THE STATUS OF CHILD LABOUR AND ACADEMIC PERFORMANCE OF PUPILS IN PUBLIC PRIMARY SCHOOLS IN NAKURU WEST, KENYA

BY

JOSEPHINE CAROLINE WAIRIMU HINGA

A Dissertation Submitted to the Department of Development Studies in the School in the School of Social Science in Partial Fulfilment of the Requirement for the Award of a Master in Development Studies of St. Paul's University

September , 2017

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Supervisors:
Dr. Peter Koome
Dr. David Gichuhi

OCTOBER, 2017

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DECLARATION

This Dissertation Isa product of my own work and is not the result of anything done in collaboration. It has not been previously presented to any other institution. I agree that this dissertation may be available for reference and photocopying, at the discretion of the College.

SIGNATURE OF STUDENT _____

DATE_____

Word Count: **19,733**

I/we confirm that the work reported in this dissertation was carried out by the student under my/our supervision.

SIGNATURE OF SUPERVISOR 1_____

DATE_____

SIGNATURE OF SUPERVISOR 1_____

DATE_____

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DEDICATION

I would like to dedicate this study to my son Gain Hinga; he is a source of my motivation.

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ACKNOWLEDGMENT

I give all glory to God for his providence, love, grace and protection throughout my study. I wish to express my gratitude to my two supervisors Dr. Peter Koome and Dr. David Gichuhi, for their constructive critique and constant guidance throughout my study.

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ABSTRACT

In Kenya, child labour is a persistent problem with statistics indicating high prevalence especially among children aged 5-14 years. These ages represent school-going children and their involvement in child labour influences their academic performance. It is against this basis that this study sought to investigate the extent to which child labour influences academic performance of pupils in public primary schools in Nakuru West Kenya. The specific objectives of this study were to establish the level of deprivation experienced by child labourers at the work place, to identify the types of work that child labourers are engaged in, and to identify the difficulties child labourers experience at their place of work, and how these affect academic performance. This study used descriptive research design because it allows the researcher to gather information, make a summary of the information, present and interpret it for purposes of description of the situation. Stratified random sampling, and purposive sampling were used in the study in selecting the sample population for the collection of quantitative and qualitative data respectively. The sample population comprised 149 respondents made up of 3 head teacher, 6 class teachers, 138 pupils of public primary schools, the area education officer and children officer. Both questionnaires and semi-structured interview guide were used to collect data. Piloting of the research instruments was done in two schools which were not included in the study. Content validity of the instruments was determined by employing the expertise of my supervisors and lecturers at the department. Descriptive and inferential data analysis was done. The study revealed that many children attend jobs for their survival since they do not get support from their parents while health condition of the parents is a determining factor. Majority of the respondents' relatives are aware that their children are working and paid for work outside their family. Number of children work outside the family mainly in cleaning houses and fetching water though majority are not allowed to cook food in others people's houses. Children labourers in the study area suffer physical injuries and do experience fatigue while working. To a significant extent majority of the children labourers' attendance to school was affected by labour; those that attend they do not get time to study nor do their homework while to a significant extent they are accused of indiscipline. Furthermore, the majority of working children in the targeted area experience work related sickness while work under unsafe conditions. Furthermore, majority of the respondents are frequently given too much work by their employees and paid poorly. The study recommends that government agencies should enforce the relevant acts that touch on children rights so that it protects them from issues of child labour, while head teachers. Head teachers and teachers should conduct guidance and counselling sessions to affected children in order to help them cope with stress and fatigue related to children labour and should also sensitize and create awareness to parents of affected children on the need to provide quality education to their children. School management committees should create good and considerate learning environment for the affected children in order to maximize their learning performance. The study findings have provided insight and knowledge that is of benefit to stakeholders in the education sector on how child labour affects academic performance and the possible solutions to the problem. It has also added knowledge that would benefit students and researchers interested in the issue of the study.

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LIST OF ABBREVIATION AND ACRONYMS

CDL	Children in Domestic Labour
FAO	Food and Agriculture Organization
FPE	Free Primary Education
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
KNBS	Kenya National Bureau of Statistics
OAC	orphaned and abandoned children
PEV	Post-Election Violence
S&H	Safety and Health
S.C.C.O	Sub county Children's Officer
S.C.E.O	Sub county Education Officer
TSC	Teachers Service Commission
UNICEF	United Nations International Children's Educational Fund

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DEFINITIONS OF TERMS

Academic: refers to all that relates to schools, colleges, and universities, and which is linked to studying and thinking rather than practical skills**.** In this study this referred to education as offered in public primary schools in Kenya.

Child labour: refers to any form of work undertaken by children which is beyond their physical ability and under circumstances that are not good for their health, safety and development (Law, 2006).According to ILO it means any work that may interfere or cause an hazard in the child education or be harmful to the health, physical, mental, spiritual, moral or social development of a child (ILO 2005a:1). It is seen an economic exploitation (Children's Act 2001). In this study this referred to menial work that is done by children of the school going age in the study area, either voluntary or involuntary

Deprivation refers to a state of not having something that people need and means something is missing, and the situation is serious. In this study this means a damaging lack of material benefits considered to be basic necessities to children.

Performance refers to the accomplishment of a given task measured against present known standards of accuracy, completeness, cost, and speed. In this study this will mean achieving academic results for school going children.

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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Child labour has been identified as a major problem facing all societies in the world (ILO-IPEC, 2006, Sharma, Kukreja, & Sharma, 2012). According to (UNICEF, 2011), about 158 million children aged between 5 to 14 years are involved in child labour in the world. The workforce in Asia is comprised of 22% children labourers, 32% in Africa, 17% in Latin America and 1% in U.S.A, Canada, Europe and other wealthy nations (Khakshour, Maryam, Masumeh, Sayed, & Gholam, 2015). Africa has the largest incidents with approximately forty percent of all children between ages 5 and 14 years mostly involved in work that translates to greater than 23 million child workers in Africa (ILO, 2010). UNICEF (2007) records that 75 million children in Africa were not in school in 2005 -2006 period and as many as 90 million children did not have access to education (UNICEF and the UNESCO Institute of Statistics, 2007). Asia follows with 21 percent then Latin America with 17 percent. Mali has the highest percentage (54.4%) of child labourers in Africa, Burkina Faso with 51.1 percent, Burundi 49 percent, Uganda 45.3 percent and Niger 45.2 percent while Kenya is ranked sixth with 41.3 percent (UNESCO, 2013).

As per the Kenya National Bureau of Statistics (KNBS) (2008), Kenya has high levels of child labourers in which 1.01 million Children, consisting of 535,197 (52.9%) boys and 476,987 (47.1%) girls, were recorded to be working in 2006. Out of the 1.01 million children, 52.2% were found to be aged between 5-14 age years and the other 47.8 % were aged between 15-17 years. Out of the 52.2% children in the 5-14 age groups, 36.4 % are 10-14 years of age while the remaining 15.8% are aged between 5-9 years (KNBS , 2008).

ILO (2013) notes that the main cause of child labour in developing countries in Asia and Africa is poverty in that, poor families send their children to work instead of going to school. The children mainly work in the agricultural sector, forestry and fisheries (Zdunnek, *et al.*, 2008). They are also employed in the service industries such as hotels, tourism-related services; selling food and other goods, vehicles and tires repair, scavenging, picking rag, construction and domestic service (ILO, 2012). In Kenya, children are involved in domestic labour, agriculture, catching fish,

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hawking, sand harvesting, prostitution, fetching water and doing construction (Ottolini, 2012).

Working children rarely attend school regularly, skip classes and others are late for school. In addition, children who work are often too tired to actively participate and do even sleep during class lessons. Furthermore, there is a high discrepancy between admission rates in primary and secondary schools due to high dropout rate as a result of child labour (Zdunnek, *et al.*, 2008). It has been reported that children work in various social, economic and physical settings where they are abused and the conditions are harmful to their health and safety (Law, 2006). About seven in every ten of these children work in risky conditions such as mining areas, using agro-chemicals in agriculture and dangerous machinery (Wakefield, 2016). Children who work are likely to have inadequate skills required for decent work which renders them to be much more susceptible to joblessness, low-productivity or insecure jobs. Child labour has wider undesirable effect on the national development through negative effect on economic growth and impediment to reduction of poverty (ILO, 2013).ILO approximates economic importance of reducing child labour to beat $5.1 trillion, especially through the promotion of a capacity that is productive that future generations of workers would enjoy from their increased education (ILO , 2003).

Omosa & Ontita (2004) shows that in Nakuru West Constituency there is high prevalence of neglect cases, particularly child labour with at least fifteen cases being reported at the Nakuru sub-county children's office every month. Nakuru west constituency is an area whose main economic activity is businesses. In general, a review of present information on child labour in general indicates that there are some gaps on the existence and extent of child labour (KNBS , 2008). The existing studies regarding child labour have focused on urban centres and rural areas but with limited information on the influence of CDL on education performance for affected children. During literature review the researcher did not come across any literature that linked academic performance to child labours in any constituency in Nakuru County hence the researcher focus on Nakuru West Constituency. The current study seeks to add to the existing body of knowledge too.

1.2 Statement of the Problem

Child Labour is the practice whereby children (below 18 years of age) engage in economic activity, on a part- or full-time basis, and which deprives them of their

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childhood and harms their physical and mental development. Child Labour has potentially harmful consequences both for the child and for the society at large. Child labour affects the health of the children concerned and due to ill health some of these children are unable to attend school at times. Some children are subjected to work activities, especially in the evenings after school that require long hours to finish. Such children are deprived of time to attend to any assignments given in school and others, due to fatigue are unable to attend school the following day. Chronic absenteeism not only leads to poor academic performance but may also prompt the affected children to eventually drop out of primary school. Poor academic performance and lack of completion of primary school affects the future life of the individual child, and also leads to negative social and economic development of the society and the nation as a whole. In Kenya, child labour is a persistent problem with statistics from the Kenya National Bureau of Statistics (2008) indicating that, child labour is prevalent among children aged 5-14 years. These ages represent school-going children and their involvement in child labour negatively influences on their academic performance in school. This is because most children are subjected to child labour especially during and immediately after school. This results in absenteeism, loss of interest in learning, children skipping classes, and children getting fatigued which in turn results to poor performance due to lack of enough time and energy to concentrate on school work for example doing assignments or reading(Ireri, 2013). In Nakuru West Constituency pupils in public primary schools have been performing poorly with a mean score of less than 250(two hundred and fifty marks) since 2010 (Nakuru west education office, 2015). The area also has high prevalence of child labour cases reported in form of neglect cases at the Nakuru sub-county children's office with at least fifteen cases being reported every month.

Prevalence of child labour has a bearing on the academic performance in any area. However, there is scarce empirical data on the relationship between child labour and poor academic results for public primary schools the Nakuru West sub-county. It is against this background that the study sought to investigate the extent to which child labour influences academic performance among pupils in public primary schools in Nakuru West Kenya through a systematic investigation into workplace deprivation levels of children labourers, kind of work done by children labourers in Nakuru West Constituency difficulties experienced by child labourers at the place of work and how

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these bears on their academic performance within public primary schools. Failure to do this study means there will be no evidence based interventions that can be made by the stakeholders to mitigate or reverse the effects of child labour in the sub-county.

1.3Objectives of the Study

1.4 Main Objective of the Study

The goal of this study was to find out the status of child labour and academic performance of pupils in public primary schools in Nakuru West Constituency.

1.5 Specific Objectives of the Study

The study was guided by the following specific objectives

i. To establish the influence of workplace deprivation levels of children labourers on their academic performance in public primary schools in Nakuru West Constituency
ii. To examine how the kind of work done by children labourers in Nakuru West Constituency affect their academic performance of students in public primary school.
iii. To identify the effect of difficulties experienced by child labourers at the place of work on academic performance of pupils in public primary schools.

1.6 Research Questions of the Study

i. How does the levels of deprivation that child labourers face at the workplace influence on academic performance?
ii. How does the kind of work being done by child labourers influence their academic performance?
iii. Do difficulties child labourers experience at the place of work influence academic performance?

1.7 Scope of the Study

This study covered the level of deprivation of child labourers, the various types of work that the children engage in and the difficulties they encounter, and possible ways of minimizing the influence of child labour on academic performance in Nakuru West, Kenya. This research also encompassed general information of the pupils such as age, gender, level of education and experience of the education administrators.

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1.8 Limitation of the Study

Collecting data from teachers and pupils requires one to obtain consent from relevant authorities. This might be difficult to acquire especially from parents to their children considering the sensitivity of the topic as it is considered a crime punishable by law. However, the researcher addressed this through creation of a good rapport with education officials who helped to convince teachers and parents the purpose of the study and the importance of their participation.

1.9 Justification for the Study

This study is important to stakeholders such as parents, head teachers and the Ministry of Education due to the insight it has unearthed on the influence of child labour on academic performance. It is expected that the findings of this study will be pivotal in developing policies to curb child labour among public primary schools in Kenya. In addition, academicians and researchers may use the research as a reference point for further research.

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CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter includes the review of literature related to the study. This includes the levels of deprivation child labourer's face at the workplace, types of work that children engage in, difficulties facing children involved in child labour, influence of child labour on academic performance and the legal, policy and regulatory measures to minimize the influence of child labour on academic performance.

2.2 Theoretical Framework

This study will be informed by Human Capital Theory proposed by Theodore Schultz in 1961 and was further developed by Gary Becker in 1964 (Heller, 1966), (Erosa, Koreshkova, & Restuccia, 2010) and Erik Erikson Theory of psychosocial development

2.2.1 Human Capital Theory

The Human Capital Theory proposed by Theodore Schultz embodies the stock of knowledge, habits, social and personality attributes that contributes to the ability to perform labour so as to produce economic value. It generally argues that employees' salaries in an organization depend on their skills and knowledge. According to ILO (2013) children that work are likely to have inadequate skills required for presentable work rendering them much more prone to unemployment or to low productivity, insecure jobs due to low academic achievement. ILO estimates economic importance of reducing child labour at $5.1 trillion, especially through the promotion of a capacity that is productive for future generations of workers to employ from their increased education (ILO< 2003).

It is thus relevant in this study as the theory emphasizes on the importance of investing in human capital through training or education so as to increase their productivity hence they are able to earn more income. This means that children should go to school to gain knowledge and skills so that in future they have a chance to be productive and be employed in jobs where the earnings are good.

2.2.2 Erik Erickson Theory

Erik Erikson a German psychoanalyst heavily influenced by Sigmund Freud proposed a theory of psychosocial development that looked at development through the whole

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lifespan. Erik Erikson (1950, 1963) proposed a psychoanalytic theory of psychosocial development comprising eight stages from infancy to adulthood. During each stage, the person experiences a psychosocial crisis which could have a positive or negative outcome for personality development (McLeod, 2013). Erikson (1968) used the term crisis "in a developmental sense to connote not a threat of catastrophe, but a turning point, a crucial period of increased vulnerability and heightened potential (Sokol, 2009). The theory posits that every human being experience the eight stages of development over his/her lifespan, from infancy through late adulthood. At each stage there is a crisis or task that we need to resolve. Successful completion of each developmental task results in a sense of competence and a healthy personality.

All stages are present at birth but only begin to unfold according to both a natural scheme and one's ecological and cultural upbringing. In each stage, the person confronts, and hopefully masters, new challenges. Each stage builds upon the successful completion of earlier stages. The challenges of stages not successfully completed may be expected to reappear as problems in the future. The theory focuses on the resolution of different crises to become a successful, complete person.

Learning and education during primary school is an important phase in child development that is designed to bring about desirable behavioural changes in young children on matters of knowledge, understanding, skill and competence(UNICEF, 2008). It is also concerned with developing attitudes and interests action patterns individuality, socialization and morality that all forms the foundation for the development of the child in his social, intellectual physical and spiritual aspects (Nisraf, 2013).Education is the basic necessity for a child to grow into a responsible citizen. A child-centred teaching and learning philosophies at the basic level prepares children for their place in society, and for their contribution to an ever-changing economy (Shyuab & O'Dpnnel, 2008).Within the context of the theory, denying children their stage through child labour renders them to be unfulfilled adults and their lives are less than normal. They lack proper understanding of knowledge, skills and competence that are invaluable to their socialization, individuality and morality. This snatches away from the capacity to contribute to the social and economic environment when they become adults. The effect of child labour on the child is lifelong. Within the context of this stud, failure to attend schooling is undesirable and has negative repercussions to both the affected individual and to the economy.

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2.3Levels of Deprivation

According to ILO, (2011) there are many main causes of domestic child labour, which include poverty and its feminization which is also lack of physiological need, social exclusion which is love and belonging need, lack of education which is a physiological need, gender and ethnic discrimination which is an esteem needs, and violence suffered by children in their own homes, displacement, rural-urban migration and the loss of parents due to diseases such as HIV and AIDS which is a safety need.

The perception that the employer is an extended family member and therefore offers an environment for the child; the increasing need for the women of the house to have a domestic "replacement" who enables more and more women to enter to the labour market; and the illusion that domestic service gives child workers an opportunity for education have been cited as reasons for child labour (ILO, 2010).

It has also been reported that poverty is the only cause of child labour. Poor households are more likely to venture into child labour in order to get their fundamental needs and minimize their vulnerability (ILO, 2013). Furthermore, the main reason why children in urban areas participated in paid domestic work soaps to obtain money for their own use while in rural areas is the need to support their families in South Africa (Budlender & Bosch., 2002).

Boyden, Jo, Ling, and Myers, (1998) also indicate that the fundamental benefit of child labour as a result of low living standards is so widely accepted and well demonstrated that there is no need to question the theory. However, its degree is not known. The link between child labour and poverty is varied, vague and indirect. If poverty would be the only determinant, the same patterns which are not found over the world would be found. In rich countries it is often the opposite; children from high-income families are more likely to work. The explanation is that children from wealthier families have more work opportunities and are less exposed to ethnic and racial discrimination.

A Brazilian study of economical active urban children compared a more industrialized wealthier area in south with a less industrialized, poorer area in north. The study found that children in the wealthier south were much more likely to be involved in labour than those in the poorer north. This was attributed to the well-situated environment in south which provided more labour opportunities for children. Despite

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more children looking for work in the northern poor area, they could not find it. This is an example of the fact that increased prosperity in an area will not automatically reduce the prevalence of child labour.

Child labour continues to be a global issue due to HIV and AIDS, in which case the HIV and AIDS epidemic has forced most of the children to get involved in child labour, due to the loss of their parents and lack of support from family members. This disease has resulted to increased poverty level within the society. Many children are either single parent or total orphans, and their relatives cannot handle the growing number of orphans. Poverty leads relatives to focus on their own family and not being able to help the orphans and as a result there is rapid increase in the number of abandoned and neglected children.HIV and AIDS orphans who eventually run away from their homes in search of work in order to survive for themselves (ILO, 2009). Lack of support from other people make children drop out of school and engage in work for their survival. Parents who are sick with HIV are causative factors that make some children go to work in order to support and sustain them (ILO, 2010). HIV and AIDS cause nearly a million children to become orphans, consequently forcing them to work in order to support themselves (FAO, 2014).

In Kenya, even though primary school seems free but in reality it is not free. There are small costs like examination fees and stationery fees such as pencils, pens, exercise books, text books and uniforms. There are some poor households with financial problems and are not able to afford this, which leads to some children engaging in working activities in order to supplement their income. Therefore, parents from poor households have no other option than supporting their children and encouraging them to work and earn money in order to support the family to some extent (Hindman, 2009).

2.4 Types of Work That Children Are Engaged In

Children in the world engage in a variety of activities both at home and community levels. Globally, an estimated 70% of the children work in the agricultural sector and approximately 130 million children aged between five and fourteen years work in agriculture, forestry and fisheries (Zdunnek, et al., 2008). ILO (2012)observed that children in India work in farms cultivating crops like rice and hybrid seeds and picking cotton. It was reported that children make brassware, bricks, carpets,

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cigarettes, fireworks, footwear, garments, glass bangles, hand-loomed silk fabric, incense sticks, leather and lock. Other children are forced to work in domestic service.

According Schrage and Ewing (2005) child work more in the agricultural sector and in countries where cocoa is grown like Côte d'Ivoire. In Kenya children works in the farms, solid waste collection, fishing industry, public transport sector and the domestic sector. She further revealed that children also engaged in commercial sex work, pornography, bonded labour. In addition, many of girls work in the domestic service as maids while boys work usually as houseboys and gardeners (Suda, 2001). According to Ottoloni (2012) children in Nairobi and Nyanza region engages in domestic labour, do scavenging, agriculture, fishing, hawking, sand harvesting, prostitution, agriculture, fetching water, doing construction, weaving, cleaning bars, car wash, washing clothes, and being a waiter. The domestic labour, agriculture and prostitution are dominated by girls while boys tended to work mostly in scavenging and fishing which was attributed to cultural social roles where girls worked at home while boys went outside home for work.

Children also provide services to family members which comprises of washing and ironing clothes, shopping, caring for siblings and sick or disabled household members. However, many children combined household chores, economic activities and school attendance (Ottolini, 2012).Ireri (2013) further reports that school going children works on a family businesses, do household tasks, motor bike riding, ferrying commuters and goods, touting in public matatus, in construction sites, hawking, farm work, milking cows and taking milk to dairy and feeding cows in Kiambaa Division, in Kiambu County. Girls in Kiambaa division take care of the family affairs and babysit their younger siblings.

2.5 Difficulties Facing the Children who engage in various activities as labourers

Child labour is a common and exploitative form of work in today's world in addition to being one of the most difficult to tackle (Blagbrough, 2008). Invisibility and inaccessibility to the work settings make children workers prone to exploitation and abuse. To this effect, ILO has identified a number of hazards to which child labourers are particularly exposed to. Some of the most common risks children face includes long and tiring working days, carrying heavy loads, handling dangerous items such as knives, axes and hot pans, inadequate food and humiliating, inhuman or degrading treatment, including physical, verbal and sexual abuse. These hazards are viewed in

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relation with the denial of fundamental rights of the children such as access to education and healthcare, the right to rest, leisure, play and recreation (ILO, 2011).

The various economic and non-economic activities that children engage in exposes them to various risks as well as the children work under deplorable conditions. According to ILO (2012) children who work in agricultural sector tend to carry heavy loads, apply harmful agro-chemicals and use dangerous equipment which cause headaches, joint pain, respiratory problems, hearing loss, skin infections, and finger deformities. Furthermore, children in India work under dangerous situations such as breaking stones and polishing gems. ILO (2012) revealed that children in India work for long hours in congested areas characterised with poor lighting and inadequate ventilation.

Zdunnek*et al.*,(2008) observed that in Ghana children work under risky and unsafe conditions. Suda (2001) noted that female children working as domestic helps are overworked and under-paid which also applies to the boys who are over exploited in Nairobi and other major urban centres in Kenya. Furthermore, children labourers receive inadequate care and protection exposing them to emotional and physical violence as well as economic exploitation, sexual and verbal harassment.

Suda (2001) argues that the void that exists in the Kenyan labour laws and regulations prohibit the employment of children in some sectors has created an avenue for child labour harassment since there is no legal minimum age for the employment of children in the informal and domestic services. Ottoloni (2012)notes that working children face various health risks such as being sick or hurt due to work , fire burns and poisoning, loss of limbs, beatings and physical abuse, death due to work related causes (health risks at dumping site or being shot).

2.6 Influence of Child Labour on the Academic Performance

Child labour has substantial influence on the academic performance of the school going children. Zdunnek*et al.*,(2008), reports that there is a great discrepancy between admission rates in both primary and secondary schools in Ghana due to high dropout rate exacerbated by girls taking care of their younger siblings, among other reasons. Working children rarely attend school frequently, they miss classes on market days and others go to school late since they go to fish in the morning in Ghana. Children who work were often too tired to actively participate or even sleep during the lessons.

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According to Krutikova (2006), an increase in mean hours worked per week is linked with a decrease in the final educational attainment in rural Tanzania. In the country the influence of child labour is merely important for boys and girls that have not yet began schooling because working children decreases the aggregate amount of time spent in school. Ottolini (2012) noted that about 60 % of the children that worked as solid waste collectors were attending to schools irregularly in Nairobi and Nyanza regions. In addition, children that were involved in domestic work were not attending to school in Nairobi and Nyanza regions. Ligeve and Poipoi (2012), revealed that the mean score of academic achievement of boys who were involved in fishing activities in Suba and Homabay Districts was relatively higher compared to girls who were engaged in fishing activities. Ireri (2013) noted that in Kiambaa division most pupils who engaged in child labour were absent from school and that children did work in the evenings after they leave school which extends into the night making them to rise late the following day. This leads to some students being absent in school.

It was observed that poor academic performance was common among those pupils that work for long hours because their time of study is reduced (Ireri, 2013). Others are forced to repeat classes and eventually drop out of primary school (Ireri, 2013). However, some of the students absent themselves from school in the morning session, other in afternoon while the rest the whole day.

2.7 Legal, Policy and Regulatory measures to minimize the causes and effects child labour

The presence of effective and efficient legal, policy and regulatory mechanisms is important in the curbing the causes and minimizing the effects of child labour in developing nations. The ILO Convention No. 138 urges the members of state to establish a national policy to promote the eradication of child labour. This framework demands that the general early age for working or employment be at least 15 years and not less than 18 years for those working in hazardous situations (ILO, 2013). In addition, the ILO Convention No. 182, adopted in 1999, mandates member States to take decisive and effective measures to eliminate the worst kinds of child labour. The worst kinds of child labour include slavery, child participation in commercial sexual activities, and child engagement in illegal activities which can harm the health, safety or morals of children.

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There are various global organizations that are involved in resolving the issue of child labour through collaborative mechanisms. For instance, in Bangladesh, UNICEF, ILO and the Bangladesh Garment Manufacturers and Exporters Association agreed to end child labour in the country's textile factories (Bangladesh-German Development Corporation (gtz), 2007). In addition, the UNICEF in collaboration with other stakeholders have supported the return to school for working children in Brazil and creating awareness among parents and the community in Nepal and United Republic of Tanzania respectively on harmful consequences of child labour.

Zdunnek*et al.*,(2008) notes that in Ghana, there is the Time Bound Programme run by the Ministry of Manpower, Youth and Employment which deals with prevention, protection, withdrawal, and rehabilitation or reintegration measures for child labourers. Ireri (2013) reports the following measures should be taken to reduce child labour: poor families be supported, parents who engage their children in child labour be punished, parents be educated on the importance of education, government should provide ways and frameworks of educating, Free Primary Education (FPE) be made compulsory, any employer that employs children be punished, and parents be educated on the dangers of child labour in Kenya.

The new Convention No. 189 compliments the provisions of the ILO Child Labour Conventions: Convention No. 138 on Minimum Age and Convention No. 182 on the Worst Forms of Child Labour. Convention No. 189 explicitly states that member States of the ILO shall set a minimum age for domestic workers consistent with the provisions of Convention No. 138 and Convention No. 182, and not lower than the minimum age established by national laws and regulations for workers, in general. Recommendation No. 201 reinforces this by calling for the identification, prohibition and elimination of hazardous domestic work by children, and for the implementation of mechanisms to monitor the situation of children in domestic work (ILO, 2014).

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2.8 Conceptual Framework

Mugenda and Mugenda, (2003) defines conceptual framework as the extent to which a researcher conceptualizes the relationship between contextual variables in the study and shows the relationship graphically or diagrammatically.

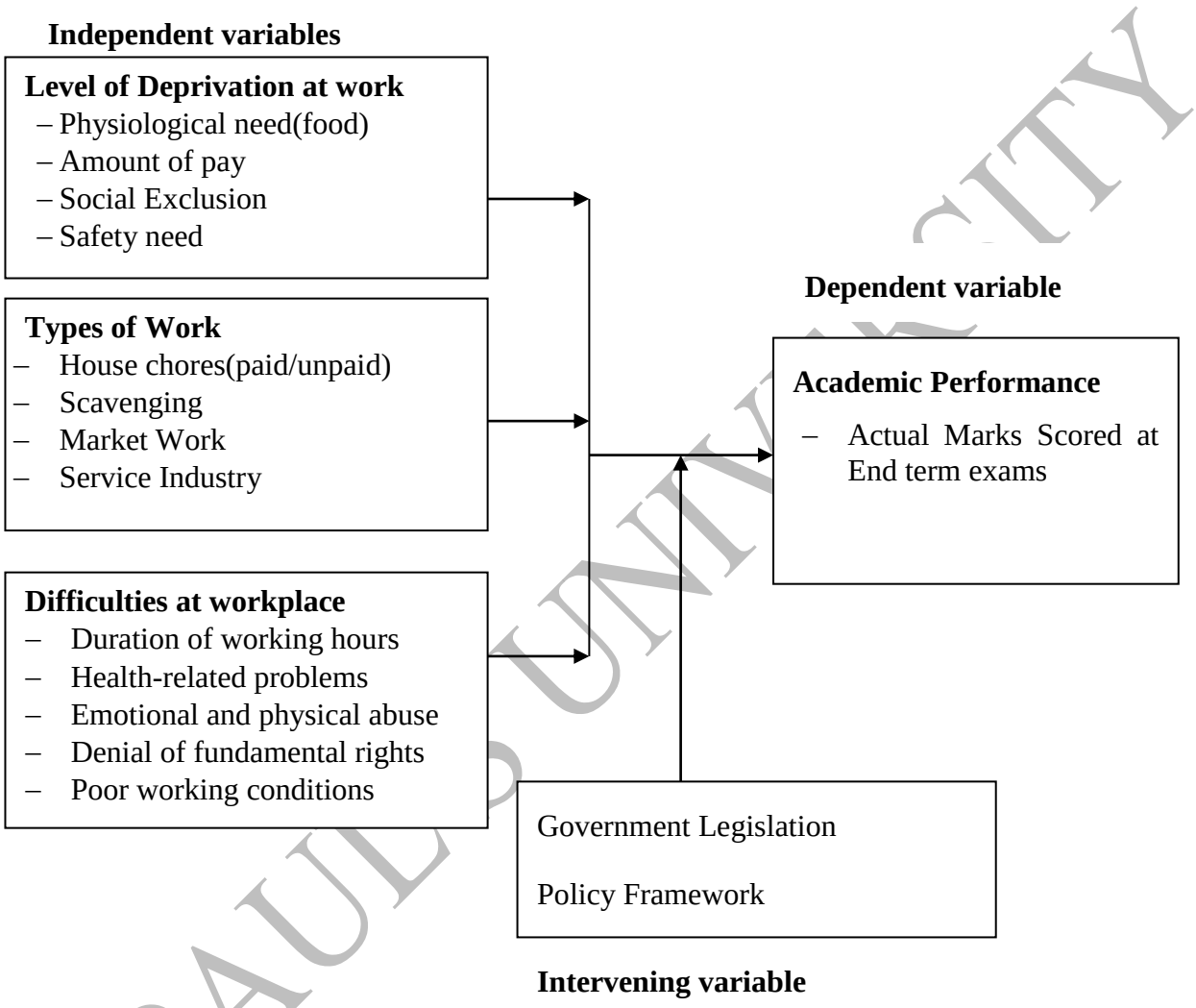


Figure 1: Conceptual framework showing the Relationship between variables

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CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, location of the study, target population, sampling techniques, research instruments, piloting to determine the validity and reliability of research instruments, data collection procedures and finally data analysis. It basically describes the methodology that was used to examine the influence of child labour on academic performance of pupils of public primary school in Nakuru West constituency.

3.2 Research Design

The study adopted concurrent triangulation research design that allows Mixed-Methods Research Methodologies. According to Terrell, (2012) this research design allows two concurrent data collection phases; a quantitative phase and a qualitative phase. Data is integrated during interpretation phase and during analysis. The primary purpose of this design is confirmation, corroboration or cross-validation within a single study. This design allowed the researcher to gather information, summarize the information, present and interpret it for purposes of understanding the relationship between variables. It also allowed gathering of information by use of questionnaire and interview schedules.

3.3 Study Site

The study was conducted in Nakuru West Constituency which is one of the constituencies in Nakuru County. The constituency has six wards-Barut, London, Kaptembwo, Kapkures, Rhoda and Shabaab Wards. The constituency covers an area in sq.km (approximately) 251.00 with a total population of 152,257.

3.4 Target Population

Orodho (2005) defines target population as the set of elements that the researcher focuses upon and to which the results obtained by testing the sample should be generalized. In this study, 22 public primary school, 417 teachers, 18679 pupils, 22 head teachers, Sub-County Education Officer and Sub County Children Officer.

3.5 Sampling Techniques

Sampling techniques are methods of obtaining a sample from a given population (Orodho, 2005). The schools were selected through stratified random sampling

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whereby they were divided into two strata as per wards and population of pupils. . There are six wards in Nakuru west constituency-three wards were selected due to their poverty levels then two schools with high population of pupils. Pupils were selected through stratified random sampling. They were divided into three strata:- school, classes and gender. Then systematic random sampling was used to get the exact pupils that participated in the study. Systematic random sampling is a Probability sampling method, where a reasonable number of subjects who represents the target population are selected a systematically. In systematic random sampling, the first item or subject from the population is randomly picked, then, eachnthis select subject from the list (Deviant, 2015, Explorable, 2016). The class register was used as the sampling frame. Girls and boys were separated during sampling. The number of responding boys and girls were allocated proportionately in each school.The pupils aged 10-14(Class 4-8) were selected as according to KNBS (2008), it's an age bracket that accounts for 36.4% which is the highest proportion of the children in child labour. Furthermore, these are pupils who are somehow relatively mature compared to other pupils and therefore they provided more reliable information. Class Teachers, Head teacher, S.C.E.O. and S.C.C.O were selected through purposive sampling. This is because the study was mainly qualitative hence it aimed at avoiding repetitiveness but cover the issue in depth.

3.5.1 Sample Size

The researcher used the Cochran equation to determine the sample size for pupils since the populations are large as recommended by Cochran (1963:75) to yield a representative sample for proportions.

$$n_0 = \frac{Z^2 pq}{e^2}$$

Where n= the desired sample size

z = the required confidence level=1.96 at 95% confidence level

p = is the estimated proportion of an attribute that is present in the population(0.9)

q = the proportion in the target estimated not to have characteristics being measured. q=1-p

e = is the level of precision=0.05

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$N_0 = \frac{Z^2 pq}{E^2}$

$\frac{(1.96)^2(0.9)(0.1)}{(0.05)^2} = \frac{(1.96 \times 1.96) \times (0.9) \times (0.1)}{0.05 \times 0.05}$

$\frac{0.345744}{0.0025} = 138.2976$

Table 3.1: Summary of sample size and sampling technique

Group	Sample size
Pupils (Stratified random sampling and systematic sampling)	138
Class Teachers (Purposive sampling)	6
Head teachers (Purposive sample)	3
Sub County Education Officer(Purposive)	1
Sub-county Children Officer(Purposive)	1
	149

3.6 Research Instruments

The study used questionnaires to collect quantitative data (using closed ended questions) and qualitative data using (open-ended questions)to the pupils and class teachers. Since some of targeted pupils were too young to read and understand the questions, the researcher interpreted it and clarified them in a language that the children could understand, thus making it easy for them to respond. Qualitative data was collected through interview schedules that were administered to the head teachers, sub-county education officer and sub-county children's officer.

3.7 Pilot Study

The researcher conducted a pilot study in two public primary schools in Nakuru West Constituency before the actual data was collected, which were not included in the final sample. The pilot study was done to enable the researcher to improve the reliability and validity of the instruments, and also to familiarize with questionnaire administration.

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3.8 Reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields similar results or data after repeated trials. The pilot study enabled the researcher to assess the clarity of the questionnaire items so that those items found to be inadequate or vague may either be discarded or modified to improve the quality of the research instrument thus increasing its reliability. The Cronbach Value was be used. Questionnaires were administered to the targeted respondents and after two weeks the same questionnaire was administered to the same group under the same conditions. Correlation coefficient r, of 0.7 is considered appropriate as coefficient that is close to plus or minus one indicating a strong relationship (Mugenda & Mugenda, 2003). Where the coefficient was low then the instruments were adjusted accordingly in-order to avoid random error. Random error is the deviation from a true measurement as a result of factors that have not effectively been addressed by the researcher. The instruments achieved an 'r' value of 0.734 which was considered acceptable.

3.8.1 Validity

Mugenda and Mugenda, (2003) defines validity as the accuracy and meaningfulness of inferences, which are based on the research results. In order to improve face validity and content of the instruments, the pilot study was used. According to Kimberlin and Winterstein (2008) improvement of content validity of an instrument is done through expert judgment. As such, the researcher sought the assistance of the university supervisors who helped to improve content validity of the instrument.

3.8.2 Data Collection Procedure

The researcher obtained an introductory letter from St. Paul University to conduct research and which was used to seek permission from National Council for Science, Technology and Innovation (NACOSTI). The researcher then obtained authority from the Sub-County Education Officer which was used to introduce the study during a reconnaissance visits to schools explaining the intention of the researcher and request for their co-operation and assistance in the exercise.

3.9 Data analysis presentation

Descriptive analysis (means, standard deviation and mode) was used during data analysis. The use of descriptive statistics aids in describing the characteristics of the

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participants and their views on the different aspects sought in the study. The data collected was organized and coded for analysis using statistical package for the social sciences (SPSS) program version 22. The findings of the study were presented in frequencies, percentages and tables accompanied by explanations.

3.10 Ethical Consideration

As part of adherence to research ethics, the researcher obtained permission from the relevant authorities and from the participants involved in the study. Also, the purpose of the study was made known to the participants so that they can choose to participate or not. While for the case of the pupils, the head teachers were consulted before they are involved in the study. The participants' anonymity and confidentiality was kept and is guaranteed by instructing them not to indicate any of their personal details in the research instruments. The researcher has also acknowledged all literature cited in the study to avoid cases of plagiarism.

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CHAPTER FOUR
DATA ANALYSIS INTERPRETATION AND DISCUSSIONS

4.1 Introduction

The purpose of this study was to establish the influence of child labour on academic performance of pupils in public primary schools in Nakuru West Constituency Kenya. This chapter interprets and analyses data gathered by the study, in line with the objectives of the study. The chapter presents the data in the form of tables, charts and discussion.

4.2 Response Rate

Out of a sample of 149 respondents, 130 responded hence a response rate of 87.25%. The responses included 120 pupils out of 139 sampled (86.63%), and 100% of sampled class teachers (6), head teachers (3), sub-county education (1) and the sub-county children officer (1). The researcher made efforts to reach all the other respondents to fill the questionnaires but was not successful due to constraint of time. According to Best and Khan (2006)a 50% response rate of 50% is considered adequate, 60% is good and above 70% very good. Therefore, in view of this, the response rate was considered very good and exceeded the threshold postulated by Best and Khan.

4.3 Characteristics of Study Respondents

The study obtained data on the age of the students, who were the respondents in the quantitative part of the study. The results are presented in Table 4.1.

4.3.1 Age of Respondents

The study obtained data on the respondent's age. The results are presented in Table

Table 4:1Percent Distribution of Respondents According To Age

Response	Percentage	Number
Below 10 years	5.8	7
10-11 years	35.8	43
12-14 years	48.4	58
Above 14	10.0	12

Table 4.1 shows that majority (48.4%) of the respondents were aged between 12-14years while fewer (35.8%) were between 10-11 years. These from that majority of pupils in the targeted classes are in the ages 10-14 making up 84.2%.

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4.3.2 Class of the Respondents

The study sought data on the class of the respondent. The results are presented in Table 4.2.

Table 4:2: Percent Distribution of Respondents According Class

Category	Frequency	Percent
Class 4	31	25.8
Class 5	37	30.8
Class 6	24	20.0
Class 7	9	7.5
Class 8	19	15.8
Total	120	100.0

Table 4.2 shows that majority (30.8%) of the pupils were in class 5, while fewer (25.8%) were in 4. This implies that majority of pupils in upper public primary school are in class four and five.

4.3.3 Gender of Respondent

The study also sought data on the respondent's gender. The findings are presented in Table 4.3

Table 4:3Percent Distributions of Respondents According Gender

Response	Percent	Number
Male	49.2	59
Female	50.8	61

Findings in Table 4.3 show that majority (50.8%) of the pupils in child labour are females while 49.2% are females. This implies that the gender of the respondents is evenly distributed and information was got from both genders. This suggests that data collected can be considered balanced.

4.3.4 Status of Parents

The study sought data on the status of respondents' parents. The results are presented in Table 4.4

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Table 4.4: Percent Distributions of Respondents According to Status of Parents

Response	Percent	Number
Both alive	43.3	52
Father alive	17.5	21
Mother alive	30.0	36
None alive	9.2	11

The findings in Table 4.4 show that majority (43.3%) of the pupils who responded in had their both parents alive. This means that majority of the respondents' parents are both alive. Moyi, (2011) noted that most of the child labourers in Kenya are HIV/AIDS orphaned, and that the orphaned children tend to work so that they can get basic needs. According to a study by Burns, (2005)stories told by many of the child labourers is about how they had to run away from home to look for money after one or both parents died and consequently the children had to stop school due to lack of funds. The findings imply that almost 10% of the children involved in child labour area are orphaned while 47.5% are in single parent families thus in conditions that would precipitate child labour.

4.3.5 Work outside Family

The study sought to find out whether the respondents work outside their family. The results are presented in Table 4.12.

Table 4.5: Percent Distributions of Respondents According to Working outside Family

Responses	Frequency	Percent
Always	9	7.5
Sometimes	31	25.8
Rarely	15	12.5
Never	65	54.2
Total	**120**	**100.0**

Findings in Table 4.12 show that majority (54.2%) of the respondents were of the opinion that never worked outside their family. However, a significant number either worked sometimes (25.8%) or rarely (12.5%) or always (7.5%) worked outside the family, which implies that cumulative 45.8% worked outside the family. According to Understanding Children's Work(2003a) many children labourers prefer working outside family so that they can go to work and miss school.

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4.4 Influence of Workplace Deprivation Levels of Children Labourers on their Academic Performance

The first objective of the study aimed at establishing the influence of workplace deprivation levels of children labourers on their academic performance. The study presented the findings in the section below.

4.4.1 Attend Job because of Need for Money

The study sought data on whether the respondents attend job because they need money. The findings are presented in Table 4.5.

Table 4.6: Percent Distributions of Respondents According to Working for Money

Response	Percent	Number
Always	26.7	32
Sometimes	54.2	65
Rarely	13.3	16
Never	5.8	7

Table 4.5 shows that majority (54.2%) of the pupils involved in child labour indicated that they sometimes attend job because they need money while 26.7% indicated they always attend job because of the need for money. This implies that monetary reasons usually drive the children to seek ways of making money in the study area. A study by Haile and Haile (2011) found that all children in the study were engaged in child labour due to the need of money for food and other basic needs. According to Awan, Waqas, and Aslam, (2011)the determinants of child labourincludemother's education, education levels for the household heads, family size, levels of child education and which all comes down to levels of family income. Burns, (2005)notes that poverty for the family drives children into hazardous labour.

Mostly, the parents of child labourers are unemployed or underemployed, desperate for secure employment and income and therefore their children attend jobs to get money for supporting their family. According to Key Informant 1 (KII 01), child labour has not yet been abolished in Nakuru and this affects access to education to a number of children though the number is not yet known. Key Informant 2 (KII 02) was of similar opinion showing that it is estimated that one in every 20 children has had an experience of child labour. This was evidence through street families and

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beggars who use under age children to beg for money. In some instances, children were used in selling chicken along the road or to do menial jobs in some farms like collecting wheat that the family later used for food. However, KII 02 noted that child labour is illegal under the Employment Act, and the Children Act which defines a person below the age of 18 years as a child in Kenya.

4.4.2 Go to work because Parents cannot Support

The study sought to find out whether the respondent goes to work because parents cannot support them. The results are presented in Table 4.6.

Table 4:7Percent Distributions of Respondents According to Working because Parents Cannot Support

Response	Percent	Number
Always	28.3	34
Sometimes	50.8	61
Rarely	9.2	11
Never	11.7	14

Findings in Table 4.6 show that majority (50.8%) of respondents were of the views that they go to work because parents cannot support them. This implies that majority of children who do child labour do so because parents are not able to support them.

4.4.3 Working because Parents are absent

The study sought data on whether respondents work because they do not have parents. The findings are presented in Table 4.7.

Table 4:8Percent Distributions of Respondents According to Working because of being an Orphan

Response	Percent	Number
Never	90.8	109
Sometimes	0.8	1
Rarely	1.7	2
Always	6.7	8

Table 4.7 shows that a huge majority (90.8%) of the respondents responded that they never go to work because they do not have parents. This means that to majority of the respondents presence of a parent is not a determinant of whether they do child labour or not.

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4.4.4 Work because Parents are Sick

The study sought data on whether the respondent goes to job because parents are sick. The findings are presented in Table 4.8.

Table 4.9: Percent Distributions of Respondents According to Working because Parents are Sick

Response	Percent	Frequency
Always	13.3	16
Sometimes	68.4	82
Rarely	3.3	4
Never	15.0	18

The findings in the Table 4.8 show that majority (68.4%) respondents sometimes go to work because their parents are sick while 13.3% responded always go to work when their parents are sick implying health of parents is a contributor to children labour in majority of situations. According to Vandenberg, (2007) an elevating number of children without either one or both parents and those impacted by HIV/AIDS in the family, are forced to work in order to support both themselves and their siblings.

4.4.5 Family Members (parents and/or siblings) aware that the Child Earns from Working Outside my Family

The study sought data on whether the respondent's family members (parents and siblings) are aware that the child works for pay after outside the family.

Table 4.10: Percent Distributions of Respondents According to whether Family Members are aware that respondent is paid for Work outside Family

Response	Percent	Number
Always	16.7	20
Sometimes	45.8	55
Rarely	23.3	28
Never	14.2	17

Table 4.9 shows that majority (45.8%) respondents indicated that their family members (parents and/or siblings) were sometimes aware that they worked for pay outside their family while 23.3% responded that rarely they were aware. This indicates that majority of the respondents relatives are aware that their child are

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working and paid for work outside their family and which implies that child labour is an open issue at the family level and seemingly sanctioned. A study by Zenaida and Camacho (1999) shows though a child's decision to work and to move away could be regarded by the children as their own, it is usually made in consultation with other family members. When it involves migration, children labourers tend to move to areas and occupations where other caregiver or community members are away, normally due to the fact that family based contacts in the recruitment process serve to make the migration process less risky. The findings in the current study suggest that family members are key individuals in tackling child labour. The findings are in agreement with the KII 02 who observes that the family unit is the most ideal place that contributes to the increase or the reduction of children labour.

4.4.6 Paid for all Work done Outside Family

The study also sought data on whether the respondents get paid for all work done outside family and presented the findings in the Table 4:10.

Table 4.11: Percent Distributions of Respondents According to whether they are paid for all Work Done outside Family

Response	Percent	Number
Always	32.5	39
Sometimes	51.6	62
Rarely	9.2	11
Never	6.7	8

Table 4.10 shows that majority (51.6%) of the respondents were of the view that they are sometimes paid for all work done outside their family while 32.5% of the respondents were of the opinion that they are always paid. Cumulatively, 67.5% of the children are either never paid (6.7%), rarely paid (9.2) or paid sometimes (51.6%). This means that majority of the respondents are paid for all work that they do outside their family. The corroborates views from KII 02 who reported that cases of underpaid or totally denied pay for children are common in the sub-county.

4.4.7 Skip School to Help do Work at Home

The study also sought data on whether the respondents skip school to help do work at home. The findings are presented in Table 4.12.

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Table 4.12: Percent Distributions of Respondents According to Skipping School to Help do Work at Home

Response	Percent	Number
Always	10.8	13
Sometimes	15.8	19
Rarely	46.7	56
Never	26.7	32

Table 4.12 shows that majority (46.7%) respondents were of the opinion that they rarely skip school to help do work at home while another 26.7% respondents never skip school. However, 26.7% of the pupils did sometimes (15.8%) or always (10.8%) this implies that a significant number of pupils skip school to help do work at home. This could have implications on academic performance of the affected pupils. Responses from teachers showed that issues that contributed to child labour in the study area included poverty and instability in the family.

4.5 How the Kind of Work Done By Children Labourers Affect Their Academic Performance

The second objective of the study aimed at examining how the kinds of work done by children labourers affected their academic performance in public primary schools. The study presented the findings in the section below.

4.5.2 Cleaning House and Utensils in Other People's Home

The study sought data on whether the respondents do cleaning the house and utensils in other people's home. The findings are presented in Table 4:13.

Table 4.13: Percent Distributions of Respondents According to Cleaning House and Utensils in Other People's Home

Response	Percent	Number
Always	8.3	10
Sometimes	26.7	32
Rarely	60.8	73
Never	4.2	5

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Table 4.15 show that majority (63.8%) of the respondents were of the opinion that they rarely cleaned the house and utensils in other people's home. However, a significant number either did so sometimes (26.7%) or always (8.3%) which cumulatively gave 35.0%. This means that to a significant extent, children labourers in the study area clean houses and utensils in other people's home.

4.5.3 Wash Clothes in Other People's Home

The study sought data on whether respondents wash clothes in other people's home. The findings are presented in Table 4.14.

Table 4.14: Percent Distributions of Respondents According to Washing Clothes in Other People's Home

Response	Percent	Number
Always	8.4	10
Sometimes	25.8	31
Rarely	55.8	67
Never	10.0	12

Findings in Table 4.14 show that majority (55.8%)of the respondents rarely wash clothes in other people's home while 25.83% do it sometimes. Cumulatively, 34.2% either do it sometimes (25.8%) or always (8.4%). This implies that a significant number of child labourers in the target area wash clothes in other people's home.

4.5.4 Cooking in Other People's Home

The study sought data on whether respondents cook in other people's home. The findings are presented in Table 4.15.

Table 4.15: Percent Distributions of Respondents According to Cooking in Other People's Home

Response	Percent	Number
Always	5.0	6
Sometimes	2.5	3
Rarely	29.2	35
Never	63.3	76

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Table 4.15 shows that majority (63.3%) respondents opinions showed that they never cooked in other people's home while another 29.2% rarely do it. This implies that majority of children labourers in the study area are not allowed to cook food in others people's houses.

4.5.5 Fetch Water in Other People's Home for Pay

The study sought data on whether respondents fetch water in other people's home. The findings are presented in Table 4.16.

Table 4.16: Percent Distributions of Respondents According to Fetching Water in Other People's Homefor Pay

Response	Percent	Number
Always	34.2	41
Sometimes	28.3	34
Rarely	35.0	42
Never	2.5	3

Table 4.16 shows that more than majority (35.0%) of the respondents rarely fetch water in other people's home. However, cumulatively majority (62.5%) either fetch water always (34.2%) or sometimes (28.3%). This means that a significant number of children in the target area fetch water in other people's home to a significant extent. Rickey, (2009)found out that there is lack of access to basic services such as electricity and drinking water in many rural homes. In such situations, the girl child who is more involved in domestic chores bears the responsibility of fetching water. This suggests that children labourers fetch water in both their homes and other people's homes.

4.5.6 Cultivate Land in Other People's Homes for Pay

The study sought data on whether respondents cultivate land in other people's home. The results from data analysis are presented in Table 4.17.

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Table 4.17: Percent Distributions of Respondents According to Cultivating Land in Other People's Home for Pay

Response	Percent	Number
Always	7.5	9
Sometimes	15.0	18
Rarely	40.0	48
Never	37.5	45

Findings in Table 4.17 show that majority (40.0 %) of the respondents rarely cultivated other people's land while 37.5% respondents never do so. This means that majority of children in the study area rarely or never cultivates land in other people's homes.

4.5.7 Work at Service Industry (such as public transport sector)

The study sought data on whether respondents work at service industry (such as public transport sector). The results from analysis of obtained data is presented in Table 4.18.

Table 4.18: Percent Distributions of Respondents According to Working at Service Industry (such as public transport sector)

Response	Percent	Number
Always	1.6	2
Sometimes	6.7	8
Rarely	27.5	33
Never	64.2	77

The findings in Table 4.18 show that more that majority (64.2%) of the respondents never work at service industry (such as public transport sector) while 27.5% rarely works. This implies that majority of the children in the study area do not work at service industry (such as public transport sector). A study by Boyden, Ling and Myers (1998) in Indonesia and Morocco showedmajority of the children opted to work in factory instead of either farm or service based service with the reason that they found household work more grinding and futureless.

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4.5.8 Collect and Sell Scrap Metal

The study sought data on whether respondents collect and sell scrap metal. The findings are presented in Table 4.19.

Table 4.19: Percent Distributions of Respondents According to Collecting and Selling Scrap Metal

Response	Percent	Number
Always	5.8	7
Sometimes	10.8	13
Rarely	40.9	49
Never	42.5	51

Table 4.19 shows that majority (42.5%) respondents never collect or sell scrap metal while 40.9% respondents rarely collect and sell scrap metal. This indicates that a significant number of children in the study areaat times collect and sell scrap metal.

4.5.9 Work at the Market either Selling or Carrying Luggage

The study sought data on whether respondents work at the market either selling or carrying luggage. The findings are presented in Table 4.20.

Table 4.20: Percent Distributions of Respondents According to Working at the Market either Selling or Carrying Luggage

Response	Percent	Number
Always	5.8	7
Sometimes	6.7	8
Rarely	60.0	72
Never	27.5	33

The findings in Table 4.20 show that majority (60.0%) of the respondents rarely work at the market either selling or carrying luggage while 27.5% never work at the market. This means that majority of the respondents do not work at the market either selling or carrying luggage.

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4.6 Effect of Difficulties Experienced by Child Labourers at the Place of Work on Academic Performance of Pupils

The **third objective** of the study aimed at identifying the difficulties experienced by domestic children labourers at the place of work on academic performance in public primary school. The study presented the findings in the section below.

4.6.1 Suffer Physical Injuries

The study sought data on whether respondents suffer physical injuries. The results of data analysis areas in Table 4.21.

Table 4.21: Percent Distributions of Respondents According to Suffering Physical Injuries

Response	Percent	Number
Always	1.7	2
Frequently	21.7	26
Sometimes	43.3	52
Rarely	33.3	40

Findings in Table 4.21 show that majority (43.3%) of the respondents sometimes suffer physical injuries while another 33.3% responded rarely suffer physical injuries. Cumulatively, 66.7% of respondents suffered injury sometimes (43.3%), frequently (21.7%) or always (1.7%). This implies that a significant number of children labourers in the study area suffer physical injuries while working. Qualitative data from the teachers showed that children who experience child labour often suffer ill health, and disoriented during lessons because of the accompanying fatigue. According to Skoufias, (2001) children labourers are prone to external pain and injury especially when they are exposed to risky health conditions such as chemicals and dangerous tools. According to ILO(2004) about 22000 working children die due to occupational hazards every year

4.6.2 Experience Fatigue

The study sought data on whether respondents experienced fatigue. The results of analysis are presented in Table 4.22.

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Table 4.22: Percent Distributions of Respondents According to Experiencing Fatigue

Response	Percent	Number
Always	19.2	23
Frequently	54.2	65
Sometimes	23.3	28
Rarely	2.5	3
Never	0.8	1

The findings in Table 4.22 show that more than half (54.2%) of the respondents frequently experienced fatigue due to children labour. This indicates that majority of the respondents experienced fatigue in their work places.This corroborates views from ILO/IPEC and Understanding Children Work (2005) that show the impact of children involvement in economic activity directly proved chances of children not being able to attend classes and/or feeling tired during lessons. A study by Gunnarsson, Orazem, and Sanchez (2006) found that children who undergoes brutal labour or whose work plan are so squeezed that they don't get time for homework, felt exhausted and are likely to be disadvantaged in terms of academic gain from their classroom time than the non-working children. This suggests that the working children become exhausted and may have their interest directed away from academic pursuits, or be led to place less value on formal learning. In light of these views, the current study implies that fatigue can have negative overall effect on the academic performance of children labourers.

4.6.3 Accused of Lack of Discipline

The study sought data on whether respondents are accused of lack of discipline. The findings are presented in Table 4.23.

Table 4.23: Percent Distributions of Respondents According to being Accused of Lack of Discipline

Response	Percent	Number
Always	5.8	7
Frequently	15.8	19
Sometimes	49.2	59
Rarely	22.5	27
Never	6.7	8

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Table 4.23 show that majority (49.2%) of the respondents responded that they are sometimes accused of lack of discipline while 22.5% responded that they are rarely accused for lack of discipline. Cumulatively, majority (70.8%) of respondents are either sometimes (49.2%), frequently (15.8%) or always (5.8%) accused for lack of discipline. This implies that majority of the respondents are often accused of lack of discipline. According to KII 01, children labourers cannot concentrate in school and it is not unusual to experience discipline concerns.

4.6.4 Mistreated by Employers

The study sought data on whether respondents are mistreated by the people they work for. The findings are presented in Table 4.24.

Table 4.24: Percent Distribution of Respondents According to Mistreat by Employers

Response	Percent	Number
Always	27.5	33
Frequently	49.2	59
Sometimes	18.3	22
Rarely	4.2	5
Never	0.8	1

The findings in Table 4.24 show that majority (49.2%) of the respondents were of the view that they are frequently mistreated by the people they worked for. A significant number (27.5%) felt that they were always mistreated by the employers. This implies that majority of the respondents are frequently mistreated by their employers. KII 02 was of the views that child labourers are usually oppressed by their employers since they do not pay them well and they consider them to be cheap labour. Some assume they are doing the children and by extension the children's families a favour by giving them an employment opportunity. International Labour Organization, (2013) approximated around 215 million children between the ages five to fourteen are child labourers worldwide who work for long harsh hours and are frequently mistreated by their employees and also they work in hazardous conditions which affect their health physically, mentally and emotionally. Many of these children are not given their fundamental rights like access to school or health care.

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4.6.5 No time to go to School

The study sought data on whether respondents do not get time to go to school. The findings are presented in Table 4.25.

Table 4.25: Percent Distributions of Respondents According to No time to go to School

Response	Percent	Number
Always	2.5	3
Frequently	5.8	7
Sometimes	35.9	43
Rarely	18.3	22
Never	37.5	45

Findings in Table 4.25 show that majority (37.9%) of the respondents were of the opinion that they sometimes did not get time to go to school though35.8%were of the opinion that they sometimes did not get time. This implies that to a significant extent majority of the respondents attendance to school was affected by labour. According to KII 01, access to education is the first casualty when children become labourers. This was corroborated by KII 02 who opined that child labour lowers the capacity of the affected children to attend school. According to Holgado, *et al.*,(2014)the labour conditions, the number of weekly hours dedicated to work and the presence of work scheduled in the morning negatively affected the academic performance of child labourers. In line with this, Cigno and Rosati (2005), found that child labourers are less advantaged compared to their non-working counterparts in terms of their ability to attend school in many of the developing countries where child labour is commonly practised. This suggests that many children labourers work for long hours and therefore do not get time to go to school and hence lowering their academic performance. In contrast, Manacorda, (2006) found children involved in various work may raise funds to help pay for his own or her siblings' schooling, meaning child labour might paradoxically increase school attendance.

4.6.6 No time to Study or do Homework

The study sought data on whether respondents do not get time to study or do homework. The findings are presented in Table 4.26.

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Table 4.26: Percent Distributions of Respondents According to No time to Study or do Homework

Response	Percent	Number
Always	10.0	12
Frequently	47.5	57
Sometimes	15.0	18
Rarely	20.8	25
Never	6.7	8

Table 4.26 shows that majority (47.5%) of the respondents were of the opinion that that they frequently did not get time to study or do their homework while 10% of the respondents were always getting no time to do their homework. This indicates that majority of the respondents do not get time to study nor do their homework due to child labour. According to KII 01, child labourers lack time to attend school, leave alone handling homework. Some of those that manage to attend school lack energy to handle learning, which can be made complicated since the learning environment at home many not even be conducive. In line with this, UCW (2005a) found that work and education are indirectly proportional where by the chances of completing school activities declines with the increase of hours spent at work in both economic activities and household chores. According to Njue, (2000)the school day for girls in many countries is long since they have to come early from school and accomplish some domestic chores and leave for school later than boys for the same reason.

4.6.7 Experience Work Related Sickness

The study sought to find out whether respondents experience work related sickness. The findings are presented in Table 4.27.

Table 4.27: Percent Distributions of Respondents According to Experiencing Work Related Sickness

Response	Percent	Number
Always	1.7	2
Frequently	49.2	59
Sometimes	13.3	16
Rarely	20.8	25
Never	15.0	18

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Table 4.27 shows that majority (49.2%) of the respondents were of the view that they frequently experience work related sickness. This means that majority of children in the targeted area experience work related sickness. KII 02 was of the opinion that working children are usually under very strenuous conditions, are exposed to health hazards and lack appropriate clothing. This coupled with lack of medical cover makes then vulnerable to ill health. According to ILO (2013) the biggest percentage of child labourers are working in risky jobs and the overall number of child workers is increasing despite being unlawful. They are prone to diseases and they struggle with long-term physical and psychological pain.

4.6.8 Unsafe Work Conditions

The study sought to find out whether respondent's work condition wasunsafe. The findings are presented in Table 4.28.

Table 4.28: Percent Distributions of Respondents According to Unsafe Work Conditions

Response	Percent	Number
Always	5.8	7
Frequently	20.8	25
Sometimes	23.3	28
Rarely	6.7	8
Never	43.4	52

Findings in Table 4.28 show that majority (43.4%) respondents were of the opinion that they never work under unsafe conditions. However, 50% of the respondents sometimes (23.3%), frequently (20.8%) or always (5.8%) worked under unsafe conditions. This implies that a significant number of children labourer in the study area work under unsafe conditions. According to KII 02 the working conditions for school are normally not conducive since in the first instance there can never be a good working condition for a child. Working environment is meant for adults. In addition, those working in the streets are exposed to hostile living conditions and they also get exposed to. According to Serwadda-Luwaga, (2005) children labourers in urban poverty live in slums and within unhealthy poor conditions. They work in poor environment in areas such as in homes as domestic labourers, in hotels or in restaurants. Worldwide there are over 200 million children involved in child labour,

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while another 20 million are subjected to forced labour that leads to acute and chronic exposures. This results in safety and health (S&H) risks, discontinuation from formal education and play.

4.6.9 Too Much Work

The study sought to find out whether respondent are given too much work. The findings are presented in Table 4.29.

Table 4.29: Percent Distributions of Respondents According to Too Much Work

Response	Percent	Number
Always	15.0	18
Frequently	23.3	28
Sometimes	10.0	12
Rarely	32.5	39
Never	19.2	23

Table 4.29 shows that 32.5% of the respondents responded that they are rarely were given too much work. However, cumulatively, 48.3% either were given too much work frequently (23.3%), always (15.0%) or sometimes (10.0%). This implies that majority of the respondents are frequently given too much work by their employees. KII 02 views showed that most working children are often overworked and underpaid while missing opportunities to improve their future conditions since they miss out on education.

4.6.10 Paid Very Poorly by Employers

The study sought to find out whether respondent is given too much work. The findings are presented in Table 4.30

Table 4.30: Percent Distributions of Respondents According to being Paid Very Poorly by Employers

Response	Percent	Number
Always	9.2	11
Frequently	32.5	39
Sometimes	21.6	26
Rarely	12.5	15
Never	24.2	29

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The findings in Table 4.30 show that majority (32.5%;) of the respondents were of the view that they are frequently paid very poorly by the person they worked for while 21.67% responded that they are sometimes paid very poorly. Cumulatively, 63.3% either received poor pay sometimes (21.6%), frequently (32.5%) or always (9.2%). This suggests that majority of the children labourers in the study area are always paid very poorly by their employees.Responses from the teachers showed that child labour contributes to low and inconsistent class attendance and subsequent low performance of affected children. In addition it leads to class dropout. They were also prone to lack of parental care, hardships and even malnutrition. According to KII 02, lack of good pay makes the children labourers live from hand to mouth with very limited chance of improving their condition.

Awosusi, Omojola and Modupe, (2012)found that many child labourers in Nigeria undergo physical, mental, sexual and psychological abusing. These children work for long brutal hours under risky conditions without being paid or paid little.Arat, (2002) also noted that, there is a large group of critics that disapprove child labour for reasons such as stealing their childhood from them and that it amounts to economic exploitation because they are paid at the lowest rate and sometimes not at all.

4.7 Academic Performance

The study sought to find out the academic performance of the pupils and made the findings in the sections below.

4.7.1 Ever Repeated any Class

The study sought data on whether the respondent had ever repeated any class. The findings are presented in Table 4.31.

Table 4.31: Percent Distributions of Respondents According to whether they have ever repeated any Class

Response	Percent	Number
Yes	37.5	45
No	62.5	75

Findings in Table 4.31 show that majority (62.5%) of the respondents were not of the opinion that they had ever repeated at least a class. This implies that majority of the respondents had not repeated at least a class, though those who had repeated were

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significant at 37.5%. A study by Goulart, Pedro, and Bedi, (2008)found that child labour is found to increase the probability of students repeating a gradeeven for a developed country such as Portugal. In line with this, Manacorda, (2008) also noted that repeating class leads to school dropout, hence the likelihood of increasing incidences of children working.

4.7.2 Marks Scored in Previous Exam

The study sought to know the marks scored by the respondent in the previous exam. The findings are presented in Table 4.32.

Table 4.32: Percent Distributions of Respondents According to Marks Scored in Previous Exam

Response	Percent	Number
Below 200	62.5	75
201-300 Marks	21.67	26
301-400 Marks	9.16	11
Above 400 Marks	6.67	8

The findings in Table 4.32 show that majority (62.5%) of the respondents indicated that they had scored below 200 marks followed by 21.5% who had scored between 201-300 marks. This implies that majority of the respondents had scored below average. A causal-comparative study by Ligeve and Poipoi, (2012)that investigated the effects of child labour on academic achievement of primary school pupils in Suba and Homa-Bay districts in Kenya found that pupils engaged in child labour had a reasonably lower mean score in academic achievement than those not engaged in it. In addition, Kathleen, Dehejia, and Gatt, (2009)carried out a study on child labour using panel data from the Vietnam Living Standard Surveys between the years 1993 and 1998 and found that five years subsequent to the child labour experience has significantly bad impacts on children's school enrolment and grade attainment. Kayongo–Male and Onyango, (1991) observed that female children are often burdened by after school duties than male children. This was attributed to the fact that after school duties are largely performed by females. This suggests that with all the chores done by girls, they could be too exhausted to concentrate on their studies, leading to poor performance.

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4.8 Cross Tabulation

The study obtained chi-test on some selected issue against working away from home and presented the findings in the section below.

4.8.2 Influence of Workplace Deprivation Levels of Children Labourers on their Academic Performance

The study did cross-tabulation on a variable under the first objective of the study, which was workplace deprivation levels and working outside the family. The results are presented in the section below.

Table 4.33: Percent of attending jobs because of need of money and working outside my family

Variable	Response	Respondents work outside family				Total
		Always	Sometimes	Rarely	Never	
Respondents attend jobs because of need money	Always	9	23	0	0	32
		28.1%	71.9%	0.0%	0.0%	100.0%
	Sometimes	0	8	15	42	65
		0.0%	12.3%	23.1%	64.6%	100.0%
	Rarely	0	0	0	16	16
		0.0%	0.0%	0.0%	100.0%	100.0%
	Never	0	0	0	7	7
		0.0%	0.0%	0.0%	100.0%	100.0%
	Total	9	31	15	65	120
		7.5%	25.8%	12.5%	54.2%	100.0%
		7.5%	25.8%	12.5%	54.2%	100.0%

Table 4:36 shows that majority (71.9%) of those that always attend jobs because of lack of money sometimes work away from their families while 28.1% always work from home. The study further reveals that those that rarely attend jobs because of need of money they never work away from home, the same as those that never attend jobs because of need of money. This suggests that lack of money motivates children

to work away from home. This links lack of money that is poverty, to working away from family.

4.8.3 How the Kind of Work Done By Children Labourers Affect Their Academic Performance

Percent between Respondents Cleaning the house and utensils in other people's home and marks scored in the last exam. The researcher did a Crosstab between Respondents Cleaning the house and utensils in other people's home and marks scored in the last examination and presented the results in the Table 4:41.

Table 4.34: Percent between Respondents Cleaning the house and utensils in other people's home and marks scored in the last exam

Variable	Response	how many marks did you score in your last exam			Total
		Below 200	201-300 Marks	301 and Above Marks	
Respondents cleaning the house and utensils in other people's home	Always	10	0	0	10
		100.0%	0.0%	0.0%	100.0%
	Sometimes	32	0	0	32
		100.0%	0.0%	0.0%	100.0%
	Rarely	33	26	14	73
		45.2%	35.6%	19.2%	100.0%
	Never	0	0	5	5
		0.0%	0.0%	100.0%	100.0%
	Total	75	26	19	120
		62.5%	21.7%	15.8%	100.0%

Table 4:41 shows that all (100%, n=10) of Respondents that cleaned the house and utensils in other people's home always got marks below 200 in their last examination. Similarly, all (100%, n=32) respondents who cleaned the house and utensils in other people's home sometimes equally got marks below 200 as well as majority (45.2%, n=33) of those respondents that cleaned the house and utensils in other people's home rarely. However, all (100%, n=5) of respondents that never cleaned the house and utensils in other people's home got more than 301 marks in their last examination. The findings suggest a positive relationship between cleaning the house and utensils in other people's home and academic performance.

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4.8.4 Effect of Difficulties Experienced by Child Labourers at the Place of Work on Academic Performance of Pupils

Percent of respondents who suffer Physical injuries and marks scored in last Examination

The researcher did a crosstab between respondents who suffer physical injuries and marks scored in the last examination. The results are presented in Table 4:43

Table 4.35: Percentage of respondents who suffer physical injuries and marks scored in last exam

Variable	Response	how many marks did you score in your last exam			Total
		Below 200	201-300 Marks	> 301 Marks	
Respondents suffer physical injuries	Never	2	0	0	2
		100.0%	0.0%	0.0%	100.0%
	Rarely	26	0	0	26
		100.0%	0.0%	0.0%	100.0%
	Sometimes	47	5	0	52
		90.4%	9.6%	0.0%	100.0%
	Frequently	0	21	19	40
		0.0%	52.5%	47.5%	100.0%
Total		75	26	19	120
		62.5%	21.7%	15.8%	100.0%

Table 4:43 shows that all (100%, n=2) of the respondents who never suffered physical injuries scored below 200 marks in the last examination. Furthermore, all 100%, n=26) of those who rarely suffered physical injuries scored below 200 marks too in the last examination. Furthermore, majority (52.5%, n=21) of those who suffered physical injuries scored between 201-300 marks. This suggests that there is no direct relationship between physical injuries and academic performance of respondents in the study.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the results gathered in the course of the study along the specific objectives. The chapter also draws conclusions and recommendations in line with the study objectives. The chapter finally suggests topics for further studies.

5.2. Summary of Results

5.2.1 Background Information

The study found majority (50.83%) of the pupils are females while 49.17% are males. This implies that the gender of the respondents is evenly distributed and information was got from both genders. The study also found thatmajority (43.33%) of the pupils responded that their parents are both alive.

5.2.2 Influence of Workplace Deprivation Levels of Children Labourers on their Academic Performance

With regards to the influence of workplace deprivation levels of children labourers on their academic performance, the study came up with the following findings. The majority (55.17%) of the respondents were of the opinion that they never work outside their family. However, a significant number either worked always (7.5%) or sometimes (25.83%) which implies that cumulative 33.3% worked outside the family. This indicates that majority of the respondents attend jobs because they need money. The study showed that majority (50.83%) respondents were of the view that they go to work because parents cannot support them. This implies that majority of children who do child labour is because parents are not able to support them.. The study also showed that a huge majority (90.83%) of the respondents responded that they never go to work because they do not have parents. This means that to majority of the respondents presence of a parent is not a determinant of whether they do child labour or not. The study revealed that majority (68.33%) respondents sometimes go to work because their parents are sick while 13.33% responded always go to work when their parents are sick implying health of parents in an issue in children labour in majority of situations. The findings show that majority (45.83%) respondents indicated that their family members (parents and/or siblings) were sometimes aware that they are paid for work outside their family while 23.3% responded that they are rarely aware. This

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indicates that majority of the respondents relatives are aware that child labourers are sometimes paid for work outside their family and which implies that child labour is an open issue at the family level where seemingly it could also be sanctioned. The study also revealed that majority (67.51%) of the children are never paid (8%), rarely paid (9.17) or paid sometimes (51.67%). This means that majority of the respondents are not paid for all work that they do outside their family. The study further revealed that majority (46.67%) respondents were of the opinion that they rarely skip school to help do work at home while another 26.67% respondents never skip school. However, 26.66% of the pupils did sometimes (15.83%) or always (10.83) this implies that a significant number of pupils skip school to help do work at home.

5.2.3 How the Kind of Work Done By Children Labourers Affect Their Academic Performance

With regards to how the kind of work done by children labourers affects their academic performance, the study made the following findings. On whether the respondents work outside their family, 55.4% of the respondents always work outside their family. This implies that majority of the respondents work outside their family. On cleaning house and utensils in other people's home, a significant number either did so sometimes (26.67%) or always (8.33%) which cumulatively gave 35%. The study revealed that cumulatively, 34.17% of respondents wash clothes in other people's home sometimes (25.83%) or always (8.33%). This implies that a significant number of child labourers in the target area wash clothes in other people's home. The study also revealed that majority (63.33%) respondents' opinions showed that they never cooked in other people's home while another 29.17% rarely do it. This implies that majority of children in the study area are not allowed to cook food in others people's houses. The study further cumulatively showed that majority (62.5%) either fetch water always (34.17%) or sometimes (28.33%). This means that children in the target area fetch water in other people's home to a significant extent. The study further revealed that majority (40 %) of the respondents rarely cultivated other people's land while 37.5% respondents never do so. This means that majority of children in the study area rarely or never cultivates land in other people's homes. The study found that (64.17%) of the respondents never work at service industry (such as public transport sector) while 27.5% rarely works. This implies that majority of the children in the study area do not work at service industry (such as public transport

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sector). On whether respondent collect and sell scrap metal, the study found majority (42.5%) respondents never collect or sell scrap metal while 40.83% respondents rarely collect and sell scrap metal. This indicates that a significant number of children in the study area at times collect and sell scrap metal. Moreover, majority (60%) of the respondents rarely work at the market either selling or carrying luggage while 27.5% never work at the market.

5.2.4 Effect of Difficulties Experienced by Child Labourers at the Place of Work on Academic Performance of Pupils

With regards to the effect of difficulties experienced by child labourers at the place of work on academic performance of pupils, the study made the following findings. On whether respondents suffer physical injuries, the study found that 66.67% of respondents suffered injury sometimes (43.33%), frequently (21.67%) or always (1.67%). This implies that a significant number of children labourers in the study area suffer physical injuries while working. The study also found that more than half (54.17%) of the respondents frequently experience fatigue due to children labour. This indicates that majority of the respondents experience fatigue in their work places. This indicates that majority of the respondents experience fatigue in their work places. The study revealed that cumulatively, majority (70.83%) of respondents are either sometimes (49.17%), frequently (15.83%) or always (5.83%) accused for lack of discipline. This implies that majority of the respondents are often accused of lack of discipline. This implies that majority of the respondents are rarely accused of lack of discipline. The study further revealed that majority (49.17%) of the respondents were of the view that they are frequently mistreated by the people they worked for. A significant number (27.5%) felt that they were always mistreated by the employees. This implies that majority of the respondents are frequently mistreated by their employers. On whether the respondents get time to go to school, the study showed that majority (37.5%) of the respondents were of the opinion that they sometimes did not get time to go to school though 35.83% were of the opinion that they sometimes did not get time. This implies that to a significant extent majority of the respondents attendance to school was affected by children labour. In addition, the study found that majority (47.5%) of the respondents were of the opinion that that they frequently did not get time to study or do their homework while 10% of the respondents were always getting no time to do their homework. The study revealed that majority (49.17%) of

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the respondents frequently experienced work related sickness. This means that majority of children in the targeted area experience work related sickness. This means that majority of the respondents experience work related sickness. The study further revealed that majority (43.33%) respondents were of the opinion that they never work under unsafe conditions. However, 50% of the respondents sometimes (23.33%), frequently (20.83%) or always (5.83%) worked under unsafe conditions. This implies that a significant number of children labourer in the study area work under unsafe conditions. The study further showed that cumulatively, 48.33% either were given too much work frequently (23.33%), always (15%) or sometimes (10%). This implies that majority of the respondents are frequently given too much work by their employees. The study further revealed that cumulatively, 63.33% either received poor pay sometimes (21.67%), frequently (32.5%) or always (9.17%). This suggests that majority of the children labourers in the study area are always paid very poorly by their employees.

5.2.5 Academic Performance

With regards to the academic performance of the respondents, the study made the following findings. 71.5% of the respondents agreed that they had ever repeated at least a class. This implies that majority of the respondents in the study had repeated at least a class. The study also found that 63.1% of the respondents responded that they had scored below 200 marks followed by 21.5% who had scored between 201-300 marks. This implies that majority of the respondents had scored below average.

5.3 Conclusion

From the findings it is clear that majority of the respondents have their parent but are forced to engage in activities that will help them raise money for their daily basic needs. Many children attend jobs for their survival since they do not get support from their parents. In addition, health of the parents is a determinant on child labour in the study area and thus intervention meant to control child labour should include concerns for the health of parents. Furthermore, majority of the respondents' relatives are aware that their children are working and paid for work outside their family. In addition,a significant number of children skip school to help do work at home which could have implications on academic performance of the affected pupils. The study showed that appropriate legal framework exists but implementation of laws is a hindrance.

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A significant number of children work outside the family. In addition to a significant extent, pupils in the study area clean houses and utensils in other people's home while others wash clothes in other people's home. However, though majority are not allowed to cook food in others people's houses many of the children labourers fetch water at both their homes and other people's homes. In addition, majority of children in the study area rarely or never cultivates land in other people's homes while majority of the children in the study area do not work at service industry (such as public transport sector). A significant number of children in the study area at times collect and sell scrap metal while majority of the respondents do not work at the market either selling or carrying luggage.

A significant number of children labourers in the study area suffer physical injuries while working and experience fatigue while working. Furthermore, majority of children are either sometimes or frequently accused for lack of discipline while a significant number felt that they were always mistreated by the employees. To a significant extent majority of the children labourers' attendance to school was affected by labour while for those that attend they do not get time to study nor do their homework. Furthermore, the majority of working children in the targeted area experience work related sickness while working under unsafe conditions. Furthermore, majority of the respondents are frequently given too much work by their employers and paid poorly.

5.4 Recommendation

Based on the findings of the study, the following recommendations were made:-

i. The government agencies should enforce the relevant acts that touch on children rights so that it protects them from issues of child labour and other home based mistreatments that may hinder them from performing well in their academics.
ii. The education officers and children officers should do close supervision and inspection of primary schools in order to ensure that children attend school.
iii. Head teachers and teachers to conduct guidance and counselling sessions to affected children in order to help them cope with stress and fatigue related to children labour.
iv. The head teachers should sensitize and create awareness to parents of affected children on the need to provide quality education to their children.

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v. School management committees should consider creating good and considerate learning environment for the children affected by children labour in order to maximize their learning outcome

vi. Government should improve the social welfare include health care support for low income parents so that they can provide for the children.

5.5 Suggestions for further Studies

Based on the findings of the study, the researcher suggested the following studies to be carried in order to complement this study:-

i. A similar study to be conducted in other sub- counties so as to establish prevailing conductions in those parts with a view of comparing with this study

ii. A study on the effect of children labour on the transition of pupils from one class to the other.

iii. A study of the influence of children labour from Primary School to secondary school

iv. A study on the influence of children labour on secondary education.

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APPENDIX 1:

PUPILS' QUESTIONNAIRE ON CHILD LABOUR

I am Ms. Josephine C. W. Hinga conducting research on "Status of Child Labour on academic performance of pupils in Public Primary School in Nakuru West, Kenya. Kindly respond to the questions below by either ticking the right answer or writing short answers in the space left. The information will be used ONLY for the academic purpose and will be treated with uttermost confidentiality.

SECTION A: BACKGROUND INFORMATION

A1. Name (optional)_____ Age_____

A2. School _____class/grade _____

A3. Sub-county _____ Location _____ Zone _____

A4. Gender 1 = Male [ ] 2 = Female [ ]

A5. Are both your parents alive? 1 = Yes[ ] 2 =No [ ]

A6. If No in A5 above, who is alive? 1 = Father [ ] 2 = Mother [ ] 3 = None [ ]

A7.If Yes are they? 1=Married [ ] 2=Separated [ ] Single Parent= [ ]

A8. Number of siblings: 1 = Boys [ ] 2 = Girls [ ]

A9. Do you perform any work at other people home? 1 = Yes [ ] 2 = [ ]

SECTION B: CAUSES OF CHILD-LABOUR

B1. How often do your parents give you work5= Always [ ] 4 = Frequently [ ] 3 = Sometimes [ ] 2 = Rarely [ ] 1 = Never [ ]

B2: Do you work outside your family? 1 = Yes [ ] 2 = No [ ]

B3: If Yes in B1 above, are you paid for the work you do? 1 = Yes[] 2 = No[ ]

B4: If Yes in B2 above, how often are you paid? 5 = Always[ ] 4 = Frequently [ ] 3 =Sometimes [ ] 2 = Rarely [] 1 = Never []

B5: Are your parents / siblings aware that you are being paid? 1 = Yes [ ] 2 = N [ ]

B6.Do you skip school to help at home?

B7. Do you sometimes skip school to go to work for pay?

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B8. Why do you skip school to go to work?

B9. Who decides that you should skip school?

SECTION C: TYPES OF WORK CHILDREN ENGAGE IN

Kindly answer the questions where applicable by ticking (√) as appropriate:

C2. If Yes in C1 above, which kind of chores do you perform?

1 = cleaning the house and utensils [ ] 2 = washing clothes [ ] 3 = cooking [ ] 4 = fetching water [ ] 5 = cultivating the land [ ] 6 = Other (specify) _____

C3. How often do you work?

5 = Always [ ] 4 = Frequently [ ] 3 = Sometimes [ ] 2 = Rarely [ ] 1= Never [ ]

C4. Have you ever worked in any service industry (e.g. public transport sector)?

C5**.** Have you ever repeated any class?

C6.If YES how many times?

C7.How many marks did you score in your last exam?

SECTION D: DIFFICULTIES FACING CHILD LABOURERS

D1. How many approximate hours do you work per day?

1 =0 – 5 [ ] 2 = 5 – 10 [ ]3 = 11 – 15 [ ] 4 = 16 – 20 [ ] 5 =20 – 24 [ ]

D2. Listed below are effects of child-labour.

Challenges facing children	Always 5	Frequently 4	Sometimes 3	Rarely 2	Never 1
Physical injuries					
Fatigue					
Lack of discipline					
Mistreatment by employers					
Not having time for school					
Work related sickness					
Unsafe condition in work place					
Too much work in work place					
Poor/No payment by employers					
Other (specify)					

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APPENDIX II:

TEACHERS QUESTIONNAIRE ON CHILD LABOUR

I am Ms. Josephine C. W. Hinga conducting research on "Status of Child Labour on academic performance of pupils in Public Primary School in Nakuru West, Kenya. Kindly respond to the questions below by either ticking the right answer or writing short answers in the space left. The information will be used ONLY for the academic purpose and will be treated with uttermost confidentiality.

SECTION A: BACKGROUND INFORMATION

1.) Gender 1 = Male [ ] 2 = Female [ ]

2.) Which is your class?

3.) Years you have worked as a class teacher?

SECTION B: FACTORS THAT CAUSE CHILD LABOUR

4.) In your opinion what are the causes of child labour?

a) …….

b) …….

c) …….

SECTION C: TYPES OF WORK DONE BY CHILD LABOURERS IN NAKURU WEST

5.)What type of work do children engage in when they are not in school?

a) …….

b) …….

c) …….

SECTION D: DIFFICULTIES EXPERIENCED BY CHILD LABOURERS

6.) Kindly share the difficulties children involved in child labour experience?

a) ……

b) ……

c) ……

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SECTION E: POLICY MEASURES THAT CAN HELP TO CURB CHILD LABOUR IN NAKURU WEST.

7.) Kindly suggest some of the measures that can be put in place to curb the problem of child labour in Nakuru West?

a) ……..

b) ……..

c) ……..

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APPENDIX III:

INTERVIEW GUIDE FOR HEADTEACHERS, S.C.E.O AND S.C.C.O

1. Child labour is the employment of children in an industry or business, especially when illegal or considered exploitative. In your opinion what is the status of child labour in Nakuru West Sub-county?
2. How would you describe the jobs, working conditions and difficulties of children labourers in the Sub-County?
3. To what extent do you think child labour has affected the academic performance of children in this Sub-county?
4. Policies and regulatory measures can help to curb child labour since it is undesirable. What is your opinion on current legal framework that is affecting child labour in Nakuru Sub-county?
5. Are there suggestions that you may have on what should be done to improve the state of child labour in Nakuru Sub-county or even in the Nakuru County?

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APPENDIX IV

AUTHORIZATION LETTER FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Ref No: NACOSTI/P/17/39995/16228

Date: 27th March, 2017

Josephine C Wairimu Hinga
St. Pauls University
P.O. Private Bag - 00217
LIMURU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of child labour on academic performance of pupils in public primary schools in Nakuru West; Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **27th March, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

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

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

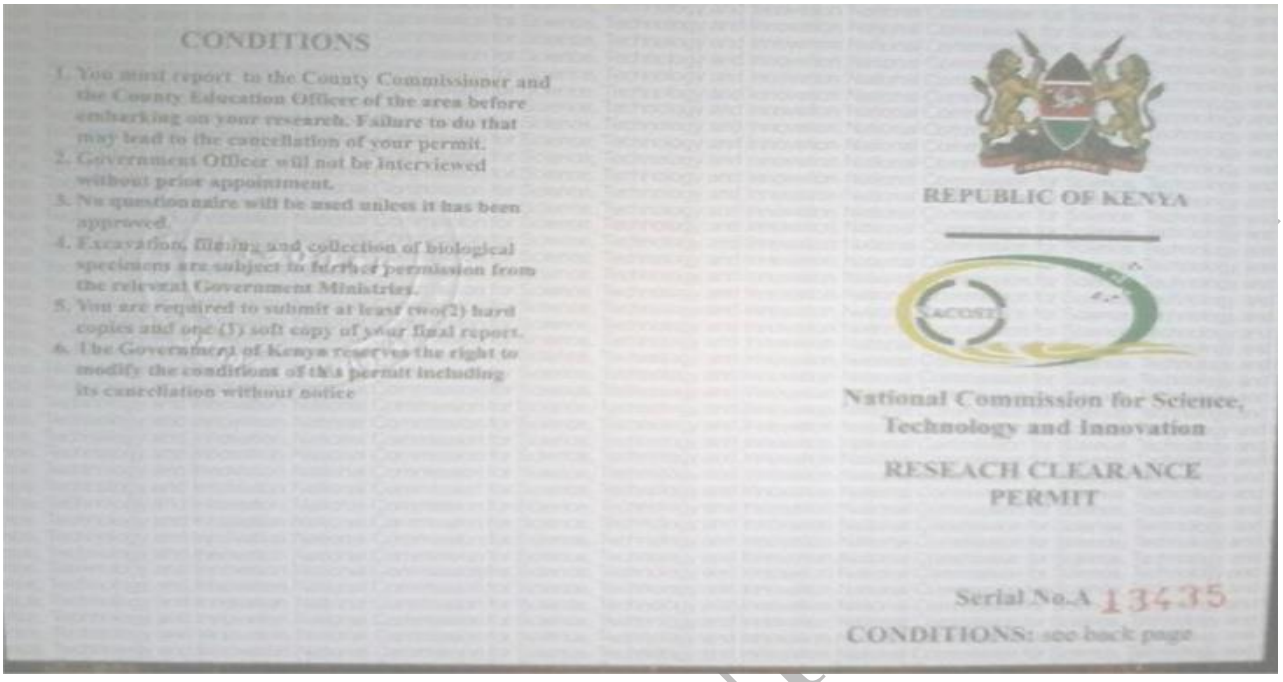
Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

APPENDIX V

RESEARCH PERMIT



CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

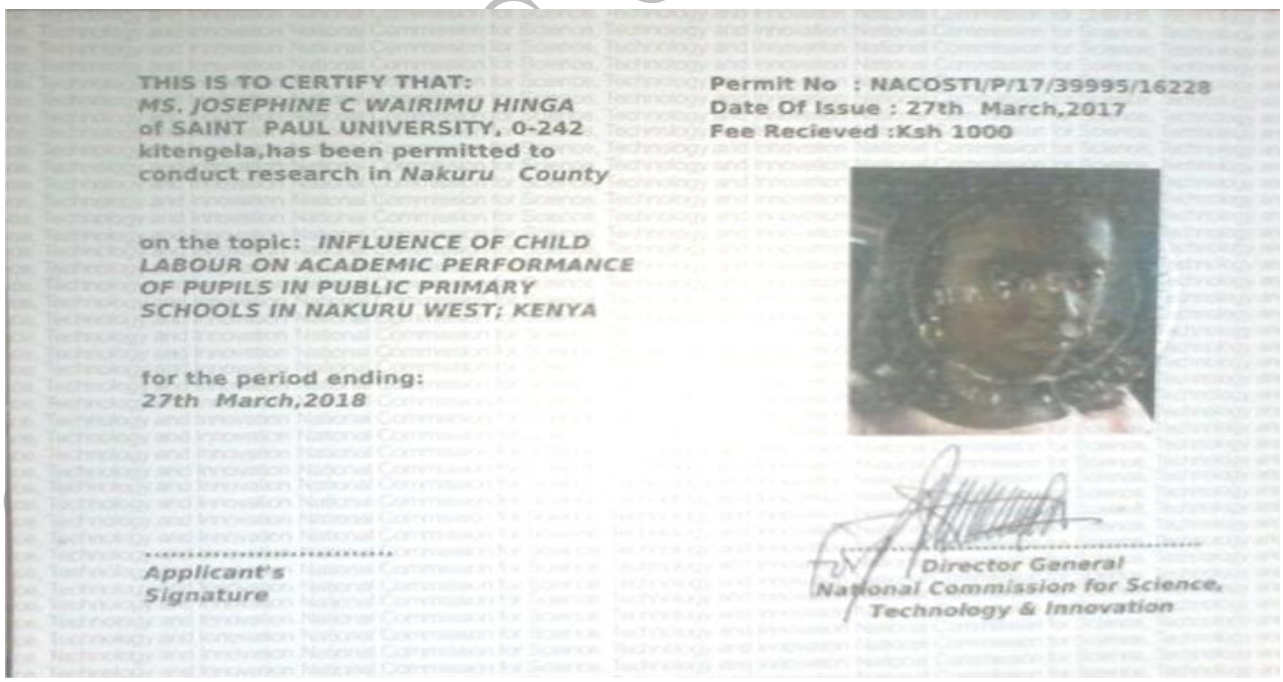
REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEACH CLEARANCE PERMIT

Serial No.A 13435

CONDITIONS: see back page



THIS IS TO CERTIFY THAT:
MS. JOSEPHINE C WAIRIMU HINGA
of SAINT PAUL UNIVERSITY, 0-242 kitengela,has been permitted to conduct research in *Nakuru County*

on the topic: *INFLUENCE OF CHILD LABOUR ON ACADEMIC PERFORMANCE OF PUPILS IN PUBLIC PRIMARY SCHOOLS IN NAKURU WEST; KENYA*

for the period ending:
27th March,2018

.....
Applicant's Signature

Permit No : NACOSTI/P/17/39995/16228
Date Of Issue : 27th March,2017
Fee Recieved :Ksh 1000

.....
Director General
National Commission for Science, Technology & Innovation