and some families are headed by children. This is a situation which can not inspire the children to work hard in primary school. In some homes, it is an established tradition that the highest education

Students who work inside the home only experienced a negative impact on their achievement test scores, but the negative impact was greater for students who only worked outside the house and those who worked both inside and outside the house. (Bell 2003). Joseph (2004) argues that students who work both outside and inside the home have a heavy work load, possibly tire themselves physically, and have less time and energy to devote to their studies than students who do not work or who only work in one location hence their academic performance declines. Each additional hour that a student works lowers school achievement. Students who work 7 hours or more per day

experience the most harm to their school performance, but the harm is modest with at most a 10 percent decrease in their achievement test scores relative to students who do not work. (Basu 2003)

In addition to being more likely to work and to work long hours, high school students experience more negative effects of each additional work hour on their school performance than the eighth-grade students do. Working up to 2 hours per day (14 hours per week) has a minimal or no impact on school achievement. This result informs a debate among researchers and policy makers about how to define child labor. (Tzannatos 2003)

Child labor, whether it occurs inside or outside the home, causes a decrease in school achievement and the negative effects are stronger for higher academic levels. A difficult issue for policymakers who would like to eradicate child labor is that families might rely upon the earnings of children and adolescents to meet basic needs. Our results demonstrate the possibility that work can be combined with schooling and have minimum impact on school achievement if work is limited to a maximum of 2 hours per day, or 14 hours per week.(Elis J 2006)

Abraka (2010) found that 22% of student's academic performance was influenced by attending classes in secondary schools of Delta State of Nigeria. He therefore identified that increase in attendance will also increase academic performance of students.

Child labor is a facet of poverty their connection is well entrenched in the empirical literature. The dilemma is whether this child labor is efficient from economic point of

view and whether it is a hindrance on the child achievement at school and personal development.

The conventional argument for government intervention in child labor market is based on the existence of externalities-parents do not fully internalize the positive externalities accruing from higher educational attainment to their children and hence under provide In terms of education for their offspring (Annabel, 2008).

Children involvement in child labor is a violation of nation's Minimum Age Law and prevents them from school thereby undermining labor standards and threatens children physical, mental and emotional wellbeing. Involves them into labor abuse such as slavery, child trafficking, debt bondage, forced labor and illicit activities which all decrease the academic performance of school going children. (Warsena 2008)

2.7 Major Child labor activities that influence academic performance in Kenya.

Child labour is a global problem and it influences academic performance of children, and its elimination is being called for in the world. According to a recent International Labour Organization (ILO) report, it was estimated that there are 250 million children between the ages of 5 and 14 years working in Developing countries – 120 million are working full time while 130 million are working part time (Chakravarthi 2007). These children are involved in such activities like picking coffee or tea regardless of whether it is a school term or holiday (Staff 2004). They are also involved in fishing activities, salt harvesting, and sugar cane cutting that derailed their academic performance.

Gugler and Gilbert (2002) reported that child labour is a serious concern because large numbers of children are trapped in highly exploitative and abusive employment relations such as domestic work and bonded labour. In the dangerous and hazardous categories of work, brick making, commercial sex, mining, and carpet making are the most cited.

Bequele and Boyden (as cited in Gugler & Gilbert 2002) reports that many children work for excessively long hours and do not receive adequate nutrition, health care, and education. In Kenya, the exact number of children in the labour market is not known. This is because no statistics exist to show how many children are in the labour market. What exist are mere estimations from individuals. For instance, the ILO program co-coordinator claimed that there were three million children in the labour market (Staff, 2007).

The Minister for Labour while addressing 1998 Labour Day, reported that three million children of school going age were out of school and the labour force would grow to 16 million by the year 2010 leading to low academic performance (Staff, 2008).

Otieno (2005) states that some child laborers in Kenya hawk or beg along the streets, while others work in agricultural and domestic sectors. Moreover some of these children work in the fisheries, quarry, forestry, and in the commercial sex industry. Two surveys in Homa Bay and Suba districts by Training and Advocacy for Community Initiative {TRACOI; as cited in Staff, 1998, July 29} and Homa Bay District Children Advisory Committee {HDCAC; as cited in Oloo and Ojwang, 2004} showed that school children were heavily involved in fishing activities.

The surveys indicated that children participated in these activities to the detriment of their health and education. The literature review conducted in this study did not find any studies in Kenya, which have investigated the effects of fishing activities on academic achievement of primary school pupils. This study therefore concentrated on those children who work in the fishing industry. Onyango's study (as cited in Shah & Cantwell, 2005) points out that child labour can be seen as both participatory-beneficial and exploitative activity.

Onyango (2008) argues that child labour is a way by which children under the age of 16 years are exposed to conditions of work that may be harmful to their physical, emotional, mental, and moral welfare. In addition, Onyango notes that observations made among children working in factories show that work can stunt development during the period of growth, prevents children from going to school, and creates cheap labour.

Dogramaci (2005) notes that most ILO studies in different countries like Kenya, Thailand, India, and Bangladesh have shown that most working children do not go to school hindering their academic performance. Dogramaci asserts that lack of schooling perpetuates a bleak and hopeless status quo, barring the way to any sort of advancement, or better life. He adds that those who work and go to school may not succeed in education.

According to Jay (2004) children engage in cultivation, planting and harvesting. School attendance of pupils from families with low income is poor during market days and cash crop picking seasons. This poor attendance was used to explain poor academic

performance in internal examinations among pupils from poor families and therefore teachers had to recommend that pupils affected repeat classes (Michieka 2008).

Related Studies

Findings of a study conducted to investigate the working and living conditions of migrant child workers in the cotton industry; the effects of work on their physical, psychological and educational development (Gulbucuk et al., 2003) indicated that seasonal work has particularly adverse effects on the schooling of children. In another study focusing on children in street work, work was also shown to impact negatively on children's schooling (Aksit et al., 2001).

Ray & Lancaster (2003) investigated the effect of work on the school attendance and performance of children in the 12-14 year age group in seven countries, particularly in terms of the relationship between hours of work and school attendance and performance. They concluded that hours spent at work had a negative impact on education variables, with the marginal impact weakening at the higher levels of work hours. An exception to this was in the case of Sri Lanka, where a weekly work load of up to (approximately) 12-15 hours a week contributed positively to the child's schooling and to his/her study time.

Children who perform poorly in school are more likely to enter the labour market at an early age. Researchers have suggested that even limited amounts of work adversely affect a child's learning, as reflected in a reduction in the child's school attendance rate and length of schooling (Ray & Lancaster, 2003; Heady, 2003).

Rosati and Rossi (2001), using data from Pakistan and Nicaragua, conclude that an increase in the hours worked by children significantly affects their human capital accumulation. Ray (2000c), using information on educational attainment from the 50th round (July, 1993 – June, 1994) of India's National Sample Survey found that, in both rural and urban areas, the sample of children involved in economic activities recorded a lower mean level of educational experience than non working children.

more recently, Heady (2003), and Rosati and Rossi (2003) have found some evidence that child labor lowers primary school test scores in developing countries. This study builds on these last two papers by examining the linkage between child labor and school achievement in 9 countries in Latin America. The current study benefits from more detailed data sets that allow controls for child, household, school, and community variables, and it makes use of an empirical strategy that controls for the likely endogeneity of child labor. Our results are very consistent: in all 9 countries, child labor lowers performance on tests of language and mathematics proficiency, even when controlling for school and household attributes and for the joint causality between child labor and school outcomes. To the extent that lower cognitive attainment translates to lower future earnings, as argued by Glewwe (2002), these results suggest that there is a payoff in the form of higher future earnings from investing in lowering the incidence of child labor.

In Ghana, for instance, Heady (2003) analysed the effect of children's economic activity on their level of learning achievement. The result showed that work has a substantial effect on the learning achievement in the key areas of reading and mathematics. Work

has a much larger effect on advanced mathematical scores than that of advanced reading scores. This effect is substantial on children's mathematical skills, if they work outside the home. Therefore, Heady concluded that children who worked as well as attending school found themselves as being less able to learn as a result of exhaustion or a lack of time to complete homework or a diversion of interest away from academic concerns.

Analyzing the household survey data from two Latin American countries, Bolivia and Venezuela, Psacharopoulos (1997) concluded that working children have three times more likely to fail a grade in school. He found that child labour reduces the educational attainment by about two years of schooling for working children, relative to the non-working children. Similarly, in Pakistan and Nicaragua, Rosati and Rossi (2003) documented that increased hours of working were associated with poorer test scores. In this connection, Gunnarsson et al.'s (2003) study examining the effect of child labour on the academic achievements of 11 Latin American countries found that children who work sometimes outside the home scored 12 per cent lower than the children who never worked in the labour market. Children working frequently outside home scored up to 16 per cent lower than children who never worked.

Admassie and Bedi's (2003) findings in rural Ethiopia regarding the consequences of work on the formal human capital development of children are interesting. Admassie and Bedi detected a nonlinear relationship between the hours of work and the school attendance/reading and writing ability (RWA) of children. They found a positive link between working and schooling/RWA initially. However, RWA began to suffer if a child worked between 16-22 hours per week, although it had no effect on school attendance. If

a child worked beyond this threshold, both school attendance and RWA suffered. Khanam and Ross (2008) found that school attendance and grade attainment were lower for children who were working.

2.8 Chapter Summary

The chapter also highlighted theories of the study. The review of the related literature put the subject of study in its educational perspective and supported the knowledge gap that research attempts to fill. All these have been looked at. The next chapter discusses on the research design and methodology which will be explored during this study.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presented research design, target population, sampling design /procedure, sample size and data collection instruments further the chapter presented the data collection procedure, measurement of variables, reliability test, validation of instrument, data analysis, the expected outcome and ethical consideration.

3.2 Research Design

The research adopted a descriptive survey design. A descriptive survey was selected because it provided an accurate account of the characteristics, for example behavior, opinions, abilities, beliefs and knowledge of a particular individual. This study investigated and described the nature of prevailing conditions pertaining to the teacher's knowledge of situation or group (Calmorin and Calmorin, 2007). A Survey is a systematic means of collecting information from people that generally use a questionnaire (Grewal and Levy, 2009). This design was chosen to meet the objectives of the study, namely to determine influence of child labour in pupils academic performance.

3.3 Target Population

The study population consisted of a total of class four to class eight pupils drawn from 30 public primary schools in Voi Division Of Voi District, Taita-Taveta County Kenya (County education office, 2013). The population refers to the group of people or study

subjects who are similar in one or more ways and which forms the subject of the study in a particular study.

Table 3.1 Target population

Classes	pupils
Std 4 – std 6	6037
Std7-std8	7400
Total	13437

3.4 Sample Selection and Size

Sampling is a procedure of selecting a part of population on which research can be conducted, which ensures that conclusions from the study can be generalized to the entire population. The study made use of simple random sampling because it is considered simple, most convenient and bias free selection method. It enables every member of the population to have an equal and independent chance of being selected as respondents (Frankel, et al, 2000). The study used 30% of 13437 pupils as recommended by Kothari (2003), that 30% of a target population is adequate to use a sample in a study of is less than 10,000 and the required sample is small. In such a case, to calculate the final sample Young, (2006) suggested that 4% sample of a total population of less 10,000 is appropriate for a survey design. This gives the sample size as follows:-

Table 3.2 Sample size of respondents

Schools	Std 4 – std 6		Std7-std8	
	population	Sample	population	sample
Mwanyambo	241	10	234	9
Voi	211	8	267	11
Kajire	267	11	187	7
Mwambiti	231	9	189	8
Wray	278	11	452	18
Sagalla	286	11	234	9
Mwamunga	271	11	123	5
Kalela	271	11	156	6
Gideon mosi	211	8	235	9
Total	2267	91	2077	83

3.5 Data Collection Instruments

The primary data for the study was obtained using questionnaires. A questionnaire is a form that features a set of questions designed to gather information from respondents and thereby accomplish the researchers' objectives (Grewal and Levy, 2009). The researcher employed structured questionnaires as instruments of data collection. Questionnaires were appropriate because they are completely anonymous, allowing potentially embarrassing questions to be asked with a fair chance of getting a true reply. In addition, it is a relatively economical method in cost and time, of soliciting data from a large number of people and the time for checking on facts and pondering on questions can also be taken by respondents, which tend to lead to more accurate information (Walliman, 2005). Moreover, questionnaires are easy to administer due to alternative answers provided to the respondents and also enhances easy analysis. The questionnaire was in two parts. Part A is demographic information and part B is related to activities of child labor that are assumed to affect the pupils' academic performance.

3.5.1 Pilot Testing Of Instruments

To establish reliability of research instruments a pilot study was carried out in 20 pupils drawn from 3 schools from the nearby, Mwatate Division. These schools were selected purposively to ensure that they bear the same characteristics as the schools in the study area. The researcher chose schools in nearby ward to control the “hallo effect” and to widen the applicability of the study. The tests were done so as to find out whether the terms used resonate with pupils. The researcher also verified their content for accuracy consistency and ensured that ambiguous information was removed while deficiencies and weakness was noted and corrected in the final instruments.

3.5.2 Validity of Research Instrument

Validity refers to whether or not the measurement collects the data required to answer the research question (Somekh and Lewin, 2007). Validity was concerned with whether the instruments measured what they were supposed to. According to Frankel and Wallen (1993), validity had in the recent years been defined as appropriateness, meaningfulness and usefulness of the specific inferences researchers make based on the data they collect. Mugenda and Mugenda (1999) call it accuracy or meaningfulness of inferences which are based on the research results. It was the degree of which results obtained from analysis of data actually represent the phenomena under study. To validate the research instruments, the researcher sought the opinion of the supervisors after the pilot study. Proposed adjustments were captured.

3.5.3 Reliability of Research Instrument

Mugenda and Mugenda (1999) defined reliability as the measures of the degree to which a research instruments yielded consistent results repeated trails. Frankel and Wallen (1993) say it was the degree to which scores obtained with instruments were consistent. The reliability of the questionnaires and interview schedules were established through a test re-test method. This was accomplished by piloting the instruments before the actual study. Babbie (1973) says that instrument may be pre-tested on a sample of at least ten (10) respondents who do not have to be in the same representative sample during the main study. Cronbach alpha coefficient was used to test reliability.

3.6 Data Collection Procedures

The researcher collected data from the selected respondents after receiving permission from the Ministry of higher education through National council of science and technology, the County education office and Moi University authority to carry out the research in the identified area of study. During the school visits the researcher informed the respondents about the purpose of the intended study and booked appointments for the data collection. After familiarization, data was then collected from the respondents using the aforementioned instruments. The researcher personally distributed the questionnaires, and the completed instruments was verified and collected from the respondents within a period of ten days from the day of their distribution.

3.7 Data Analysis

Data from the field was checked for completeness, accuracy, precision and relevance. The data was keyed into statistical package software for social sciences for analysis. Analysis of data was done using descriptive statistics specifically mean and standard deviation. Inferential statistics was Pearson correlation coefficient. Coefficient of correlation is a statistical measure of how well a regression between two variables is fit. The correlation coefficient lies in a range of minus one to one and the nearer the absolute of the coefficient is to unity, the higher is the correlation.

3.8 Ethical consideration

To observe ethics, the researcher sought permission from respective authorities. Consent was sought from the respondents by giving them letter of introduction to carry out research. The name of the individual was not disclosed unless on agreement. All the confidential information for the respondent was not disclosed. Recorded data necessary for reports was given anonymity.

The study strived to achieve honesty and practice integrity (Shamoo and Resnik, 2009). The researcher honestly reported data, results, methods and procedures, and publications used. The researcher will strive to avoid biasness in experimental design, data analysis and data interpretation. The researcher will practice integrity by acting with sincerity, striving for consistency of thought and action. In addition, the researcher will avoid careless errors and negligence by being critical in examination of findings so as to keep good records of research activities such as data collection and research design. An

introductory letter from Moi University the researcher secured a permit from the National Council for Science and Technology (NCST) for the purpose of conducting research in selected sampled school

CHAPTER FOUR

4.0 ANALYSIS, PRESENTATION AND INTERPRETATION OF DATA

4.1 Introduction

This chapter reports the analyses of data pertaining to the effect of child-labour on pupils' academic achievement among primary school pupils in Voi division of Voi district, Kenya. The reporting of the results follows as a consistent format; a restatement of the research questions, after which the pertinent descriptive statistics, inferential statistics and appropriate conclusions are presented. The chapter opens with the demographic description of the participants involved in the study.

4.2 Demographics of the Participants

The sample of this study comprised of 240 pupils... Responses from 144 participants were analyzed. This is because 96 participants did not completely fill their questionnaires. The demographic description of the participants is presented in table 4.1. While giving focus to the child labour issue is significant, the study sought to establish the age of the pupils in relation to their gender. This enabled the disaggregation with regard to gender because it came out as an important element with respect to child labour and its establishment would enable the determination of the socially related issues with respect to the boy and girl child.

From table 4.1, it was revealed that for children aged 13 to 14 years, males comprised 53.01% while females comprised 46.99% of the total 83 pupils in this age category which

accounted for 57.64% of the total 144 pupils in the study while for those pupils aged between 15 and 16 years, 60.66% of them were male while 39.34% were female making a total of 61 pupils in this category that made up 42.36% of the total 144 pupils. On the overall, male children comprised 56.25% while females comprised 43.75% of the total 144 pupils in both age categories. The focus on these two age categories was necessitated by the fact that it is in these two age categories that the children are more vulnerable to child labour because they are a bit grown and are thought to have the ability to handle responsibilities from the social perspective.

Table 4.1: Demographic Description of the Participants

Age	Gender				Total
	Male		Female		
	Frequency	Percent	Frequency	Percent	
13 – 14 Years	44	53.01	39	46.99%	83(57.64%)
15 – 16 Years	37	60.66	24	39.34%	61(42.36%)
Total	81	56.25	63	43.75%	144(100%)

More findings in table 4.2 reveal that Majority of the pupils lived with both parents, 75 (52%) while 43 (30%) lived with relatives. Only 8% of the pupils lived with one parent while 10% lived with a guardian.

Table 4.2 People Taking Care of Pupils

I stay with.....	Frequency	Percent
Both parents	75	52%
One parent	12	8%
Guardian	14	10%
Relative	43	30%

4.3 Child – Labour Activities

The first objective of this study was to identify the most predominant child – labour related activities among boys and girls in Voi Division of Voi District. To achieve this objective, the study sought to establish the most pre-dominant child-labour related activities among boys and girls who engaged in child labour in Voi division of Voi district. The analysis was carried out using descriptive statistics by use of means and standard deviations in which the highest mean implied a high score for a particular child-labour activity. The results regarding this were summarized and presented in table 4.2. The pupils were asked to indicate the activities they engage in during school days. If the pupils indicated a particular activity, the activity was rated with 1. If the activity was not indicated it was rated with 0. The findings showed that majority of the pupils were engaged in domestic work as a child-labour activity with a mean of 4.27 (SD = 1.11, Skw = -0.813) followed by hawking and informal business/ trading (mean = 3.24, SD = 1.46, Skw= -1.606). However, the least engaged child-labour related activity was sisal harvesting with a mean of 1.66. Other significant activities that were engaged in by a given number of the pupils were; Charcoal burning, Sand mining and Brick making and farming activities such as digging, weeding and harvesting. It was therefore concluded that, domestic work is the most predominant child – labour activity among boys and girls in Voi division of Voi district.

Table 4.3: Mean Scores on Activities Contributing to Child – Labour

Activity	Mean	SD	Skewness
I engage in domestic work as a child-labour activity	4.27	1.11	-0.813
I engage in hawking and informal business/ trading	3.24	1.46	-1.606
I engage in farming activities such as digging, weeding and harvesting	3.10	1.49	-0.973
I engage in charcoal burning, sand mining and brick making	2.36	1.33	-1.460
Sisal harvesting	1.66	0.89	-0.775

Findings from table 4.4 illustrated that Majority of the pupils were introduced to child labour activities by their friends, 50 (35%) while 25% and 20% were introduced by their parents and brother/ sister respectively. However, although not to large extent pupils reported that they were introduced to labor activities by their relative and guardians as shown by 15% and 5% respectively. These findings clearly indicate that pupils were introduced to labor activities to those they trust like parents and friends

Table 4.4 People Introducing Pupils to Child Labor Activities

I was introduced to child labor activities by.....	Frequency	Percent
My parents	36	25
My brother/sister	29	20
My friends	50	35
My relative	22	15
My guardian	7	5
Total	144	100

Further, results in table 4.5 showed that 78 (54%) majority of pupils were engaging in the child labour activities because they wanted to provide for their families while 25% of them engaged in child labor to pay for their school fees and 21% of them wanted to buy good things like their friends. thus, the study argues that family structure and major determinants of child labor.

Table 4.5 Pupils Reason for Engaging In Labor Activities

I engage in child labor activities because.....	Frequency	Percent
I want to provide for my family	78	54
I want to pay my school fees	36	25
I want to buy good things like my friends	30	21
Total	144	100

4.4 Participation in Child – Labour Activities and Academic Performance

4.4.1 Child – Labour Activities and Academic Performance

The second objective of this study was to compare the academic performance of pupils who engage in child-labour activities and those who do not. To achieve this objective, the conducted an analysis of the difference in the mean scores in academic performance for those pupils who engaged in child-labour activities against those who did not using a one-way ANOVA with the test of significance carried out using the F-value. The pupils in this case were categorized into two groups; those involved in child – labour activities and those who did not. This was based on the ratings of the pupils on the listed child – labour activities in the pupils’ questionnaire. The academic performance of the participants was

calculated from the end of term examination records and the mean scores for the two groups of participants were computed.

The results regarding this were summarized and presented in table 4.3.

The findings showed that the mean number of those pupils not involved in child-labour activities was 55 which represented 38.19% of the total 144 while 89 (61.81%) of the total 144 pupils were involved in child-labour related activities. The mean academic performance of the pupils involved in child-labour activities was 146.83 with a standard deviation of 10.2 while that for pupils was 259.02 with a standard deviation of 9.8. From these findings, it was clear that the mean academic performance of pupils not involved in child-labour related activities was higher. The difference between these two means was tested and the findings revealed that the difference was significant with an F-value of 8.96 which was significant with a p-value less than 0.05 level of significance. The findings revealed that academic performance was inversely proportional to pupil involvement in child-labour activities and this relationship was significant at 0.05 level of significance.

Table 4.6: Mean Scores on Child – Labour and Academic Performance

Academic Performance					
Participation	N	Mean	SD	ANOVA (F ratio)	p-value
Not involved	55(38.19%)	259.02	9.8	8.962	0
Involved	89(61.81%)	146.83	10.2		

4.4.2 Relationship between child labour activities and academic performance

In order to establish relationship between the different types of child-labour activities that the pupils engaged in and academic performance, a correlation analysis was carried out using the Pearson's Product Moment Correlation coefficient (R).

The findings regarding this were summarized and presented in table 4.4.

From the findings, it was confirmed that engaging in domestic work as a child labour activity negatively and significantly affected the academic performance of the pupils as indicated by a Pearson's correlation coefficient value of -0.879 (p-value = 0.009) at 0.01 level of significance which indicated that the academic performance of the pupil was affected negatively by a margin of 87.9% by engaging in domestic work. Other significant negative effects of child labour was contributed by engaging in hawking and informal business/ trading which contributed up to 61.5% decline in academic performance (this effect was significant with a p-value of 0.036). Other negative and significant, although lower effects on academic performance were; farming activities such as digging, weeding and harvesting (R = -0.150, p-value = 0.007), charcoal burning, sand mining and brick making (R = -0.128, p-value = 0.021) and Sisal harvesting (R = -0.115, p-value = 0.006). These findings suggest that apart from the fact that domestic work greatly contributed to negative academic performance,

Most of the child-labour activities significantly contributed to negative academic performance with the negative effects ranging from 11.5% to over 87% decline in academic performance. This result agrees with the findings that have shown that up to

80% decline in academic performance is attributed to child labour activities as indicated in past. These findings concur with those of Michieka (1978) who suggested that child-labour activities such as cultivation, planting and harvesting cause educational interruptions

Table 4.7: Correlation analysis for relationship between child labor and academic performance

		Academic Performance
Academic Performance	Pearson Correlation	1
	Sig. (2-tailed)	0
I engage in domestic work as a child-labour activity	Pearson Correlation	-0.879**
	Sig. (2-tailed)	0.009
I engage in hawking and informal business/ trading	Pearson Correlation	-0.615**
	Sig. (2-tailed)	0.036
I engage in farming activities such as digging, weeding and harvesting	Pearson Correlation	-0.150*
	Sig. (2-tailed)	0.007
I engage in charcoal burning, sand mining and brick making	Pearson Correlation	-0.128*
	Sig. (2-tailed)	0.021
Sisal harvesting	Pearson Correlation	-0.115*
	Sig. (2-tailed)	0.006

** Significant at 0.01 and * significant at 0.05 level of significance

4.5 Gender and Child – Labour Activities

Gender disaggregation plays an important role in the identification of gender related disparities with the social setting. With regard to this, the study sought to answer the research question stating; does gender affect pupils’ involvement in child-labour related activities in Voi Division of Voi District? In this case, the study disaggregated the data related to male and female pupils and established which gender was more involved in

child-labour related activities. This was made possible by computing the student's t-statistic. The pupils were asked to indicate their gender and the activity they engage in. From the responses of the pupils, they were categorized into two groups; male and female. With regard to the child – labour activities, pupils were requested to indicate the activity they engage in. If a pupil indicated that she or he engaged in any of the child – labour related activities, the response was rated with one; otherwise it was rated as zero. The results of the analysis were summarized and presented in table 4.4.

From the findings, it was revealed that 52 (58.43%) of the female pupils engaged in child-labour related activities which was represented by a mean of 4.678 while the males comprised 37 (41.57%) of the total 89 which represented by a mean of 3.431. The difference in the mean number of male and female pupils who engaged in child-labour related activities was analyzed and it was found that the mean difference was significant with t-statistic value of 2.731 with a p-value of less than 0.05 level of significance. These findings indicate that the female pupils were much involved/ were more likely to be involved in child labour than the males.

Table 4.8: Mean Score and Child – Labour Related Activities

Gender	N	Mean	SD	t-test
Male	37(41.57%)	3.431	1.11	T(88) = 2.731
Female	52(58.43%)	4.678	1.15	
Total	89	4.055	1.13	p-value<<0.05

4.5 Child – Labour Activities and Academic Performance

The last objective of this study was to establish the major child-labour activity that mostly affects academic performance of pupils. The study sought to answer the research

question stating; which child-labour related activity adversely affects academic performance of pupils in Voi Division of Voi District? The pupils who participated in the study were required to indicate the child – labour activities that they engage in and their academic performance was computed and each pupil’s mean score was calculated against the child-labour related activity they engaged in. The findings regarding this were summarized and presented in table 4.5. The findings revealed that apart from being the most engaged child-labour activity, domestic work contributed more to poor academic performance with the highest mean of 4.76 followed by sisal harvesting (mean = 4.27) and charcoal burning, sand mining and brick making (3.27) while hawking and informal business/ trading was the least child-labour activity that affected academic performance (mean = 2.02). This implies that the labour intensiveness of the activities also determined the level of academic performance of the pupils.

Table 4.9: Mean Scores on Child – Labour Activities and Academic Performance

Activity	Mean	SD	Skewness
Engaging in domestic work largely affects my academic performance	4.76	0.451	-1.602
Engaging in hawking and informal business/ trading activities affects my academic performance	2.02	0.617	-0.660
Engaging in farming activities such as digging, weeding and harvesting affects my academic performance	2.21	0.707	-0.900
Engaging in charcoal burning, sand mining and brick making activities affects my academic performance	3.27	0.533	-1.008
Engaging in sisal harvesting affects my academic performance	4.27	0.643	-1.286

4.6 Discussion of Findings

These findings concur with past findings that show that despite Kenya being a signatory to international anti-child labour conventions, about 3 million children aged 5 to 17 are engaged in child labour. This finding can be attributed to socialization of an African child in an African Society. In the African perspective, participation of children in domestic work is seen as part of socialization and training. According to African way of socializing children, exclusion of children from work would negatively affect their integration into their social and cultural milieu. Thus, domestic work appears to facilitate the socialization of children. It also served as an occupational preparation for the future adult roles with Kayongo-Male and Walji (1984) positing that children in traditional African societies are given work tasks by parents to train them in perseverance and thus as Borrow (1979) states that, a child does not start out as a worker rather he or she is transformed into one where the transformation is a learning process to the individual, but to the society, it is a process of socialization. This is because children often apply for occupations of their parents unless there are oracular interventions to the contrary. According to past literature, there are many forms of child labour with some of them being mentioned from the findings of this study. Researchers such as Otieno (2006) have shown that some of the forms of child labour are, the agriculture sector, fishing, mining and quarrying, manufacturing, wholesale and retail trade, transportation, domestic activities as well as drug trafficking activities. As such, past literature has revealed that most of children engage in informal child labour activities with 80% of the child workers being in this sector (Ochieng, 1999).

4.6.1 Participation in Child – Labour Activities and Academic Performance

The findings also revealed that the mean academic performance of pupils not involved in child-labour related activities was Thus, according to Michieka (1978), child-labour activities such as cultivation, planting and harvesting causes educational interruptions. That is, school attendance of pupils is affected. This poor attendance explains poor academic performance in examinations among pupils, particularly those from poor families. In many cases, this leads to repetitions in classes which make pupils demoted in learning. Participating of pupils in child –labour related also exposes them to social and economic exploitation. As a result they suffer educational and nutritional deprivation. They also work in conditions which are hazardous and harmful to their health. Children who participate in child –labour tend to have low concentration in class. This is because in most cases such children are tired to carry out any beneficial studies in class.

4.6.2 Gender and child-labor activity

This finding concurs with that of GOK/UNICEF (1992) which states that child-labour, which is epitomized with abuse, is prevalent and more so with girl child. The reason being that, being brought up in a society where from the start, the boy child, a small master calls the shots, subsequently growing into male chauvinists, the girl thus has no otherwise but to constantly shrug off the stigma society holds against her. According to Mendliech,(1985), the girl child mainly carry out domestic chores by milking and selling milk while boys look after cattle and other male stereotyped jobs. The disadvantage in the education and academic performance of girls is endangered from a very early age when girls are socialized through the home and a variety of other agencies into appropriate

roles within their own attributes which are defined almost as much by the contrast with the other sex as by their own properties. This division is reflected and at times exacerbated in participation in child-labour related activities. This appears to be more prominent in primary schools due to cheap labour. In Kenya, marginalization of girls and women that leave them with option of participating in child-labour activities can be discussed in the context of the colonial experience and disabuse some erstwhile long held but dishonest positions contrary to the perception that traditional practices in African communities were wholly to be blamed for the subjugation of women, it is the colonial experience that deepened the problem. For example, when the colonial authorities started offering education to Africans, the men were trained to be clerks and artisans to do handy jobs for their masters while women were left to deal with family –life which confined them to domestic work. The thrust of the argument is that when an opportunity presented itself to pull the long suffering African women from years of subordination, the colonial education enhanced it. Several policies by the colonial administration only served to accentuate the suffering of women. Among this was enlisting men into paid employment outside their ancestral homes, and leaving women to take charge of the households, yet denying them the chance to own land and property. In effect girls at a young age were cast into child-labour related activities but without the wherewithal and required skills, a double tragedy that has continued to dog them to date.

4.6.3 Child-Labor activities and Academic performance

From these findings, there is a high demand of child labour in virtually every sector. According to Kayongo-Male and Walji (1984), Child labour is in demand and children

are being used by parents as laborers. The parents prefer having children work at home to attending school. This is because of poverty, many parents engage their children mostly in domestic work which leaves them distressed. Hence the children find it difficult to find school motivating. Ogindo (1996) notes that in most developing countries parents keep their daughters at home to help with household chores. This definitely denies the child the right to normal growth and development as children which according to UNICEF (1996), they are given a responsibility which is not theirs. They work long hours, herding cattle which deny them the opportunity to learn. Studies have also shown that while school represents the most important means of drawing children away from the market there has been low enrollment with increase in rates of children employment ILO (1990) and hence poor academic performance as posited by Wright (1990) who notes that on other occasions, such children are absent and this affects their school work.

4.7 Conclusion

This chapter sought to answer the stated research questions with respect to child-labour and academic performance of the pupils. It was established that a large proportion of the children who engage in child-labour activities are in the age category of 13 to 14 years with 58.43% of them being female. This chapter also established that apart from the fact that there was a variety of child-labour activities that the pupils were engaged in, the most profound one was domestic work, hawking and shamba work with majority of the pupils who engaged in the child-labour activities performing poorly in their academics with the most affected being female pupils.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the study, carries out a discussion of the findings in relation to the objectives of the study as well as literature on child-labour and draws conclusions and recommendations based on the findings. The purpose of the study was to establish the effect of child labour on academic achievement of primary school pupils. With regard to this objective, the study sought to achieve the following specific objectives; to find out the predominant child labour related activities among primary school going children, to investigate the determinants of child labour among pupils, to compare the academic performance of pupils who engage in child-labour activities and those who do not and to establish the most significant child-labour activity in academic achievement of pupils in Voi division of Voi district, Taita-Taveta county. The chapter opens with a summary of the findings of this study. It ends with conclusions, recommendations to policy makers and suggestion for further research.

5.2 Summary of the Findings

5.1.2 Child – Labour Related Activities

Analysis of the collected data revealed that domestic work was the main child – labour activity that pupils engage in. This is because among the child – labour related activities,

it had the highest mean score of 4.27; majority of them being in the age bracket of 13 to 16 years. 5.1.2

The study findings revealed that the mean number of those pupils not involved in child-labour activities was 38.19% while 61.81% were involved in child-labour related activities which is an under estimation given the larger percentage of 80% as indicated in past research. higher. 5.1.3

From the findings regarding gender and child-labour, it was revealed that 58.43% of the female pupils engage in child-labour related activities as compared to the males who accounted for 41.57% with the difference being statistically significance meaning that more female children engage in child labour than males. 5.1.4

The findings relating to child-labour and academic performance revealed that apart from being the most engaged child-labour activity, domestic work contributed more to poor academic performance with the lowest overall mean of 145.69 in academic performance followed by sisal harvesting and sand mining with means of 171.47 and 179.92.

5.3 Conclusions of the Study

In view of the findings, child - labour adversely affects the academic performance of pupils who engage in the activities with majority of the children engaging in domestic work among other forms of child labour. The girl child has also been shown as the most affected with many being denied their right to education due to retrogressive cultures and poverty. The findings have also shown that when compared, the academic performance of pupils who engage in child labour activities was almost 2 and half times less than that of

children who do not engage in child labour activities. The findings show that although school going pupils are in danger of poor academic performance due to their engagement in child labour, the girl child is the most endangered because they participate more in child – labour related activities than male pupils.

5.4 Recommendations to the Policymakers

From the research findings, the following recommendations were made. First, the government should provide activities and programs geared to improve accessibility of girls to quality relevant education. For instance, the government should fully take care of the needs of girls in while in schools by provision of personal effects. This will in turn enhance occupational mobility which will bring about economic empowerment.

Secondly, the research findings have shown that girls are more likely to participate in child – labour related activities than boys. In view of this finding, it is recommended that the government should enforce the existing child labour laws while improving on them to help protect children. This will also help in clearly define the meaning of child – labour so as children are not over-protected.

Lastly with the disintegration of the African societies which used to help in guidance and counseling of the children, this responsibility was shifted to the teachers. It is upon the various stakeholders to ensure that the teachers are empowered to help in the implementation of anti-child labour laws.

5.5 Suggestions for Further Research

There are important issues that this study was unable to address due to its scope and limitations. From the research findings and conclusions drawn, there are certain aspects of child – labour that the researcher felt needed some further investigations. In view of this, the following are some of the other areas that could be considered for further research:

1. A similar study should be replicated in other districts in Kenya so as to have a wider view and perspective of the different forms of child labour in other parts of the country.
2. Because much of this study has shown that poverty and cultural practice have a big hand in the promotion of child labour, more research should be carried out while giving focus on economic, social-cultural as well as psychological aspects of child labour and the way they impact on academic achievement.
3. The government policy on child labour has also come under scrutiny and thus more studies should focus on the role of the government in eradicating child labour and how this contributes to better academic performance of the pupils while giving focus on sources of information from the parent, the pupil and the school.

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APPENDICES

APPENDIX A: PUPILS QUESTIONNAIRE

Introduction

The questionnaire seeks to obtain information that will enable the researcher to find out how child labour affects academic achievement of boys and girls in primary schools. You are invited to participate and answer the questions as honestly as possible. The Information you provide will be used only for the purpose of research and will be kept confidential. Therefore do not write your name on this paper. Please note that there is no correct or wrong answer to these questions but only what is appropriate to you. Indicate what is most appropriate to you by ticking or filling in the blank spaces where you are required to do so.

SECTION A: PERSONAL INFORMATION

1. Please indicate your admission number _____
2. Please indicate your gender
Male () Female ()
3. How old are you?
Less than 12 Years ()
13 – 14 Years ()
15 – 16 Years ()
4. Whom do you stay with?
Both parents ()
Father only ()
Mother only ()
Guardian ()
Other () Specify _____
5. What grade did get in the last exam in both marks and grade.....

SECTION B: CHILD – LABOUR RELATED ACTIVITIES

1. In this section the study is interested in your view of kind of labor activates you engage into. Answer by marking in the appropriate category that best fits your opinion. The categories are:

1-Strongly Agree, 2-Agree, 3-Neutral, 4-Disagree, 5-Strongly Disagrees

Activity	1	2	3	4	5
I engage in domestic work as a child-labor activity					
I engage in hawking and informal business/ trading					
I engage in farming activities such as digging, weeding and harvesting					
I engage in charcoal burning, sand mining and brick making					
Sisal harvesting					

2. Who introduced you to participate in these labour activities?

Mother ()

Father ()

Sister ()

Brother ()

Relative ()

Friends ()

Any other () Specify _____

3. What are the reasons for engaging in labor activities?

.....

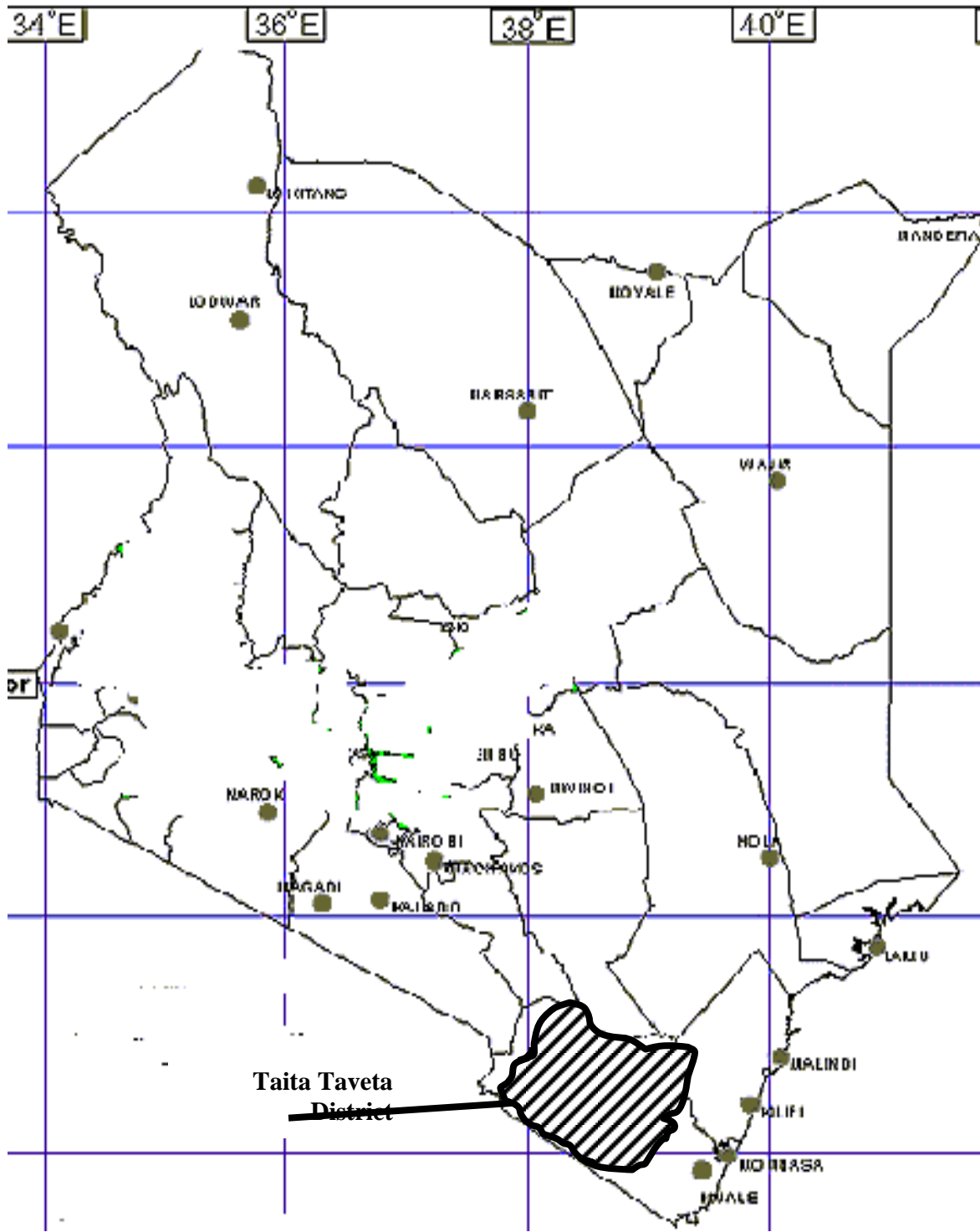
In this section the study is interested in your view of kind of labor activates you engage into and how their interferences with you academic performance. Answer by indicating by marking in the appropriate category that best fits your opinion. The categories are:

1-Strongly Agree, 2-Agree, 3-Neutral, 4-Disagree, 5-Strongly Disagrees

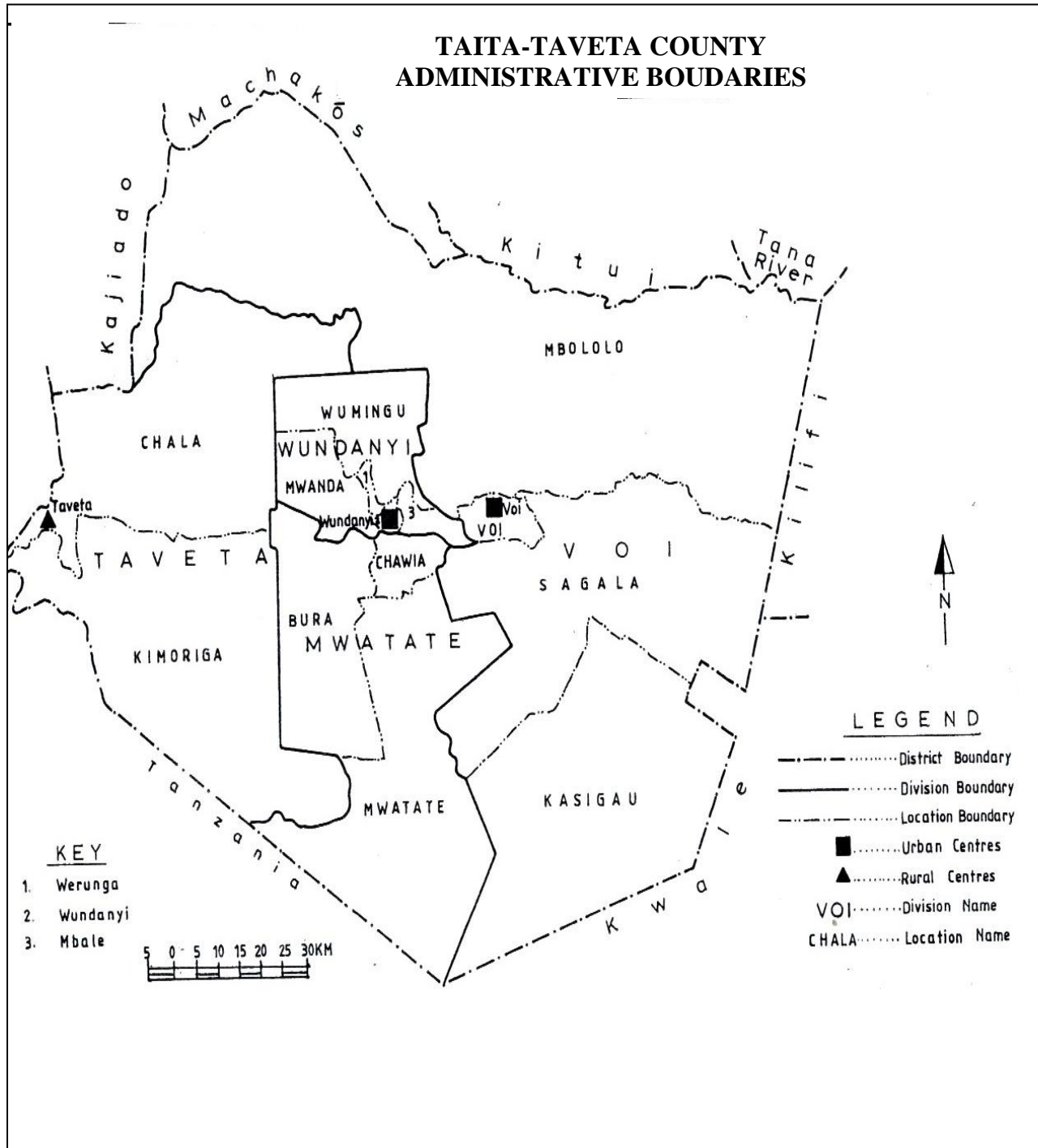
	1	2	3	4	5
Engaging in domestic work largely affects my academic performance	1				
Engaging in hawking and informal business/ trading activities affects my academic performance					
Engaging in farming activities such as digging, weeding and harvesting affects my academic performance					
Engaging in charcoal burning, sand mining and brick making activities affects my academic performance					
Engaging in sisal harvesting affects my academic performance					

End, Thank you

APPENDIX B: MAP OF KENYA SHOWING LOCATION OF TAITA-TAVETA DISTRICT, TAITA-TAVETA COUNTY



APPENDIX C: MAP OF TAITA – TAVETA COUNTY



APPENDIX D. RESEARCH PERMIT

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THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss. CHIEF
PETER OMWENGA

of (Address) MOI UNIVERSITY
P.O. BOX 3900 ELDORET

has been permitted to conduct research in
VOI MUNICIPALITY Location,
TAITA TAVETA District,
COAST Province,

on the topic THE ROLE OF CHILD LABOUR
ON PUPILS ACADEMIC ACHIEVEMENT
AMONG PRIMARY SCHOOLS PUPILS:
A CASE STUDY OF VOI MUNICIPALITY

for a period ending 30TH OCTOBER, 2006...

PAGE 3

Research Permit No. MOST 13/001/36C 565

Date of issue 7.9.2006

Fee received SHS. 500.00



For Permanent Secretary
MINISTRY OF EDUCATION,
SCIENCE AND TECHNOLOGY
M. O. ONDIEKI

Applicant's Signature for Permanent Secretary
Ministry of
Science and Technology

APPENDIX E: RESEARCH AUTHORIZATION

MINISTRY OF SCIENCE & TECHNOLOGY

Telegrams: "SCIENCE TEC", Nairobi

Fax No.
Telephone No: 318581
When replying please quote
MOS&T 13/001/36C 565/2



REPUBLIC OF KENYA

JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. Box 60209-00200
NAIROBI
KENYA

7TH September 2006

Chief Peter Omwenga
Moi University
P.O. Box 3900
ELDORET

Dear Sir

RE: RESEARCH AUTHORIZATION

Please refer to your application for authority to carry out research on '*The Role of Child Labour on Pupils Academic Achievement among Primary School Pupils: A case study of Voi Municipality*'

I am pleased to inform you that you have been authorized to carry out research in Primary Schools in Voi Municipality Central for a period ending 30th October 2006.

You are advised to report to the District Commissioner, the District Education Officer Taita Taveta District and the Education Officer Voi Municipality before commencing your research project.

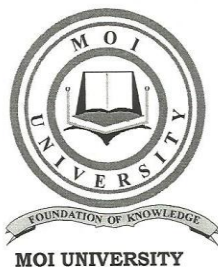
On completion of your research, you are expected to submit two copies of your research report to this office.

Yours faithfully

A handwritten signature in black ink, appearing to read 'M. O. Ondieki', written over a light blue horizontal line.

M. O. ONDIEKI
FOR: PERMANENT SECRETARY

Copy to:



MOI UNIVERSITY

Tel. Eldoret (053) 43001-8/43620
Fax No. (053) 43047
Kenya

P.O. Box 3900
Eldoret,

SCHOOL OF EDUCATION

REF: MU/FE/REF/54

DATE: 28TH FEBRUARY, 2005

The Permanent Secretary
Office of the President
P.O. Box 30510
NAIROBI.

Dear Sir,

**RE: RESEARCH PERMIT IN RESPECT OF CHIEF PETER
OMWENGA ~EDU/PGGC/07/2004**

The above named is a Master of Philosophy (M.Phil) 2nd year student enrolled in Moi University, School of Education, Department of Education Psychology.

To fulfill the requirements of the programme, the student must conduct a field research and write a thesis. The topic of his research is, **The Influence of Child Labour on Pupils Academic Achievement Among Primary School Pupils: A Case Study of Voi Division Taita Taveta District.**"

Kindly accord the student the necessary assistance by providing a research permit to facilitate successful conduct of the research.

Yours faithfully,

PROF. RUTH N. OTUNGA
DEAN, SCHOOL OF EDUCATION