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CHILD LABOUR PRACTICES AND HOLISTIC CHILDREN'S EDUCATIONAL DEVELOPMENT: THE CASE OF PRIMARY SCHOOL PUPILS IN KILIFI COUNTY, KENYA

DELLAH M ATYANG'

ST. PAUL'S UNIVERSITY

THIS DISSERTATION IS SUBMITTED TO THE SCHOOL OF EDUCATION AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN DEVELOPMENT STUDIES FROM ST. PAUL'S UNIVERSITY.

SEPTEMBER, 2026

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DECLARATION

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DEDICATION

This dissertation is dedicated to the children in Kilifi County who are affected by child labour, with the goal of reaching a future in which every child has the opportunity to acquire an education while having a safe place to develop and thrive.

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TABLE OF CONTENTS

DECLARATION ..... **ii**
DEDICATION ..... **iii**
ACKNOWLEDGEMENT ..... **iv**
LIST OF TABLES ..... **xiv**
LIST OF FIGURES ..... **xv**
LIST OF ABBREVIATIONS AND ACRONYMS ..... **xvi**
CHAPTER ONE **1**
INTRODUCTION **1**
1.1 Overview of the Chapter 1
1.2 Background to the Study 1
1.1.1 Child Labour Practices 4
1.1.2 Primary School Pupils In Kilifi County, Kenya 5
1.2 Statement of the Problem 6
1.3 Objective 6
1.3.1 Specific Objectives 6
1.4 Research Questions 7
1.5 Justification of the Study 7
1.6 Significance of the Study 8
1.7 Scope of the Study 9
1.8 Limitations 10
1.9 Research Assumptions 11
1.10 Definition of Key Terms 12
CHAPTER TWO 13
LITERATURE REVIEW 13
2.1 Introduction 13
2.2 Theoretical Framework 13
2.3.1 Human Capital Theory 13
2.3.2 Social Learning Theory 14
2.3.3 Ecological Systems Theory 14
2.3 Empirical Review 15
2.3.1 Holistic Educational Development 15

ST. PAUL'S UNIVERSITY

2.3.2 Domestic work responsibilities and Holistic Educational Development.....17
2.3.3 Frequency of paid labour and Holistic Educational Development.....19
2.3.4 Hours of work and Holistic Educational Development.....20
2.3.5 Type of work and Holistic Educational Development.....22
2.3.6 Parental Influence and Holistic Educational Development.....24
2.5 Conceptual Framework.....25
2.6 Summary and Research Gap.....27
CHAPTER THREE.....30
RESEARCH METHODOLOGY.....30
3.1 Introduction.....30
3.2 Research Design.....30
3.3 Study Area.....30
3.4 Target Population.....31
3.5 Sample Size.....32
3.6 Sampling Techniques.....34
3.7 Data Collection Instruments.....35
3.7.1 Quantitative Data Collection.....35
3.7.2 Qualitative Data Collection.....36
3.8 Pilot Study.....36
3.8.1 Validity of Research Instruments.....36
3.8.2 Reliability of Research Instruments.....37
3.9 Data Collection Procedures.....38
3.9.1 Quantitative Data Collection.....38
3.9.2 Qualitative Data Collection.....38
3.10 Data Analysis.....39
3.10.1 Quantitative Data Analysis.....39
3.10 Qualitative Data Analysis.....40
3.11 Diagnostic Tests.....40
3.12 Ethical Consideration.....41
CHAPTER FOUR.....42
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND ANALYSIS.....42
4.1 Introduction.....42

ST. PAUL'S UNIVERSITY

4.2 Response Rate....42
4.3 Demographic Information....43
4.3.1Name of the School....43
4.3.2 Age of the Respondents....44
4.3.3 Gender of the Respondents....45
4.3.4 Are of Residence....47
4.4. Descriptive Statistics....49
4.4.1 Holistic Children's Educational Development....50
4.4.2 The Influence Of Domestic Work Responsibilities On Holistic Children's Educational Development Among Primary School Pupils....52
4.4.3 The Influence Of Frequency Of Engaging In Paid Labour on Holistic Children's Educational Development Among Primary School Pupils....54
4.4.4 The Effects Of Daily Working Hours On The Holistic Educational Development Of Primary School Pupils....56
4.4.5 The Type Of Work Undertaken By Children Affects Their Holistic Educational Development Among Primary School Pupils....58
4.4.6 The Role Of Parental Influence Around Child Labour Participation On Holistic Children's Educational Development Among Primary School Pupils....60
4.5 Regression Analysis of Dependent and Indiepdent Variables....61
4.5.1 Normality test....63
4.5.2 Multicollinearity....63
4.5.3 Heteroscdascitty....64
4.6 Inferential Statistics....65
4.6.1 Regression Model....66
4.6.2 ANOVA Results....67
4.6.3 Regression Coefficients for Predictors....68
CHAPTER FIVE....72
SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS....72
5.1 Introduction....72
5.2 Summary of Findings....72
5.2.1 The Influence of Domestic Work Responsibilities on Holistic Children's Educational Development....72
5.2.2 The Influence of Frequency of Engaging in Paid Labour on Holistic Children's Educational Development....73

ST. PAUL'S UNIVERSITY

5.2.4 The Type of Work Undertaken by Children and Holistic Educational Development.....74
5.2.5 The Role of Parental Influence Around Child Labour Participation on Holistic Children's Educational Development.....74
5.3 Conclusions.....74
5.4 Recommendations.....76
5.5 Suggestions for Further Studies and Research.....79
REFERENCES.....80
APPENDICES.....85
APPENDIX 1: INFORMED CONSENT.....85
APPENDIX 2: DATA COLLECTION INSTRUMENTS.....87
APPENDIX 3: THE STUDY AREA.....97
APPENDIX 4: ISERC APPROVAL LETTER.....99
APPENDIX 5: SPU REFERENCE LETTER.....101
APPENDIX 6: NACOSTI LICENSE.....**101**

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

LIST OF TABLES

Table 3.1: Target Population 41

Table 3.2: Sample Sizes 43

Table 4.1: Response Rate 42

Table 4.2: Distribution of Respondents by School 43

Table 4.3 Distribution of Respondents by Age 46

Table 4.4 Distribution of Respondents by Gender 46

Table 4.5 Distribution of Respondents by Area of Residence 47

Table 4.6: Level of Holistic Children's Educational Development 49

Table 4.7: Domestic Work Responsibilities and Holistic Educational Development 51

Table 4.8: Frequency of Paid Labour and Holistic Educational Development 54

Table 4.9: Daily Working Hours and Holistic Educational Development 56

Table 4.10: Type of Work and Holistic Educational Development 58

Table 4.11: Parental Influence and Holistic Educational Development 61

Table 4.12 Tests of Normality for Study Variables 64

Table 4.13 Multiple Regression Coefficients for Predictors of Holistic Children's Educational Development 65

Table 4.14 Residual Statistics for Heteroscedasticity Test 66

Table 4.15 Model Summary for Multiple Regression Analysis 67

Table 4.16 ANOVA Results for Multiple Regression Model 68

Table 4.17 Regression Coefficients for Predictors of Holistic Children's Educational Development 69

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

LIST OF FIGURES

Figure 2.1: Conceptual Framework 36

Figure 4.1: Distribution of Respondents by Gender.....47

Figure 4.2: Distribution of Respondents by Exposure to Work at Home.....49

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LIST OF ABBREVIATIONS AND ACRONYMS

ASD: Autism Spectrum Disorder

CDC: Centres for Disease Control and Prevention

EIWD: Irregular Work Days

HALDO: Holistic Assessment of Learning and Development Outcomes

HCT: Human Capital Theory

ILO: International Labour Organization

JD-R: Job-Demands-Resources

LOC: Lack of Control

NEP: National Education Policy

NIOSH: National Institute for Occupational Safety and Health

NGOs: Non-Governmental Organizations

OSH: Occupational Safety and Health

PISC-9: Parental Involvement Scenarios Scale

SDGs: Sustainable Development Goals

SLT: Social Learning Theory

SPSS: Statistical Package for the Social Sciences

UNESCO: United Nations Educational, Scientific and Cultural Organization

VIF: Variance Inflation Factor

WTS: WorkTime Scale

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ABSTRACT

Child labour remains a significant challenge in many developing countries, particularly in rural and economically disadvantaged communities, where children often combine schooling with household and income-generating activities. Excessive involvement in labour can negatively affect children's academic performance, social well-being, emotional development, and overall educational outcomes, making it essential to understand its effects to develop effective policy and interventions. This study sought to analyze the influence of domestic work responsibilities on holistic children's educational development among primary school pupils in Kilifi County, Kenya; evaluate the influence of the frequency of engaging in paid labour on holistic children's educational development; determine the effects of daily working hours on the holistic educational development of primary school pupils; assess how the type of work undertaken by children affects their holistic educational development; and examine the role of parental influence on child labour participation and holistic educational development among primary school pupils in Kilifi County, Kenya. The study was guided by Social Learning Theory, Human Capital Theory, and Ecological Systems Theory and adopted a descriptive survey research design using a mixed-methods approach. The target population comprised 3,580 respondents drawn from 120 primary schools in Kilifi County and included 3,288 pupils, 219 head teachers, 66 parents, and 7 sub-county children officers. The study selected a sample of 359 respondents, comprising 187 pupils, 99 parents, 66 head teachers, and 7 sub-county children officers. The study employed stratified random sampling and simple random sampling to select pupils and parents, while purposive sampling was used to select head teachers and sub-county children officers because of their knowledge and experience regarding child labour and children's education. Data were collected using structured questionnaires administered to pupils and parents and semi-structured interview guides administered to head teachers and sub-county children officers. A pilot study confirmed the validity and reliability of the research instruments (overall Cronbach's Alpha = 0.812). Findings revealed that child labour is widespread, with frequency of paid labour ($\beta = 0.606$, $p < 0.05$) being the strongest predictor of educational development, followed by domestic work responsibilities, type of work, and hours worked. Parental influence had a weaker but statistically significant effect ($\beta = 0.148$, $p < 0.05$). These results suggest that while moderate involvement in work may contribute positively to children's development, excessive, frequent, and physically demanding labour negatively affects their academic, social, and emotional outcomes. The study concludes that child labour practices significantly influence holistic educational development, with the intensity, frequency, and nature of work being critical determinants. The study recommends stronger enforcement of child labour laws, parental sensitization, and school-based support programmes.

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CHAPTER ONE

INTRODUCTION

1.1 Overview of the Chapter

This chapter introduces the study by providing essential context, rationale, and direction. It begins with a background discussion on the relationship between child labour and holistic educational development. It then presents the problem statement, research objectives, and guiding research questions. The chapter also outlines the justification and significance of the study, detailing its potential contributions to educational policy and child welfare. Additionally, it specifies the scope, limitations, and assumptions of the research. Finally, key terms relevant to the study are defined to ensure clarity and consistency throughout the dissertation.

1.2 Background to the Study

Education is vital for every child's growth and future opportunities. However, child labour severely disrupts this right. When children are forced to work, they miss school, fall behind academically, and often drop out entirely. These are the worst forms of child labour as defined by the International Labour Organisation, including hazardous work that endangers children's health, safety, or morals, such as heavy agricultural labour, domestic servitude, and work in fishing or informal labour industries. This cycle of labour over learning deprives them of knowledge, skills, and the chance for a better life. Child labour remains a universal issue, harming children's rights and educational chances around the world. Children grow up to work because their families are poor, denying them access to education (Abebe & Fikre, 2021): 47% of children in rural areas are involved in child labour. This stops children from developing holistically: academically, emotionally, and socially (Widodo, 2019). Parents' attitudes can influence this issue, since some prioritize short-term economic gains over long-term educational benefits (Guzíkova & Mendelova, 2022). Holistic education that encourages all elements of child development is substantially violated because exposing children to exploitative work disqualifies them from maximizing their capacities in a safe, protective learning environment.

Holistic children's educational development is a strategy that emphasizes the integration of various developmental domains into the child's learning process, including cognitive, emotional, social,

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physical, and moral. This approach emphasizes the importance of developing the child as a whole, rather than just physically, and focuses on emotional and social well-being and spiritual strength. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) encourage education systems that promote integrated development because children are affected by various factors, such as their familial history, social environment, and cultural impact. According to Gužíková and Mendelová (2022), this paradigm aims to create well-rounded individuals who can contribute to both personal and societal development. A comprehensive strategy equally focuses on fair access to resources, particularly for underprivileged areas, so no child is left behind in their educational pursuits (Save the Children, 2022).

The holistic approach to child development is critical in addressing the issues of child labour, as the physical, mental, and emotional costs of labour frequently impede children from fully participating in education. The impact on schooling in Sub-Saharan Africa and other regions with high child labour rates, such as Asia and Latin America, is severe. Children who have to labour do not have the time, energy, or focus to attend school, resulting in poor academic performance, a high dropout rate, and limited future opportunities (Ali & Soharwardi, 2022). According to research, child labour increases occurrences of scholastic underachievement; the ILO estimates that 152 million children work in child labour, with Africa accounting for a sizable part (Nugraha et al., 2022). Provision of such measures would require comprehensive intervention, with child protection, quality of education, and socioeconomic development interdependent, and that children's rights are applied, as well as their overall development prioritized (Abebe & Fikre, 2021).

The central challenge is the ongoing tension between economic necessity and children's access to a comprehensive education. Poverty and lack of good schools with limited monitoring make it impossible to enforce policies like Kenya's Basic Education Act (Save the Children, 2022). According to Abebe and Fikre (2021), in many rural areas, child labour is normalised and viewed as a requirement for family survival. Gužíková and Mendelová (2022) argue that poor institutional support systems and attitudes contribute to this practice. Widodo (2019) adds that child-friendly pedagogies and policies are ineffective without this process of incorporating community awareness. The issue remains unresolved due to structural poverty, cultural norms, and unfunded educational systems, making any attempt to apply it ineffective. Many children thus become part

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of a labour trap, depriving them of the developmental value of a full educational experience (Abebe & Fikre, 2021).

Despite global and national policies to end child labour, substantial gaps prevent effective implementation. According to the ILO (2021), weak enforcement procedures and insufficient resources impede the ability to free children from exploitative employment and place them in formal education. Although Kenya's Children Act and Basic Education Act elabourate on these provisions, county-level implementation is impeded. Gužíková and Mendelová (2022) identified a lack of cooperation among education, labour, and social protection organizations as a major hurdle. Furthermore, according to Abebe and Fikre (2021), implemented interventions tend to focus on school access, with less emphasis on children's overall development through psychosocial support, community (and staff/volunteer) involvement, and inclusive pedagogy. Eliminating these gaps requires a holistic approach that blends legal reforms and community sensitization, focusing on investment in child-centered education.

Child labour is a problem that affects millions of children around the world and has an effect on their overall academic growth. According to the International Labour Organization (ILO, 2021), over 160 million children worldwide are engaged in child labour, representing approximately one in every ten children. Despite the existence and enforcement of laws prohibiting child labour, studies continue to report its prevalence in many countries, particularly within the agricultural and industrial sectors. Child labour is common throughout Asia, especially in India and Bangladesh, where it is very high. Save the Children's data from 2022 says that more than 33 million youngsters work in India, which means that many of them can't go to school. Labour affects many indigenous and migrant children in Australia, even though it is not as common there. Their school enrollment is affected by their work responsibilities. These kinds of data show that child labour is still common around the world, which hurts children's education and their long-term well-being.

The widespread practice of child labour in Sub-Saharan Africa continues to have a negative impact on children's health, education, and future prospects. About 72 million children in Sub-Saharan Africa work as child labourers, with the vast majority of them engaged in agricultural, mining, or household labour (International Labour Organization, 2021). Because of this widespread practice, many children engage in child labour instead of going to school, which has a major negative effect on their academic performance. According to Save the Children (2022), most of the 1.5 million

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children in Kenya who work as child labourers have either never attended school or have dropped out. The situation is exacerbated in rural areas where children are sometimes forced to work around the house or on family farms, which leaves them with little time to attend school. This behaviour hinders the region's capacity for socioeconomic growth and keeps people caught up in poverty (Abebe & Fikre, 2021). Child labour is still a major problem that negatively impacts children's development.

Child labour continues to be a major concern in Kenya, with considerable differences between urban and rural areas. According to Save the Children (2022), around 1.5 million children are involved in child labour throughout the country. The situation has, however, worsened in rural areas, where children are more likely to engage in agricultural work, household tasks, and family-based businesses. Long droughts and Kenya's severe economic circumstances have increased school dropouts, and children have begun working for their families to survive (Save the Children, 2022). In these situations, limited access to quality education and the need to support family finances drive higher child labour rates. Children in rural areas frequently spend long hours outside on farms or as domestic assistants, leaving little time for education (Nugraha et al., 2022). In contrast, child labour is an issue in Kenyan metropolitan areas such as Nairobi, particularly in informal industries such as street hawking and domestic work. Despite exploitation, metropolitan environments are conducive to education because of the presence of schools and government engagement (Bahar et al., 2020). Indeed, the amount and impacts of child labour differ significantly between urban and rural locations.

1.1.1 Child Labour Practices

Child labour, particularly domestic job duties, substantially impacts children's overall scholastic development. Primary school children who help with household tasks such as cooking, cleaning, and caring for younger sisters and brothers are often subjected to physical and mental constraints that hinder their ability to focus on their studies. The significance of how often children engage in paid labour transactions cannot be overstated. Those who work longer hours are more likely to experience exhaustion and, as a result, pay a higher price in terms of attention span and cognitive strength at school, leading to worse academic performance and reduced school attendance (Nugraha et al., 2022). The more hours per day a child works, the greater his or her level of educational deprivation, because the less time children have to study or play, the more likely they

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are to fall behind in school. Studies indicate that prolonged working hours are significantly associated with a drop in school enrollments and retention rates, particularly in poor countries (Save the Children, 2022).

Children's involvement in various sorts of labour influences their scholastic development. For example, children who work in dangerous occupations such as mining or operating dangerous machinery are more likely to sustain physical injuries, which would prevent them from attending school and disrupt their studies. On the other hand, lighter labour may not have a direct influence but may cause bottom-up tiredness and a decrease in school motivation. Another important issue is parental influence on child labour participation, as parents' opinions and socioeconomic pressures decide whether children enter the job market. Parents in low-income neighbourhoods are more likely to consider child labour important to economic survival, undermining a child's right to a good education. Despite this relationship, parental support for schooling and a protective home environment can buffer the influence of labour involvement, resulting in higher returns from education (Ali & Soharwardi, 2022).

1.1.2 Primary School Pupils In Kilifi County, Kenya

Kilifi County, which borders Kenya's coast, has over 310,000 primary school students. The county contains 757 municipal schools, including public and private institutions. Despite having access to educational facilities, obstacles remain. A significant proportion of students engage in child labour; 41.5% work for income, profit, family, or in exchange for other benefits (Musau et al., 2022). Participation in working activities harms their learning outcomes and overall development. Furthermore, the transition rate from pre-primary to primary school is alarmingly low (45%), indicating that children do not progress to the next class (Nugraha et al., 2022). These data underscore the urgent need for initiatives to address child labour and improve educational outcomes in Kilifi County.

Child labour is a major issue in Kilifi County, Kenya, denying children access to education and development. A 2025 report that was analyzed revealed concerns about the increased use of juvenile herders, as 12-15-year-olds have been observed engaging in sheep herding, resulting in school absenteeism and exploitation (Musau et al., 2022). Furthermore, in the 2025 poll, 48.4% of students engaged in unpaid household work, 18.6% in hard jobs, and 14.9% were casual labourers

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(Nugraha et al., 2022). These behaviours limit access to education and expose children to various risks. Kilifi County has a significant number of children engaged in various forms of labour, with an estimated 43,607 children working in households, street hawking, and farm labour. This large-scale problem underscores the need for knowledge-based initiatives to protect children's rights and provide education.

1.2 Statement of the Problem

Holistic children's educational development, which encompasses academic achievement, cognitive growth, emotional well-being, social competence, physical development, and behavioural adjustment, is a critical outcome of primary education. However, many primary school pupils in Kilifi County continue to experience challenges such as poor academic performance, irregular school attendance, grade repetition, school dropout, limited participation in co-curricular activities, and psychosocial difficulties. These challenges suggest that a significant proportion of learners are not achieving optimal holistic educational development despite national efforts to promote inclusive and quality education.

Evidence from previous studies suggests that child labour practices may contribute to these educational challenges. Domestic work responsibilities can reduce the time available for study, homework, and school participation (Nugraha et al., 2022). Frequent engagement in paid labour and prolonged working hours have been associated with absenteeism, fatigue, reduced concentration, and poor academic performance among school-age children (ILO & UNICEF, 2021). Similarly, the type of work undertaken by children, particularly labour-intensive and physically demanding activities, may negatively affect their cognitive, emotional, and social development. Parental attitudes and decisions regarding child labour participation also influence children's educational opportunities and developmental outcomes (Raja et al., 2023). These factors suggest that child labour practices may significantly affect children's holistic educational development.

The problem is particularly evident in Kilifi County, where poverty, household economic pressures, and dependence on informal economic activities continue to expose children to domestic and income-generating work. In Kenya, more than 1.3 million children are engaged in child labour (Musau et al., 2022), with children in rural and economically disadvantaged areas being disproportionately affected. In Kilifi County, many children combine schooling with household

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chores, fishing-related activities, casual labour, and other forms of work, potentially compromising their educational participation and development.

Although previous studies have examined the relationship between child labour and education, most have focused on general educational outcomes such as school attendance, enrolment, or academic performance. Existing studies have also largely concentrated on national or regional contexts without adequately examining the unique socioeconomic conditions of Kilifi County. Furthermore, limited empirical evidence exists on how specific child labour practices—namely domestic work responsibilities, frequency of paid labour, daily working hours, type of work undertaken, and parental influence collectively affect children's holistic educational development. Consequently, there is insufficient context-specific evidence to inform policies and interventions aimed at improving children's overall educational development in Kilifi County. This knowledge gap necessitated the current study, which sought to examine the influence of child labour practices on the holistic educational development of primary school pupils in Kilifi County, Kenya.

1.3 Objective

The goal of the study was to determine the influence of child labour practices on the holistic educational development of primary school pupils in Kilifi County, Kenya.

1.3.1 Specific Objectives

i. To analyze the influence of domestic work responsibilities on holistic children's educational development among primary school pupils in Kilifi County, Kenya.
ii. To evaluate the influence of the frequency of engaging in paid labour on holistic children's educational development among primary school pupils in Kilifi County, Kenya.
iii. To determine the effects of children's daily working hours on the holistic educational development of primary school pupils in Kilifi County, Kenya.
iv. To assess how the type of work undertaken by children affects their holistic educational development in Kilifi County, Kenya.
v. To examine the role of parental influence on child labour participation and holistic children's educational development among primary school pupils in Kilifi County, Kenya.

1.4 Research Questions

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i. What is the influence of domestic work responsibilities on holistic children's educational development among primary school pupils in Kilifi County, Kenya?

ii. What is the influence of the frequency of engaging in paid labour on holistic children's educational development among primary school pupils in Kilifi County, Kenya?

iii. What are the effects of children's daily working hours on the holistic educational development of primary school pupils in Kilifi County, Kenya?

iv. What is the effect of the type of work undertaken by children on their holistic educational development in Kilifi County, Kenya?

v. What is the role of parental influence on child labour participation in holistic children's educational development among primary school pupils in Kilifi County, Kenya?

1.5 Justification of the Study

This research is crucial in addressing one of the most pressing issues: child labour and its consequences on primary school students' overall educational development levels in Kilifi County, Kenya. Despite rules and frameworks in place to encourage universal education and child labour, many children in rural and economically disadvantaged communities face the burden of family obligations, laborious employment, and long work hours. These variables directly undermine school attendance, grade completion, emotional well-being, and learning results. The study provided significant information for prevention-based treatments by investigating these characteristics and the impact of parental doubles. Without this study, policymakers and practitioners may continue implementing ineffective interventions that fail to recognize the extent and impact of child labour, allowing the problem to persist and perpetuating cycles of poverty, educational disadvantage, and social inequality. Conversely, undertaking the study will provide empirical evidence to inform decision-making and support the development of targeted interventions. The findings will equip key stakeholders including educators, policymakers, parents, child protection agencies, and advocacy groups with the knowledge needed to design and implement effective strategies that promote children's well-being and ensure access to inclusive, equitable, and quality education for all learners.

1.6 Significance of the Study

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This study will provide valuable evidence to educational policymakers and administrators in Kenya on how different forms of child labour affect children's holistic educational development. The findings will enhance understanding of the academic, social, emotional, and behavioural consequences of child labour, thereby informing the formulation of effective policies, programmes, and interventions aimed at improving educational outcomes and safeguarding children's rights. By generating context-specific insights, the study will support efforts to promote equitable access to quality education and foster the overall well-being and development of school-going children. The study will inform evidence-based decisions by analyzing the effects of domestic obligations, paid work, working hours, and parental influence. The findings can be used to design or revise education and child protection policies at the national and county levels. Kilifi County policymakers, in particular, can utilize the data to develop targeted interventions that reduce child labour, improve school attendance, and enhance academic participation. The study will also provide a basis for resource allocation, programme planning, and monitoring of child welfare initiatives aimed at improving educational outcomes. The study contributes to Kenya's Vision 2030 and the Sustainable Development Goals (SDGs) by identifying barriers to inclusive and quality education. Ultimately, the findings will support the creation of child-friendly educational environments that promote academic success, social inclusion, emotional well-being, and lifelong learning opportunities.

This study may benefit school administrators and teachers greatly because it addresses the practical challenges that learners face because of their involvement in labour activities. Educators who understand how different child labour patterns affect performance, behaviour, attendance, and emotional health can tailor their teaching approaches, provide targeted support, and engage more effectively with families. The findings will also help shape child-friendly school policies that support children living in households affected by labour demands. The study will equip educators to identify at-risk learners and collaborate with children's officers and community leaders to support their development. It will also strengthen child monitoring and protection systems, creating safer and more supportive school environments. Additionally, the findings will assist schools in developing intervention programmes, guidance and counseling services, and referral mechanisms for vulnerable learners affected by child labour. The research recommends a more

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inclusive education system that considers the socioeconomic realities influencing students' learning outcomes in both rural and urban settings.

This study will shed light on the unintended consequences of children's involvement in domestic and paid labour on their holistic educational development. In Kilifi County, child labour remains prevalent due to poverty, limited economic opportunities, and inadequate awareness of its long-term effects on education. The study will provide empirical evidence that can help influence parental attitudes and practices regarding children's work responsibilities and educational needs. Furthermore, by examining the impact of parental beliefs and behaviors, the study will emphasize the importance of a supportive home environment in promoting educational success. Community outreach and awareness initiatives informed by the findings will better equip parents to value education, seek support services, and advocate for resources that improve children's well-being. The findings will also empower parents to make informed decisions regarding children's participation in work activities and encourage a balance between household responsibilities and educational commitments. In this way, the study aims to foster a culture of positive parental involvement in education and child development.

Child-centred NGOs and welfare organizations operating in Kilifi County and beyond will gain valuable insight into the relationship between child labour and educational development. The study will provide evidence that can be used to design and implement targeted interventions, advocacy campaigns, and support programmes aimed at addressing the root causes of child labour. Understanding the forms of labour that are most harmful to children's development will enable organizations to focus on preventive measures, school reintegration initiatives, family empowerment programmes, and child protection strategies. The findings may also strengthen donor funding proposals and support collabourative efforts with government agencies and other stakeholders. Additionally, the research promotes accountability by providing benchmarks for monitoring and evaluating interventions designed to reduce child labour and improve educational outcomes. The study will further assist non-governmental organizations in prioritizing resources, strengthening community outreach initiatives, and advocating for evidence-based policies that protect children's rights and promote holistic educational development.

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The study will also contribute to the existing body of knowledge on child labour and educational development by providing empirical evidence from a rural coastal context that has received limited scholarly attention. Researchers and scholars will benefit from the findings by using them as a reference for future studies on child labour, child protection, educational development, and social welfare. The study may also stimulate further research on context-specific strategies for addressing child labour and promoting children's holistic development in Kenya and other developing countries.

1.7 Scope of the Study

This study sought to determine how child labour practices affect the holistic educational development of primary school pupils in Kilifi County, Kenya. It addresses five specific aims and related research problems, including domestic work obligations, the frequency and forms of paid labour, the number of hours spent at work, and the type of work. The study is limited to Kilifi County's primary education sector due to the high child labour frequency and socioeconomic diversity. The study took place over a period of 6 months from April 2025 to October 2025. Data gathering was performed between early September and early October of 2025. A stratified random selection of 359 respondents ensures statistical significance and equitable representation in sub-counties. The following key sources of information were gathered from students, parents, and headteachers via standardized questionnaires and interview schedules. Child labour practices and comprehensive educational development are important aspects to consider.

1.8 Limitations

The study relied on questionnaires and interviews, which depended on the honesty and accuracy of respondents' responses. Social desirability bias and recall errors could have led to underreporting or overreporting of domestic work responsibilities, labour participation, and educational challenges. To address this limitation, respondents were assured of anonymity and confidentiality, clear and simple questions were used, and data were triangulated through questionnaires and interviews to enhance the accuracy and reliability of the information collected. The study was conducted exclusively in Kilifi County, limiting the generalizability of the findings to other counties with different socio-economic, cultural, and geographical characteristics. To address this limitation, the study provided a detailed description of the study area and its

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characteristics, enabling readers to assess the applicability of the findings to similar contexts. Comparisons with other regions were also made cautiously to avoid unwarranted generalizations. Some parents and pupils were unavailable or reluctant to participate because of the sensitive nature of child labour issues and competing time demands. This limitation had the potential to affect the completeness and representativeness of the data. To address this challenge, data collection was scheduled at convenient times, participants were assured of confidentiality, and flexible data collection procedures were adopted to encourage participation and improve response rates.

The study employed a cross-sectional research design, which collected data at a single point in time. Consequently, it was not possible to establish definitive cause-and-effect relationships between child labour practices and holistic educational development. To address this limitation, statistical controls were applied during data analysis, and quantitative findings were complemented with qualitative data from interviews to provide a deeper understanding of the relationships among the study variables.

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1.9 Research Assumptions

The proposed study is built on the following assumptions:

The study believes that household job duties have a major impact on children's educational results. It assumes that children who are overburdened with housework have less time and energy to devote to academic activities.

The study posits that parents' extended working hours limit their involvement in their children's schooling. The study predicts that if parents work longer hours, they are less available for school-related activities such as helping with homework or attending school meetings. This presumption is the foundation for studying the relationship between parental time allocation and the level of educational support at home.

The study assumes holistic educational development includes factors beyond academic results, such as emotional, social, and physical growth. It suggests that educational growth is multidimensional, encompassing not just skills but also well-being, which cannot be measured solely by grades. This justifies the use of overall indicators in measuring child development.

The study assumes that children's participation in paid labour reduces their educational involvement and performance in learning activities. It is thought that children participating in paid labour are absent from school, tired, or disinterested in studying. This assumption is crucial for analyzing the impact of child labour on schooling uniformity and performance.

The study assumes that socioeconomic position influences child labour involvement and access to schooling. The study assumes that households with limited financial means can hire children's labour, which affects their school time. Given this premise, it is fair to include household income and related characteristics in the study.

1.10 Definition of Key Terms

Domestic Work Responsibilities: The extent and nature of household tasks performed by primary school pupils, including cooking, cleaning, washing clothes, caring for siblings, collecting water or firewood, and other domestic chores. In this study, the term refers to the frequency and level of involvement in such activities and their influence on learners' academic, emotional, social, physical, and cognitive development.

Educational Development: The progress made by a child in acquiring knowledge, skills, attitudes, and competencies necessary for successful learning and personal growth. In this study, educational development is reflected through academic performance, classroom participation, learning achievement, problem-solving abilities, and overall school engagement.

Holistic Children's Educational Development: The comprehensive growth of a child across multiple dimensions, including academic achievement, cognitive development, emotional well-being, social competence, moral values, physical health, and life skills. In this study, it refers to the overall educational outcomes that enable children to develop their full potential within and beyond the school environment.

Paid Labour: Any income-generating activity undertaken by a child in exchange for money, goods, services, or other forms of compensation. In this study, paid labour includes casual work, agricultural labour, domestic service, fishing-related activities, and other economic engagements that may interfere with schooling and holistic educational development.

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Parental Influence: The degree to which parents or guardians shape children's participation in labour and educational experiences through their attitudes, beliefs, supervision, support, expectations, and decisions regarding schooling and work. In this study, parental influence is assessed based on its effect on children's educational participation and development.

Labour Participation: The involvement of primary school pupils in domestic or income-generating activities requiring physical, mental, or emotional effort. In this study, labour participation refers to the extent, frequency, and nature of children's engagement in work activities that may affect their educational development.

Daily Working Hours: The total amount of time measured in hours per day, that a child spends performing domestic duties or paid labour activities. In this study, daily working hours are used to determine the extent to which work commitments influence school attendance, study time, academic performance, and holistic development.

Type of Work: The specific category or nature of labour performed by a child, including domestic chores, agricultural work, fishing-related activities, street vending, casual wage labour, and other forms of employment. In this study, the type of work is examined in relation to its potential effects on children's academic, emotional, social, physical, and cognitive development.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the theoretical and empirical research on child work practices and their effects on children's educational development. It examines the key theories that underpin this study, discusses prior research findings, and gives the conceptual framework that drove the study.

The chapter also identifies gaps in prior research, offering justification for the proposed study. Understanding these theoretical and empirical foundations is crucial in addressing the study's aims and guaranteeing a rigorous analysis of the complicated relationship between child labour and educational outcomes.

2.2 Theoretical Framework

This section presents the theoretical framework guiding the study and explains the key theories used to understand the relationship between child labour and holistic educational development. The study is grounded in Human Capital Theory, Social Learning Theory, and Ecological Systems Theory. Human Capital Theory explains how education enhances future productivity and life opportunities. Social Learning Theory highlights how children learn behaviours and attitudes through observation and interaction with others. Ecological Systems Theory emphasizes that child development is shaped by interconnected influences from family, school, community, and the broader social environment. The section highlights that child labour is shaped by economic, social, and environmental conditions, which in turn affect children's learning and well-being. Overall, the theoretical framework provides a structured lens for analyzing how different factors interact to influence children's educational development in the study context.

2.3.1 Human Capital Theory

Human Capital Theory (HCT), developed in the 1960s by economist Gary Becker, posits that education is an investment in an individual's talents and knowledge that increases economic returns. According to the argument, increasing human capital through education and training benefits individuals and society. HCT has since expanded into other investment areas, such as health, on-the-job training, and information access, because they all improve economic performance. HCT means that countries and individuals with high human capital are likely to enjoy stronger economic growth since educated people are more likely to generate and contribute more to work productivity. This progression alludes to the broader effects of human capital on individual and societal advancement.

HCT has been extensively used to examine how schooling influences long-term economic outcomes. Psachoropoulos and Patrinos (2004) found that education leads to higher incomes,

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demonstrating the value of investing in human capital. Studies have shown that children who engage in child labour overlook the educational benefits at the heart of human capital development (Smith, 2020). Critics argue that HCT attempts to explain the numerous aspects that simplistically influence education, including socio-cultural and economic circumstances. Despite these criticisms, HCT is useful in revealing how child labour deprives children of their human capital development, resulting in long-term consequences. This project used HCT to investigate the impact of child labour in Kilifi County on children's future possibilities and educational development.

2.3.2 Social Learning Theory

Albert Bandura established Social Learning Theory (SLT) in the 1960s, which proposes that people learn behaviours, norms, and values by accurately observing others in their social environments. Bandura emphasized that people learn directly from experience and indirectly by what they observe others doing--"modeling" (Bandura, 1977). The theory has evolved to incorporate notions such as self-regulation (the ability to control one's behavior) and self-efficacy (belief in one's ability to do specified tasks), which he later explores (Bandura, 1997). These additions demonstrate the role of cognitive activity in learning and behavior. SLT has found considerable utility in numerous sectors in seeing how people internalize the behaviours and conventions of their milieu, especially in circumstances such as child labour and schooling.

One use of SLT has been to describe how children observe adults working in labour-intensive surroundings and emulate their behaviour (Smith et al., 2020). This viewpoint emphasizes that children's participation in labour is frequently the product of socialization processes rather than an economic requirement. However, detractors argue that SLT ignores the relevance of cognitive processes and biological variables in learning. This is despite the limitation of the hypothesis that children in Kilifi County acquire labour habits by imitating their parents, peers, or community members. SLT is especially valuable for understanding how child labour is normalized in some communities, influencing children's attitudes about employment and schooling. It describes the cycle of labour engagement and the resulting negative influence on educational development in these situations.

2.3.3 Ecological Systems Theory

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Ecological systems theory, developed by Urie Bronfenbrenner in 1979, explains how a child's development is influenced by interactions across multiple environmental systems, from the immediate family and school to broader societal influences such as government and social ideals. Bronfenbrenner (1979) identified five nested systems: the microsystem (immediate environments such as family and friends), the mesosystem (relationships between microsystem components), the ecosystem (indirect factors such as a parent's workplace), the macrosystem (larger societal/cultural settings), and the chronosystem (situations that change over time). These systems influence a child's development by symbiotically linking personal, social, and societal actors, altering behavior, values, and opportunities in and out of education and child labour.

Ecological Systems Theory has been widely used in child development research to examine how multiple environmental elements influence children's actions, including child labour (Belsky, 2005). Research shows that socioeconomic pressures, such as poverty or societal norms that support child labour, affect children's educational possibilities and general development (Garcia, 2018). Although the theory is robust, detractors argue that it oversimplifies the complexity of interactional linkages across multiple systems by ignoring personal distinctions such as personality or personal agency. However, the theory remains highly relevant to this study because it provides important information on the combined effects of environmental factors in Kilifi County, such as family pressures, societal expectations, and educational quality, on shaping child labour practices and children's educational output. With these difficulties in mind, the study can better understand the different barriers children in Kilifi face when getting to school.

ST. PAUL'S UNIVERSITY

2.3 Empirical Review

This section reviews previous studies on child labour and educational development. It summarizes key findings from existing research on factors such as domestic work, paid labour, working hours, type of work, and parental influence. The section identifies patterns, supports theoretical arguments, and highlights research gaps that justify the current study.

2.3.1 Holistic Educational Development

Student expectations and involvement drive engagement, with affective and behavioural participation being the strongest predictors of key success outcomes. In their study, Bowden, Tickle, and Naumann (2019) propose a comprehensive strategy for assessing tertiary involvement and success, rather than concentrating solely on satisfaction measurements. The study develops a model that considers two antecedents: student involvement and expectations, and four aspects of engagement. Affective, social, cognitive, and behavioural. These were assessed regarding five key success outcomes: institutional prestige, student wellbeing, transformational learning, self-efficacy, and self-esteem. Data from 952 students at an Australian college were utilized to investigate structural correlations among the variables. The findings indicate that student expectations and participation are critical to promoting engagement. Affective participation was the strongest predictor of institutional status, wellbeing, and transformative learning, while behavioural involvement was the most important factor in determining self-efficacy and self-esteem. Bowden, Tickle, and Naumann (2019) concludes that cognitive and social engagement were necessary but not sufficient for student achievement.

A student-centered, outcome-based education model emphasizes engagement, teamwork, critical thinking, and global, hands-on learning to prepare students for real-world challenges. In his study, Devaki (2024) proposes a comprehensive and outcome-based paradigm in education, focusing on the student-centered model prevalent in American academic culture. Teachers in US schools value engagement, teamwork, a diversity of resources, and the ability to think critically and solve problems. This structure encourages students to take risks, experiment, and work as a team. The curriculum combines statistical knowledge with factual information, providing open-ended learning opportunities for students to get domestic and foreign hands-on experience. Devaki (2024) notes that this approach will educate students with the abilities needed to face the current world's issues by encouraging active engagement and a global perspective.

A holistic assessment tool measures learning gaps during crises, enabling educators to tailor interventions for displaced and conflict-affected children effectively. In their study, Krupar and D'Sa (2024) introduce a holistic assessment of learning and development outcomes (HALDO), a tool for measuring learning in crises such as conflict or displacement. The study evaluates HALDO's internal consistency, inter-rater reliability, concurrent validity, and construct validity in three locations. The results show strong inter-rater reliability and internal consistency in all

ST. PAUL'S UNIVERSITY

scenarios. The technique has validity for most latent dimensions, while literacy in Lebanon did not match expected results. HALDO tries to evaluate learning gaps among children on the back of displacement, allowing education practitioners to strategize interventions appropriately in moments of crisis.

Specific school infrastructure like arts facilities and nursing positively impacts student achievement, while large-scale investments show inconsistent effects on education outcomes. In their study, Espinosa Andrade, Padilla, and Carrington (2024) investigate the relationship between school infrastructure and academic performance in Ecuador. Using data from the 2019 UNESCO ERCE-2019 test for primary schools, the study concludes that specific infrastructure, such as art and music facilities, on-site nursing, and basic service connections, is positively associated with student achievement, particularly in rural locations. However, the study's findings demonstrate that large-scale infrastructure investments do not consistently correlate with improved educational outcomes. These findings question the desire for big infrastructure investments, implying that channeling educational funds to specific infrastructure types is more cost-effective to boost children's performance. The findings also have broader implications that may apply to Latin American contexts.

2.3.2 Domestic work responsibilities and Holistic Educational Development

A strong school culture rooted in shared values supports holistic student development emotionally, morally, and academically, mitigating negative effects of homework. Widodo (2019) investigated the influence of school culture in facilitating holistic educational development at Muhammadiyah Elementary School in Sleman, Yogyakarta. The study used qualitative phenomenological research, including interviews, observations, and documentation, to investigate the roles of stakeholders and cultural practices in education. The findings demonstrate that holistic education is rooted in common school values, ideas, and procedures developed from the ground up. School administrators, teachers, families, and the greater community are critical actors. This cultural integration educates students emotionally, morally, and academically. The study implicitly shows that if home assignment obligations are linked to domestic job responsibilities, there would be a buffering effect against the negative effects of over-performing home activities. A well-supported school culture encourages learning beyond academics, which is vital for children with household

ST. PAUL'S UNIVERSITY

tasks. As a result, a happy school atmosphere can lessen the effects of educational consequences from homework responsibilities, thereby boosting the holistic development of children.

Holistic education nurtures all areas of child development but requires reducing family burdens to ensure equal access to diverse, inclusive learning opportunities. According to Murugesan and Hyma (2023), holistic education, as expressed in India's National Education Policy (NEP) 2020, is important because, as educationalists progress toward recognizing the importance of the whole person, holistic focus, and inclusion, an emphasis was placed on nurturing each child's intellectual, social, emotional, physical, and moral capacities holistically. The study discusses how curriculum, pedagogy, and skill integration provide the foundation for holistic growth in the cognitive, emotional, and psychomotor domains. Arts-integrated, sports-based, and ICT-driven learning strategies are promoted to foster critical thinking, creativity, and 21st-century skills. In terms of domestic labour obligations, this paradigm demonstrates how children overburdened with household responsibilities may miss out on engaging in rich, integrated learning experiences. Engaging parents in domestic tasks in Kilifi County schools may limit such children's access to a stimulating and diversified environment, which is required for their general development. This emphasizes the need to alleviate family constraints so that all children can benefit from a well-balanced, inclusive, and future-ready education system (Murugesan & Hyma, 2023).

Child domestic labour, especially among girls, hinders educational success by causing poor attendance, performance, and limiting holistic learning opportunities. Ningson and Ningshen (2019) investigated the impact of child domestic employment on the educational outcomes of indigenous groups in the Chandel district. The research discovered that child domestic workers, particularly girls, have significant educational shortcomings. Many are forced to labour at home to supplement their family's income, leading to poor school attendance, poor academic performance and dropout. Even if they try to balance education and home responsibilities, the stress of work severely limits their ability to study meaningfully. The study emphasizes the role of family poverty, workplace negligence, and excessive home chores in slowing down the educational process. In holistic educational development, this study demonstrates how domestic tasks deprive children of cognitive, emotional, and social learning opportunities. It emphasizes that efforts to attain holistic educational development for children will always be profoundly hampered unless domestic stress is alleviated, particularly in poor households.

ST. PAUL'S UNIVERSITY

Excessive demands harm well-being and performance, highlighting the need to reduce workloads for both educational leaders and children to support holistic development. Ford et al. (2024) use a comprehensive framework based on Job-Demands-Resources (JD-R) theory to examine how work demands and access to resources affect the well-being of educational leaders from early childhood to K-12 education. A structural equation modeling study of over 2000 leaders found that job demands have a greater impact on physical, psychological, and professional well-being than job resources, although resources improve professional well-being. These findings underscore the importance of managing work demands to support children's well-being and educational success. Applied to the context of child labour in Kilifi County, excessive domestic responsibilities may create a form of demand overload that limits the time, energy, and concentration children can devote to learning and personal development. While age-appropriate household tasks may foster responsibility and practical skills, excessive workloads can negatively affect educational participation and holistic growth. Therefore, reducing burdensome domestic work is essential for creating a supportive learning environment and promoting overall educational development.

2.3.3 Frequency of paid labour and Holistic Educational Development

Irregular, uncontrollable work schedules harm well-being and performance, highlighting the need for structured routines to support children's holistic educational development. Cavallari et al. (2022) developed and validated the 14-item WorkTime Scale (WTS) to assess the impact of non-standard working time features (irregular hours, unpredictability, and lack of control) on full-time blue-collar workers. Based on literature reviews and expert consultation, the scale is divided into two key subscales: highly reliable and valid, extended/irregular work days (EIWD), and lack of control (LOC). The study's findings demonstrate that non-standard and irregular work schedules hurt workers' well-being. In the case of child labour in Kilifi County, such thoughts resonate with children who have inconsistent domestic tasks and struggle to keep up with their schoolwork. Children with uncertain domestic duties may endure academic disengagement and poor holistic development, just as adults suffer from exhaustion and poor health under comparable circumstances. The WTS Model emphasizes how time-related stressors affect performance and well-being, findings that reinforce the requirement of ordered and controllable routines for children to have in learning.

ST. PAUL'S UNIVERSITY

Emerging work trends pose health risks, highlighting the need for safeguards to protect children's well-being and education in informal domestic labour. Tamers et al. (2020) provide an integrated view of how emerging trends in work, the workplace, and the workforce have presented new problems and opportunities for occupational safety and health (OSH). The survey, conducted as part of the CDC's Future of Work initiative, highlights factors such as technology displacement, changing work patterns, and changing demography as major predictors of worker well-being. The authors propose an integrated approach considering these interconnected aspects while preserving and promoting health and safety in future workplaces. Although the cited study focuses on adult workers, its findings offer useful insights into the experiences of children engaged in labour. The absence of regulation and monitoring in informal work settings can expose children to excessive workloads that interfere with their education and well-being. In Kilifi County, many children participate in domestic work that is often irregular, unrecorded, and conducted without safeguards to protect their rights. Such conditions may reduce the time available for study, rest, and participation in school activities, thereby limiting their holistic educational development. Furthermore, the lack of oversight increases children's vulnerability to exploitation and educational neglect. These concerns highlight the need for early policy interventions, strengthened child protection mechanisms, and community-based support systems to ensure that children's responsibilities do not compromise their learning and overall development.

PAUL'S UNIVERSITY

2.3.4 Hours of work and Holistic Educational Development

Heavy workloads create time poverty, limiting teachers' and children's ability to fully engage in education and perpetuating educational inequity. Creagh et al. (2023) investigate how workload and work intensification affect teachers' and school leaders' health and well-being and their ability to facilitate student learning. The synthesis, which combines 40 studies, notes that while workload and work intensification are sometimes conflated, they can differ in some circumstances, and their cumulative impacts constitute "time poverty". At this time, poverty is so severe that teachers were unable to satisfy the obligations of their profession due to a heavy workload and compromised educational priorities. This worry is particularly relevant to the situation of domestic labour and the process of holistic education development, i.e., contexts in which domestic activities may obstruct children and teachers. In communities such as Kilifi, where child domestic labour is prevalent, these could add to time poverty, increasing the backwardness of a child's education and

preventing the teacher from addressing specific learning requirements, thereby perpetuating educational inequity.

Flexible work hours, while rigid schedules increase conflict, limit children's learning and holistic educational participation. Fagan et al. (2012) discuss the relationship between working time arrangements and gender equality. The article concludes that lengthy working hours, common in developing nations, are a major predictor of work-life conflict. In contrast, part-time work is more compatible with family life, particularly for those with dependents. Non-standard work patterns (shifts, weekend work) exacerbate work-family incompatibility, whereas flexible work hours support employee well-being. This study is pertinent to domestic employment because it emphasizes the importance of flexible working hours for achieving work-life integration. With child labour and domestic work widespread in areas such as Kilifi, lack of work-time flexibility can interfere with children's learning and growth, aggravate time poverty for students and teachers, and limit their ability to participate completely in a holistic form of learning.

Flexible work schedules improve well-being, reduce stress, and enhance family life, suggesting benefits for children's education and domestic workload balance. Yildizhan et al. (2023) investigate the effects of flexible working patterns, particularly the four-day workweek, on employee behaviour and environmental results. Using semi-structured interviews, the study discovered that flexible work arrangements favourably impact sociability, motivation, stress levels, mental health and physical health. Other advantages of a four-day workweek include a 20% reduction in commuter emissions. The study emphasizes the overall impact of flexible work methods, not just on employee well-being but also on the environment. This study is significant to the issue of homework obligations since flexible working models can minimize time poverty for workers by giving them more personal time and boosting their capacity for family and professional commitments. Establishing flexible employment models may improve family dynamics and educational outcomes in situations like Kilifi, where domestic work would be detrimental to academic advancement.

Individual control over work schedules, suggesting flexible hours could reduce domestic burdens and enhance children's educational outcomes. Wöhrmann et al. (2021) examine the effects of individual and organisational working time flexibility using data from 18,000 German employees. According to the study, individual-oriented flexibility benefits, whereas organizational-oriented flexibility, which is supplied on irregular work schedules, has a negative impact. According to the

findings, employee approval of work-life segmentation has only a minimal impact on these outcomes. The findings provide evidence that firms should give employees more control over their work schedules while eliminating disruptive organizational scheduling needs. This is also important for domestic responsibilities; flexible working hours may help people, particularly women, better balance work and family obligations, thereby contributing to positive educational development. In locations like Kilifi, where domestic work has hampered learning pursuits, such flexibility might minimize time poverty, which is experienced in determining education outcomes among children.

Irregular work schedules reduce sleep quality, worsening time poverty and hindering health, productivity, and educational progress for vulnerable populations. Weston et al. (2024) investigate how irregular work regimens, such as longer hours, weekend shifts, and irregular schedules, affect sleep quality and quantity in the UK. According to data from more than 25,000 workers, high work hours (55+ hours per week) and weekend or non-standard shifts are associated with both short sleep (less than seven hours per day) and sleep disturbance. These patterns were also associated with gender disparities in sleep outcomes. The study underscores the importance of adequate rest for maintaining well-being, productivity, and overall development. Although conducted among adult workers, its findings are relevant to children engaged in labour. In Kilifi County, excessive domestic responsibilities may limit time for rest, study, and school participation, creating conditions of time poverty. Such demands can negatively affect concentration, learning outcomes, and holistic development. Therefore, ensuring children have sufficient time for education and rest is essential for their growth and well-being.

2.3.5 Type of work and Holistic Educational Development

Integrating tailored occupational health and safety education into curricula enhances workplace safety, health, and sustainability, especially in industrial and agricultural sectors. Alqahtani et al. (2024) focus on an OHS education program in Saudi Arabia. The research includes expert surveys conducted within the OHS and education sectors of the industry to gather consensus on the importance of introducing OHS education into university curricula. The findings emphasize the need to achieve a balance between academic comprehension and practical learning. Training should be tailored to certain jobs and industries. This approach supports a greater trend of

incorporating sustainability into OHS education to make workplaces safer and more environmentally friendly. For nations like Kenya, which are either strongly industrialized or agricultural, and locations with high industrial or agricultural activity, this program on OHS education can play a huge role in boosting workplace safety, reducing health risks, and generating long-term sustainability.

A comprehensive OSH framework links decent work pillars to emerging challenges, promoting safer, fairer, and sustainable workplaces amid industrialization and change. Schulte et al. (2022) offer a framework for incorporating occupational safety and health (OSH) within the UN's 2030 Goal 8 for decent work. The framework connects the four pillars of decent employment to occupational safety and health. Employment, social protection, labour rights, and social dialogue. It identifies emerging challenges such as new technology, population shifts, globalization, informal work, and climate change. The study advocates broadening the OSH agenda to include worker well-being and providing actionable information to help stakeholders create safer, fairer, and more sustainable workplaces. This paradigm is particularly suited for initiatives in regions such as Kenya, where industrialization and demographic changes would need improved occupational safety and health methods that would assure worker safety and boost sustainable employment practices.

E-training effectively enhances occupational safety knowledge and reduces injuries, offering a flexible, cost-efficient solution for improving workplace safety globally. Barati Jozan et al. (2023) conducted a literature study on the effectiveness of e-training for occupational safety and health (OSH). The study proposes an efficient, flexible, cost-effective CIT as a preventive intervention to help reduce occupational injuries and accidents. The analysis reviewed 25 studies (23 from developed and two from developing nations) that used e-training platforms to address health concerns such as hypertension, neck discomfort, and respiratory complaints. The findings show that e-training can significantly boost workers' knowledge, promote workplace safety, and provide organizations with techniques for assessing employee growth. Although favourable outcomes have been established, the study acknowledges the need for future research to improve e-training programs and address implementation challenges, particularly in developed countries. This is consistent with operations in locations like Kenya, where digital technologies can improve training safety in industries where worker accidents remain high.

ST. PAUL'S UNIVERSITY

Soft skills combined with technical abilities are essential for future workforce success, enabling adaptation and innovation in technology-driven industries. Poláková et al. (2023) examine the growing importance of soft skills in the labour market using the Industry 5.0 framework, which combines human-centered work with cutting-edge technologies. The study underlines that, while diverse digital and technical abilities are essential, soft skills such as critical thinking, problem-solving, communication, and creativity cannot be copied by robots. The study highlights the growing importance of combining technical expertise with soft skills such as communication, problem-solving, teamwork, and adaptability in a rapidly evolving labour market. The findings suggest that success in modern workplaces depends not only on technical competence but also on the ability to collaborate, innovate, and respond to changing demands. In the Kenyan context, where emerging industries increasingly require a skilled and flexible workforce, these results underscore the need for education systems to promote both cognitive and interpersonal competencies. Such skills enhance employability, productivity, and long-term career success in a technology-driven economy.

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2.3.6 Parental Influence and Holistic Educational Development

Active parental involvement improves academic and emotional outcomes for students with ASD, highlighting the need for better communication and support systems. Fernández Cerero et al. (2024) study the impact of parental participation on the educational development of students with ASD. The study took a qualitative approach, with 42 parents of secondary school adolescents with ASD in Seville, Spain, participating in in-depth interviews and focus group sessions. Research shows that active parental involvement boosts students' intellectual and emotional well-being. Organising at home, employing assistive technology, and communicating with school staff are effective. Parents encounter school resources, educator communication challenges, and insufficient ASD training for parents and teachers. To improve the educational experience and outcomes of students with ASD, the study stresses increasing communication, making resources

available, and updating educator and parent training. Kenya's educational effort prioritizes improving educational support services for special needs children.

Parental engagement involves diverse activities, requiring nuanced measurement to inform education policies supporting children's outcomes effectively. Antipkina and Ludlow (2020) investigate parental engagement (PI) in children's education by developing the Parental Engagement SCenarios scale (PISC-9), a Rasch/Guttman scenario-based instrument providing a comprehensive measure of the construct. The scale, which was distributed to 1,930 parents of primary school children in a Russian region, covers a range of less and more demanding parental practices. According to the study, PI encompasses various activities, from homework checks to cultural trips, whereas the PISC-9 has strong technical and construct validity. The findings emphasize the need to recognize different types of parental involvement when measuring children's educational outcomes. Thus, it is possible to inform policy development in education systems, as in countries such as Kenya, where parental involvement in education is also significant.

Parental involvement boosts academic and social development, highlighting the need for culturally sensitive collaboration between families and schools to improve student outcomes. Raja et al. (2023) investigate the significant importance of parental involvement in school, examining how it influences academic and behavioural activities, attendance levels, and social and emotional development. The study's topic focuses on the importance of cultural sensitivity and discusses challenges to effective parental engagement and potential solutions. It also assesses various methods for increasing parental participation and effectiveness. The findings emphasize the importance of collaboration between educational system organizations and families in improving student achievement, and they provide practical recommendations for educators, policymakers, and parents on how to increase parental involvement in the educational process. This study follows the trend of the general research field, which emphasizes the benefits of parental involvement, especially in circumstances, such as in Kenya, where school-community connections require development.

Evolving teacher-parent collaboration improves parental involvement, emphasizing research-based strategies to strengthen home-school partnerships for better educational outcomes. Oliveira de Lima and Kuusisto (2019) investigate how parental involvement in children's learning is

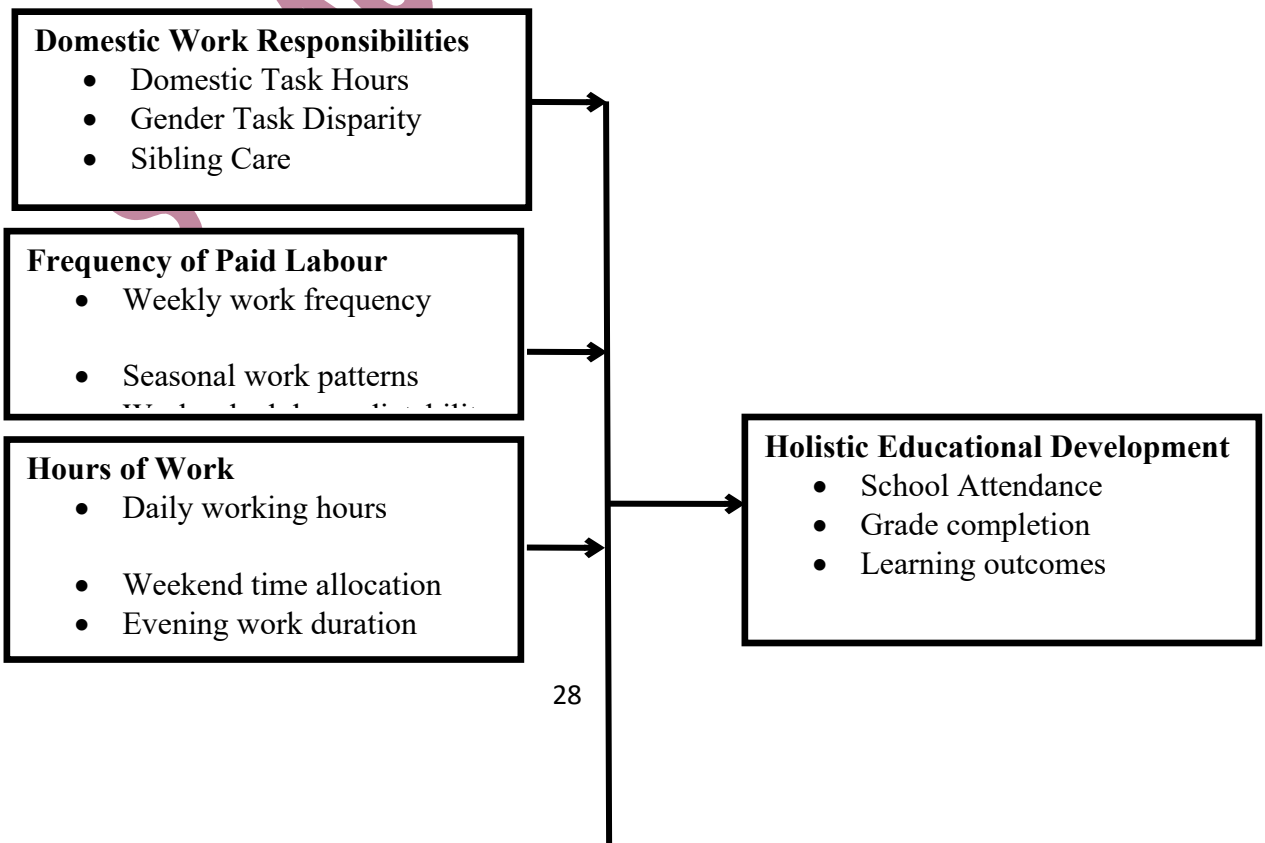
ST. PAUL'S UNIVERSITY

promoted through a comprehensive approach to the teacher-parent interaction. The study, on the one hand, builds on Janet Goodall's conceptualization of parents' roles in schools, while also contrasting it with established theories of parental participation. It investigates the changing responsibilities of teachers and parents in education, focusing on the evolving dynamics of collaboration between home and school due to shifting educational paradigms. The report recommends.

2.5 Conceptual Framework

The conceptual framework illustrates how domestic work responsibilities, hours of work, type of work, and parental influence interact to affect children's holistic educational development. Increased domestic tasks, especially when unequally distributed by gender, reduce time available for schooling. Extended and unpredictable working hours, including weekends and evenings, further limit educational engagement, while the nature of work, such as physical intensity and safety, can worsen these effects. Parental factors, including employment status, economic needs, and education levels, shape children's work involvement and access to education. Together, these elements influence school attendance, grade completion, and learning outcomes. The framework emphasizes that both family and work contexts are critical in understanding children's educational progress, highlighting the complex balance between labour demands and academic development.

The conceptual framework for this study as shown in Figure 2.1



ST. PAUL'S UNIVERSITY

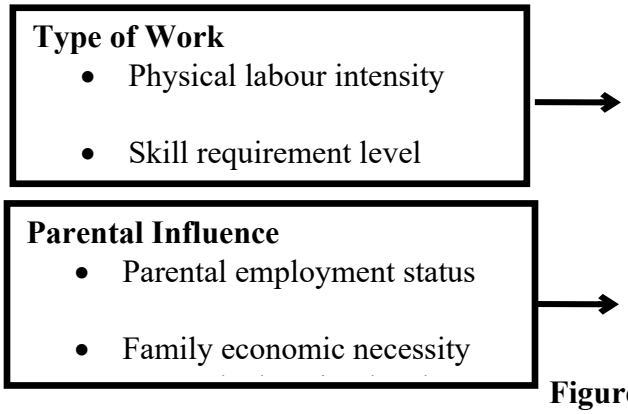


Figure 2.1: Conceptual Framework

Source: (Author, 2025)

2.6 Summary and Research Gap

The findings demonstrate how the school analyzes the impact of domestic work on children's overall scholastic development, particularly in terms of how economically disadvantaged families are. According to Widodo (2019), high school-community partnerships can alleviate the educational disadvantages of household tasks. Ningson and Ningshen (2019) describe how domestic work, particularly for females, impedes educational progress due to poor attendance and performance in classroom activities. According to Murugesan and Hyma, domestic employment in India's NEP restricts access to integrative learning opportunities. Ford et al. (2024) show that excessively stressful labour, whether for leaders or learners, impairs well-being and performance. However, there are gaps in assessing domestic task hours, analyzing the gender gap in task distribution, and examining the impact of sibling care obligations on children's academic and developmental outcomes. These components require further study to address the issues of holistic development completely.

The studies illustrate the impact of irregular working hours on productivity and well-being; Lu, Du, and Peng (2022) show that coherent routines improve production. Cavallari et al. (2022) underline how variable work hours harm employees' health and performance. Tamers et al. (2020) outline rising issues of transforming labour dynamics, emphasizing the importance of having comprehensive safeguards. In terms of child labour, particularly in Kilifi County, these data show that conflicting domestic chores impede children's educational involvement and overall development. However, there are still questions about how the frequency of weekly employment,

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seasonal job patterns, and work schedule predictability affect children's cognitive and emotional development. The research is short-term and aims to clarify the impact of changes in domestic work hours, such as rotational or seasonal workloads, on educational attainment, leaving gaps for future study of these time-related aspects.

The research focuses on how overwork and work schedules affect workers and educational outcomes. Creagh et al. (2023) and Fagan et al. (2012) highlight the significance of task intensification in causing "time poverty," which is detrimental to both instructors' and children's learning engagement. Flexible hours increase job flexibility while avoiding the negative repercussions of inflexible working hours (Yildizhan et al., 2023; Wöhrmann et al., 2021). According to Weston et al. (2024), lengthy working hours and nonstandard shifts lead to sleep deprivation, which affects productivity and well-being. Nonetheless, there are gaps in research on child domestic labour's daily, weekend, and nighttime working hours. A follow-up study is desirable to evaluate how these time-related elements affect children's learning and holistic development, especially in resource-constrained regions like Kilifi.

The studies emphasize the importance of improving workplace occupational health and safety (OHS) education and soft skills. Alqahtani et al. (2024) emphasize the importance of tailored OHS training and education programs, while Schulte et al. (2022) call for extended OHS to achieve the goals of sustainable occupation. Barati Jozan et al. (2023) suggest e-training to increase workplace safety, while Poláková et al. (2023) underline the importance of soft skills in Industry 5.0. However, these studies left gaps in physical labour intensity, skill level, and workplace safety for child domestic work. Moreover, research is needed on how extremely physically demanding employment, low-skilled needs, and risky work situations affect children's holistic educational development, particularly in locations such as Kilifi, where child labour is high and generally unregulated.

The research emphasizes the importance of parental involvement in children's educational development. Fernández Cerero et al. (2024) demonstrate how increasing active parental involvement in their ASD children's learning improves academic performance and emotional well-being. Antipkina and Ludlow (2020) used the PISC-9 measure to identify different types of parental participation. Raja et al. (2023 do an additional study into the nature of good parental impact on academic success and behaviours, whereas Oliveira de Lima and Kuusisto (2019)

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advocate for closer teacher-parent partnerships. However, this research falls short in investigating the impact of parental employment status, family economic need, and parental education levels. These factors can shape how involved a parent can be and ultimately determine the schooling a child experiences, especially in an affluent place such as Kilifi, where parents may lack the time, means, or expertise to support their children's holistic development.

The studies offer contemporary perspectives on educational development. American schools adopt a student-centered technique to develop critical thinking and teamwork, according to Devaki (2024). Krupar and D'Sa (2024) propose the Holistic Assessment of Learning and Development Outcomes (HALDO) to identify learning gaps in crises. Espinosa Andrade et al. (2024) study how infrastructure affects academic achievement in rural Ecuador; Bowden et al. (2019) model tertiary student engagement and success. Although thorough, these studies do not explain school attendance, grade achievement, or learning outcomes. How school absenteeism and grade retention affect students' development is not completely addressed. In locations with high absenteeism or grade repetition, emphasized educational interventions may not work well, requiring further investigation.

ST. PAUL'S UNIVERSITY

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology used to investigate the impact of child work practices on the overall educational development of primary school students in Kilifi County, Kenya. It describes the research concept, study region, target population, sampling methods, and sample size calculation. The chapter also covers data-gathering tools, pilot testing for validity and reliability, data collection techniques, and data analysis methods for both quantitative and qualitative data. Furthermore, the chapter offers diagnostic tests used to evaluate data assumptions and addresses the ethical aspects noted throughout the research process.

3.2 Research Design

This study adopted a descriptive survey research design within a mixed-methods approach to examine the influence of child labour practices on the holistic educational development of primary school pupils in Kilifi County, Kenya. The descriptive survey design was appropriate because it enabled the researcher to collect data from a large population and describe the prevalence and characteristics of child labour practices among school-going children. The design also facilitated examining relationships between domestic work responsibilities, frequency of paid labour, daily working hours, type of work, parental influence, and holistic educational development without manipulating the study variables. The mixed-methods approach enabled the collection of both quantitative and qualitative data, providing a more comprehensive understanding of the phenomenon under investigation. Quantitative data generated statistical evidence on the influence of child labour practices, while qualitative data provided deeper insights into participants' experiences and perceptions. Combining the two approaches enhanced the validity, reliability, and richness of the study findings.

3.3 Study Area

Kilifi County was selected as the study area because it presents a context where child labour and educational development are closely intertwined. The county is characterized by widespread poverty, high dependence on informal economic activities such as fishing, subsistence farming,

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domestic work, and tourism-related employment, which often involve children in labour activities. Additionally, Kilifi records relatively high rates of school absenteeism, dropout, and child labour compared to many other regions in Kenya (Kenya National Bureau of Statistics, 2022). These socioeconomic conditions make the county an appropriate setting for examining how child labour influences children's holistic educational development. Studying primary school pupils in Kilifi provided an opportunity to generate context-specific evidence on the intellectual, emotional, social, and physical consequences of child labour, thereby informing policies and interventions aimed at improving children's educational outcomes and well-being.

3.4 Target Population

The study's unit of observation includes pupils, parents, headteachers, social workers, and sub-county children officers, and it included 3,580 respondents. Considerably, this target population consisted of 1,514 pupils purposively drawn from 757 primary schools, of which 526 are public schools and 231 are private schools. Notably, the researcher examined 2 pupils in each of the above schools, whereby one male pupil and one female pupil were selected to represent the rest of the pupils from Grade 6. Two parents from every school (male and female) were selected. The researcher also selected one headteacher from each school, and finally, one sub-county children officer was selected to participate in this study. Table 3.1 shows the distribution of the target population of Kilifi County to ensure comprehensive coverage of different socio-economic and geographical contexts that influence child labour practices. Pupils provided information about their academic progression and how they are influenced by labour, whereas the teachers observed the academic and behavioural effects of what is happening. Parents provide insights about household economic pressures in child labour, while sub-county children officers share professional opinions on systemic and community factors. These groups combined allow for the multidimensional analysis of child labour and its educational consequences.

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Table 3.1: Target Population

Sub-county	Target Population	Percentage
Kilifi North	666	18.60%
Kilifi South	78	2.20%

Sub-county	Target Population	Percentage
Ganze	32	0.89%
Magarini	70	1.96%
Rabai	32	0.89%
Malindi	212	5.92%
Kaloleni	212	5.92%
Headteachers	757	21.15%
Sub-county children officer	7	0.20%
Parents	1,514	42.29%
Total	3,580	**100%**

Source: (Kilifi County, 2025; Ministry of Education, 2025)

3.5 Sample Size

The Yamane formula was selected to calculate the sample size for this study, as it is one of the most accepted and statistically robust ways to determine sample size in studies with a finite population. It has been successfully employed in other educational studies of the same nature (Kothari 2004 used it in a study of a sample of the target population used in research on educational management in India in his book). This formula gives a statistically valid sample size that enables the results to represent the whole population, with a 95% confidence level and a 5% margin of error, as Israel (1992) suggested for sample size determination in educational surveys. The type of method is particularly applicable to studies with small populations, ensuring ideal sample sizes that do not result in either over- or under sampling. This methodology increased the validity and reliability of findings, thus making the study's conclusions generalizable to the population of primary schools in Kilifi County.

$$n = \frac{N}{1 + N(e)^2}$$

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Where:

n = sample size

N = total population size (3580)

e = margin of error (commonly 0.05 for 95% confidence)

Using the Yamane formula with N=3580 and e=0.05

Workings

= 3580/ 1 + 3580 (0.05) ^2

= 3580 / 1+ 3580 (0.0025)

= 3580 / (1+ 8.925)

N= 3580/ 9.95

= 359

Table 3.2: Sample Sizes

Sub-county	**Sample size of Students**
Kilifi North	67
Kilifi South	8
Ganze	4
Magarini	7
Rabai	4
Malindi	21
Kaloleni	21
Headteachers	76
Sub-county children officer	7
Parents	144

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Sub-county	Sample size of Students
Total	**359**

The sample size of this study was 359 and was statistically sufficient to represent the target population of 3,580, providing a 95% confidence level and a 5% margin of error. The study collected data from this sample population to ensure the findings are generalizable to the entire population. The quantitative information was obtained from the 132 pupils and 144 parents, while the qualitative information was obtained from 76 head teachers and 7 sub-county children officers.

3.6 Sampling Techniques

3.6.1 Quantitative Sampling

The quantitative data collection involved stratified random selection of primary schools in Kilifi County as data collection sites. Under stratified sampling, a population is divided into several subgroups or strata that share similar characteristics or features, and random samples can be drawn from each subgroup. In this study, the strata included the seven sub-counties of Kilifi County: Kilifi North, Kilifi South, Ganze, Magarini, Rabai, Malindi, and Kaloleni. Stratified sampling was suitable for this research because it provided proportional representation of the different sub-counties within the county, variation in socioeconomic status, geographical location, and the prevalence of child labour. This approach increases the representativeness and statistical validity of the sample. The fact that the probability of selecting any primary school in a sub-county was known and non-zero indicates that the sample was probabilistic, meaning the sampling error can be estimated and, thus, the generalizability of the findings is increased. Mugenda and Mugenda (2003) support this method in situations where the studies involve representing the different members of a given community. Hence, employing the stratified random technique enabled this research paper to make strong and representative findings on the connection between child labour practices and education development in Kilifi County.

3.6.2 Qualitative Sampling

Purposive sampling was employed in the qualitative phase of the study because it enabled the selection of participants with relevant knowledge, experience, and responsibilities related to child

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labour and children's education. Head teachers and sub-county children officers were deliberately chosen because of their direct involvement in monitoring learners' welfare, school attendance, and child protection issues. Unlike probability sampling, purposive sampling is particularly suitable for qualitative research as it prioritizes information-rich participants who can provide detailed insights into complex social phenomena. This approach allowed the researcher to obtain in-depth perspectives on the causes, experiences, and educational effects of child labour, thereby enhancing the richness, credibility, and contextual understanding of the study findings. The criteria for selecting participants included their role, experience with child labour cases, and work with children in education, based on which the data were relevant and meaningful. When considered along with the credibility and depth of communication in qualitative research, purposive sampling identifies all the available sources of in-depth, case-specific data regarding participants (Patton, 2002).

3.7 Data Collection Instruments

3.7.1 Quantitative Data Collection

Structured questionnaires were used as the primary data collection tool for the quantitative aspect of the project. The questionnaire was prepared to collect data on the presence of child labour and its effects on primary school children's educational performance, as well as the socioeconomic conditions contributing to child labour in Kilifi County. The survey questions included closed-ended items such as multiple-choice questions to collect measurable data and study variables such as school attendance, performance, and health risks associated with child labour. The standardized approach ensures that all respondents' responses are consistent, allowing for statistical analysis of trends and relationships. This approach is highly efficient for large-scale surveys because it provides easy-to-quantify data that can be examined using descriptive and inferential statistical strategies, including regression analysis (Creswell, 2014).

3.7.2 Qualitative Data Collection

Semi-structured interviews were conducted for the qualitative data collection. Such interviews were conducted among key informants such as head teachers and social workers. The semi-structured nature of the interviews allowed the interviewer to ask pre-set questions while also allowing the interviewer to delve into new topics that may be raised during the conversation. This

ST. PAUL'S UNIVERSITY

method allowed deep insight into emotional, social, psychological, and community attitudes and perceptions towards child labour and its influence on education. This gave rich, contextual data, complement the quantitative results, and offer a closer insight into the issue. As promised by Mugenda and Mugenda (2003), qualitative methods are essential in understanding the complexities of the human experience and in studying issues that are not sensitive to quantitative methods.

3.8 Pilot Study

The pilot study was conducted in Tana River County because it shares similar socio-economic, cultural, and environmental characteristics with Kilifi County, including high poverty levels, rural settlement patterns, reliance on informal economic activities, and reported incidences of child labour. These similarities made Tana River an appropriate setting for pre-testing the research instruments without involving the actual study participants. Conducting the pilot study in a comparable but separate location helped assess the clarity, relevance, validity, and reliability of the instruments while minimizing contamination of the main study sample. The pilot also enabled the identification and correction of ambiguities, inconsistencies, and logistical challenges before the actual data collection, thereby enhancing the quality, accuracy, and credibility of the research findings. For the pilot phase, 10% of the target population participated, translating to 36 participants based on the main study's target population of 3580 (3,580 x 10% = 36). Using 10% of the sample is common in educational and social studies, as it allows examination of interrelations between instruments without depleting resources. The pilot sample resembled the main study population, comprising pupils, teachers, and parents from selected schools. The main goal for the pilot was to test the questionnaire and interview guide's clarity, relevance, appropriateness, and logistical issues. The feedback and insights gathered guided necessary amendments to improve the instruments' accuracy, validity, and reliability before the full-scale rollout in Kilifi County.

ST. PAUL'S UNIVERSITY

3.8.1 Validity of Research Instruments

The research instruments underwent face and content validation to ensure validity. Face validity was established through expert evaluation because it provides an initial assessment of whether the research instruments appear to measure the intended constructs. Specialists in education, child

rights, and research methodology reviewed the questionnaires and interview guides to determine their clarity, relevance, appropriateness, and alignment with the study objectives. Their professional judgment helped identify ambiguous, misleading, or irrelevant items and ensured that the instruments adequately captured aspects of child labour and holistic educational development. This process enhanced the credibility and suitability of the instruments for data collection, increasing confidence that the study would generate meaningful and accurate information relevant to the research problem. Content validity was achieved by aligning the questionnaire and interview guide items with the study objectives and conceptual framework, ensuring that all relevant aspects of child labour and educational development were captured. The pilot study in Tana River County also provided feedback on the relevance and clarity of the items from real people, prompting the researcher to make certain revisions. This procedure enabled the instruments to obtain the constructs they are expected to measure and hence boost internal validity of the study (Creswell, 2014).

3.8.2 Reliability of Research Instruments

To examine the reliability of the instruments, the pilot data was analyzed using Cronbach's alpha to test internal consistency, particularly of items in the questionnaire. The desired alpha score is 0.7 or above, meaning the items measured the same overall construct reliably (Mugenda & Mugenda, 2003). The validity of the qualitative instruments (interview guide and focus group questions) was examined by comparing responses from different participants in the pilot. Inconsistencies, or any confusing questions, were rectified before the main research is conducted. This process ensured stable and consistent results across contexts and respondents.

Table 3.3
Reliability Analysis of Research Instruments (Cronbach's Alpha)

Variable	Number of Items	Cronbach's Alpha (α)
Domestic Work Responsibilities	5	0.781
Frequency of Paid Labour	5	0.824
Hours of Work	4	0.756
Type of Work	5	0.802
Parental Influence	4	0.738
Holistic Educational Development	6	0.845
Overall Scale Reliability	**29**	**0.812**

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Note. Cronbach's alpha values above 0.70 indicate acceptable internal consistency (Mugenda & Mugenda, 2003).

The results presented in Table 3.3 indicate that all study variables achieved Cronbach's alpha values above the recommended threshold of 0.70, confirming acceptable to high internal consistency of the research instruments. Specifically, holistic educational development recorded the highest reliability (α = 0.845), followed by frequency of paid labour (α = 0.824) and type of work (α = 0.802), suggesting that the items under these constructs were highly consistent in measuring the intended concepts. Domestic work responsibilities (α = 0.781), hours of work (α = 0.756), and parental influence (α = 0.738) also demonstrated satisfactory reliability. The overall scale reliability (α = 0.812) further supports the instrument's dependability. These findings imply that the questionnaire items were stable, consistent, and suitable for measuring the study variables in the main research.

3.9 Data Collection Procedures

Data collection for this study was conducted in a structured and ethically sound manner. The researcher first sought permission from the relevant educational authorities, the County Director of Education, and school heads in Kilifi County. The data collection process was divided into phases, starting with quantitative data collection and then qualitative interviews. Skilled research assistants assisted in administering tools to sustain consistency, accuracy, and ethical practice. All participants were informed about the purpose of the study and were informed before they participated. Confidentiality and anonymity during the process was absolute.

3.9.1 Quantitative Data Collection

Quantitative data were collected through the use of structured questionnaires that were used to collect data from pupils and parents in the sampled primary schools. The researcher and trained assistants who guided the respondents on completing the questionnaires physically distributed the questionnaires. Respondents had sufficient time to respond honestly and on their own. The researcher collected the filled questionnaires on site to reduce the risk of losing or compromising the data. This method enabled the researcher to obtain uniform, quantifiable data on the extent of child labour, school enrolment, academic performance, and other related issues in the sub-counties of Kilifi.

ST. PAUL'S UNIVERSITY

3.9.2 Qualitative Data Collection

The data to be collected qualitatively were obtained using semi-structured interviews with key informants, the head teachers, and the sub-county children officers. These interviews are expected to seek further insight into the causes, perceptions, and educational impacts of child labour. An interview guide was applied to align with the study objectives, but offered flexibility to the participants to explain their views and experiences further. All interviews was tape-recorded with prior consent, with field notes used to complete the record if anything is left out. The qualitative data supplemented the quantitative data outputs with contextual and narrative richness in the statistical outputs.

3.10 Data Analysis

The data collected in this study was analyzed using quantitative and qualitative approaches to understand how child labour practices impact holistic children's educational development in Kilifi County. Quantitative data was analyzed using descriptive and inferential statistics, whereas the data of the qualitative aspect was thematically analyzed using the NVivo software.

3.10.1 Quantitative Data Analysis

Primary quantitative data gathered on structured questionnaires were coded and entered into the Statistical Package for the Social Sciences (SPSS) version 27 for analysis. Descriptive statistics like frequencies, percentages, means, and standard deviations combined the data. Inferential statistics, including multiple regression analysis, was used to test the relationship between the independent variables (forms of child labour) and dependent variables (holistic educational development). Additionally, the model was used because educational development is a continuous/ratio variable.

The multiple regression models were specified as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta 4X4 + \beta 5X5 + \varepsilon$$

Where:

Y = Holistic Children's Educational Development

X_1 = Domestic Work Responsibilities

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X_2 = Frequency of Paid Labour

X_3 = Hours of Work

X_4 = Type of Work

X_5 = Parental Influence

β_0 = Constant (intercept)

B1–β5 = Coefficients of the independent variables

ε = Error term

This model helped determine the strength and significance of each type of child labour in predicting holistic children's educational development.

3.10 Qualitative Data Analysis

Data from semi-structured interviews was analyzed qualitatively and thematically through NVivo software. After verbatim transcription, the transcripts were imported into NVivo for coding. The researcher started with open coding, in which recurring ideas, phrases, and patterns about child labour and educational development emerged. These codes were classified into broader categories to create themes like the effects of finding jobs on learning, parents' perceptions, and institutional support. The themes were examined and refined for consistency and relevance to the study goals. NVivo helped manage and organize data systematically, providing rich interpretation and integration of the participants' voices. This process improved the credibility and depth of the qualitative findings.

3.11 Diagnostic Tests

Diagnostic tests were used to check the validity and reliability of the regression model. First, the Shapiro-Wilk test on the normality of residuals was conducted; Statistics with a p-value >0.05 indicated a normal distribution. Second, multicollinearity was evaluated using the Variance Inflation Factor (VIF). Values < 10 indicated no multicollinearity among independent variables. Third, heteroscedasticity was tested by the Breusch-Pagan test; a p-value greater than 0.05 showed

ST. PAUL'S UNIVERSITY

homoscedasticity and satisfied regression assumptions. These tests verified that the data fulfilled the requirements to deliver correct and reliable regression and valid statistical inference.

3.12 Ethical Consideration

This study adhered to stringent ethical standards to ensure that everyone participating is legally protected and safe from any harm that may occur. All participants, including their parents or guardians, were given a clear explanation of the study's objective, methods, and any risks or benefits before agreeing in writing. Participation was optional, and participants could withdraw at any time without penalty. However, confidentiality and privacy were protected by secure data storage and limited access to authorised staff. Informed consent was obtained from pupils and their parents or guardians after explaining the study's purpose and procedures. Participation was voluntary, with the right to withdraw at any time without penalty. Data was treated with strict confidentiality and stored securely. Participants' privacy was respected, and anonymity was ensured by using codes instead of names in all records and reports. All reports, presentations and publications ensured anonymity using codes rather than names or identifiable information. These measures ensure the ethical soundness of this research.

ST. PAUL'S UNIVERSITY

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter provides the analysis, interpretation and discussion of data gathered to identify the impact of child labour on the holistic educational development of children among primary school pupils. The results are tabulated in accordance with the study objectives and research questions, and both descriptive and inferential statistics have been used. Tables, percentages, and statistical tests such as chi-square and regression analysis are used to present data and determine relationships

between variables. The chapter also incorporates qualitative information from head teachers and social workers to deepen the interpretation of the quantitative findings. The primary domains examined are domestic work requirements, the frequency of paid labour, working hours per day, nature of work, and the influence of parents. The outcomes are discussed to draw on the literature to point out the patterns, consistencies, and variations in the results.

4.2 Response Rate

This section presents the study's response rate by comparing the targeted sample size with the number of respondents who participated in the research. It disaggregates responses by respondent category, including pupils, parents, head teachers, and children officers in the sub-county. The section notes the degree of participation obtained and assesses whether it is sufficient for statistical analysis. It also provides information as to how the respondent rates varied across the various respondent groups and it addresses issues that might have affected participation. In general, the section confirms the credibility and validity of the data and its suitability for generalising the research results.

Table 4.1: Response Rate

Category	Target Sample	Actual Response	Response Rate (%)
Pupils	132	120	90.9
Parents	144	99	68.8
Head Teachers	76	66	86.8
Sub-county Children Officers	7	7	100.0
Total	**359**	**292**	**81.3**

The research sample comprised 359 respondents, including pupils, parents, head teachers, and sub-county children officers. The sample data were collected successfully from 120 pupils (90.9%), 99 parents (68.8%), 66 head teachers (86.8%), and 7 sub-county children officers (100%). This made the total number of respondents 292, which showed that the response rate was about 81.3. Effective coordination with schools and local authorities, as well as systematized data collection procedures, explained why the response rates of pupils, head teachers, and children officers were high. The relatively low parental response could have been due to unavailability. In general, the obtained response rate was sufficient to perform statistical analysis and increases the reliability and validity of the obtained research results.

ST. PAUL'S UNIVERSITY

4.3 Demographic Information

This section presents the respondents' demographic features to provide background information on the study. It comprises the distribution of pupils by school, age, gender, area of residence and exposure to work at home. This section aims to outline the sample and determine its appropriateness in the achievement of the study objectives. The demographic data helps interpret the context in which the respondents are functioning and interpret the findings in a meaningful way. This section also ensures that the study captures different perspectives from various groups, increasing the representativeness and reliability of the research findings.

4.3.2 Age of the Respondents

This section provides an overview of the respondents' age distribution to give an idea of the study sample's age composition. It shows the distribution of participants in the various age groups at the primary school level, which is significant in the issue of developmental differences among learners. One important factor that might condition the work and the education of children is age, as responsibilities and cognitive ability differ across age groups. Introducing this information helps put the results into perspective and ensures the paper captures the views of pupils at various levels of development. This increases the applicability and relevance of the study findings.

Table 4.3 Distribution of Respondents by Age

Age (Years)	Frequency (f)	Percentage (%)
11	24	20.0ti
12	47	39.2
13	37	30.8
14	12	10.0
Total	**120**	**100.0**

Note. Percentages are based on valid responses.

The age distribution of respondents was important because age is a key factor influencing children's cognitive, emotional, social, and educational development. The predominance of pupils aged 12 years (39.2%) and 13 years (30.8%) ensured that the study captured the experiences of learners at a critical developmental stage where academic demands, social interactions, and household responsibilities increasingly intersect. Including pupils aged 11 years (20.0%) and 14

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years (10.0%) provided broader representation of developmental differences within the primary school population. This variation enabled the study to capture diverse perspectives on child labour and educational development across age groups. Consequently, the age distribution enhanced the representativeness, reliability, and credibility of the findings by reflecting the experiences of pupils at different stages of primary education and development.

4.3.3 Gender of the Respondents

This section shows the gender distribution of the respondents to depict how the male and female pupils were represented in the study. It provides a clear picture of the sample's gender structure, which is important for interpreting possible differences in experiences related to child labour and educational development. Gender is a major demographic variable that can affect roles, responsibilities, and access to education. By providing this information, the study will ensure that male and female views are properly represented. This increases the thoroughness of the analysis and helps balance interpretation of the results between gender groups in the study population.

Table 4.4 Percent distribution of Respondents by Gender

Gender	Frequency (f)	Percentage (%)
Female	48	40.0
Male	71	59.2
Prefer not to say	1	0.8
Total	**120**	**100.0**

Note. Percentages are based on valid responses.

Table 4.4 depicts the gender structure of the respondents, where male pupils (59.2) are better represented than female pupils (40.0). This shows a moderate gender mix in the sample, with males making up the majority. The small fraction of respondents who did not want to reveal their gender (0.8%) is insignificant and does not significantly affect the overall distribution. The imbalance in male participants may indicate enrollment patterns or participation processes in the study area. Nevertheless, including both sexes will make the results reflect different points of view on child labour and educational development. This distribution enables meaningful comparisons and improves the comprehensiveness of the study results across gender groups.

ST. PAUL'S UNIVERSITY

4.3.4 Area of Residence

This section presents the demographics of respondents in terms of their area of residence (rural and urban). It provides significant contextual insight into pupils' living conditions, which can determine their engagement in child labour and access to educational opportunities. Place of residence is a decisive criterion because rural and urban regions usually vary in socio-economic status, resource accessibility, and cultural dynamics concerning child labour. Through the analysis of this variable, the study can be able to localize the findings and gain more insight into the role that location plays in influencing the experiences of children. This makes the results of the study more relevant and applicable.

Table 4.5 Distribution of Respondents by Area of Residence

Residence	Frequency (f)	Percentage (%)
Rural	85	70.8
Urban	35	29.2
Total	**120**	**100.0**

Note. Percentages are based on valid responses.

Table 4.5 shows the respondents' distribution by area of residence, showing that most of the pupils (70.8) are in rural environments and a small percentage (29.2) are in urban settings. This implies that the research is mostly representative of rural situations where child labour is more common because of the socio-economic conditions including poverty and dependency on household labour. The relatively low proportion of urban respondents may reflect different living conditions and lower engagement in labour activities. The pre-eminence of the rural respondents enhances the applicability of the results to the rural learning context, where children face more chances of having to juggle between schooling and work. This distribution provides important context for interpreting the impact of child labour on the overall education process.

4.4. Descriptive Statistics

The present section presents the descriptive statistical analysis of the study, which entailed summarizing and presenting important data gathered from respondents. It gives a profile of the distribution of variables concerning child labour and holistic education development within the

ST. PAUL'S UNIVERSITY

sample population. The section uses frequencies, percentages, and tables to describe patterns and trends in the data. These can be used as a basis to know the general attributes of the respondents, then proceed to the more complex analysis. It is also useful in determining the early relationships amongst variables including domestic work, paid labour, and educational outcomes. This part in general, summarizes raw data in meaningful summaries to facilitate interpretation and lead to further inferential statistical analysis.

4.4.1 Holistic Children's Educational Development

The dependent variable of this study was holistic children's educational development, which encompasses learners' academic, social, emotional, and behavioural growth. This section presents the level of holistic development among the sampled pupils and examines how well they are progressing across these multiple dimensions of development. It provides an overview of whether pupils are achieving balanced growth despite exposure to child labour. The findings indicate that although many learners are engaged in work activities, the majority continue to demonstrate positive developmental outcomes, supported by school environments and individual coping strategies. However, a smaller proportion of learners exhibit lower levels of development, highlighting the need for targeted support and intervention.

Table 4.6: Level of Holistic Children's Educational Development

Response	Frequency	Percentage (%)
High Holistic Educational Development	97	80.8
Low Holistic Educational Development	23	19.2
Total	**120**	**100**

Table 4.7 presents the overall level of holistic children's educational development among the sampled pupils. The findings indicate that 80.8% (n = 97) of the respondents exhibited high levels of holistic educational development, while 19.2% (n = 23) were categorized under low development. This suggests that the majority of pupils demonstrate positive outcomes across academic, social, emotional, and behavioural domains. The predominance of high development levels may reflect the presence of supportive school environments and adaptive coping mechanisms among learners, even in contexts where child labour is prevalent.

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The holistic children's educational development variable was constructed as a composite index derived from multiple indicators aligned with the study's conceptual framework. These indicators captured key domains of development, including academic performance, social interaction, emotional well-being, and behavioural engagement. Responses to these items were measured using Likert-scale questions and aggregated to generate an overall development score for each respondent. The composite scores were then categorized into "high" and "low" levels based on a predetermined threshold (e.g., mean score or median split) to facilitate descriptive and comparative analysis.

However, the relatively small proportion of pupils in the low development category presents a limitation in terms of statistical balance. The dichotomization of the variable into "high" and "low" categories may have reduced variability and resulted in unequal group sizes, which can affect the robustness of comparative statistical analysis. Future studies may consider using more balanced categorization (e.g., low, moderate, and high levels) or treating the variable as continuous to improve analytical precision.

Head teachers emphasized that most learners demonstrate relatively strong overall development despite their involvement in work activities, often linking this to learners' ability to balance school and light domestic responsibilities. One head teacher noted that *"many pupils manage to balance school and light duties at home without serious academic disruption,"* suggesting that moderate involvement in work does not necessarily hinder development. However, head teachers also pointed out that this balance becomes difficult when children are exposed to frequent or intensive labour, which begins to affect their concentration and participation in class.

They further observed that learners engaged in daily paid work or physically demanding tasks tend to show signs of fatigue and reduced academic engagement. One respondent explained that *"children involved in daily paid work or heavy labour tend to show reduced concentration and participation in class,"* highlighting how excessive labour interferes with learning processes. These views suggest that while some work may be manageable, increased intensity and frequency of labour negatively affect learners' holistic development, aligning with quantitative findings showing lower development among pupils involved in demanding work activities.

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Social workers described child labour as a key factor that continues to undermine children's educational outcomes, particularly when it involves long hours or physically demanding activities. One respondent noted that *"children who work long hours or engage in strenuous activities often experience fatigue, which affects their learning and school attendance,"* emphasizing the direct link between labour intensity and reduced academic engagement. They further explained that such children often struggle to participate actively in class and may gradually fall behind in both academic and social development.

In addition, social workers highlighted the role of parental expectations in shaping children's involvement in labour and their focus on education. One respondent observed that *"parental pressure to work can limit a child's focus on education, even when they are enrolled in school,"* indicating that home dynamics significantly influence learning outcomes. These responses suggest that child labour, especially when driven by economic pressure and parental expectations, contributes to reduced concentration, participation, and overall development, reinforcing the study findings that excessive labour negatively affects holistic educational outcomes.

According to the results, most pupils show high levels of holistic educational development, suggesting that learning is not confined to academic performance but also includes social, emotional, and behavioural development. This means that there are a lot of learners who can continue to experience positive developmental outcomes even after being exposed to the conditions surrounding child labour. The findings are indicative of the contribution of school engagement and favourable environments to the maintenance of general development. These results are in line with Bowden et al. (2019), who claim that, affective and behavioral engagements are major drivers of student success. Similarly, Krupar and D'Sa (2024) underline that the development of children is a multidimensional phenomenon that can stay in place even in difficult situations. Nevertheless, not all learners need specific attention to improve their further progress.

ST. PAUL'S UNIVERSITY

4.4.2 The Influence of Domestic Work Responsibilities on Holistic Children's Educational Development among Primary School Pupils

This part examines the impact of domestic work on the holistic educational development of the children. Results indicate that the time spent on chores is not significantly correlated with the development outcomes because most pupils achieve well-developed outcomes irrespective of the

workload. Some amount of chores can maintain responsibility and life skills, whereas too much work can diminish the time and focus spent on study. All in all, balanced domestic presence does not have any negative implications on development.

Table 4.7: Domestic Work Responsibilities and Holistic Educational Development

Domestic Work Hours	High Development n (%)	Low Development n (%)	Total (n)
Less than 1 hour	14 (77.8%)	4 (22.2%)	18
1–2 hours	51 (82.3%)	11 (17.7%)	62
3 or more hours	29 (80.6%)	7 (19.4%)	36
No chores	3 (75.0%)	1 (25.0%)	4
Total	**97 (80.8%)**	**23 (19.2%)**	**120**

Chi-square test: χ^2 (3) = 0.279, p = .964

Table 4.8 discusses how domestic work influences the holistic development of children through education. The results show that the percentage of pupils in all groups is characterised by positive development outcomes, but the highest percentage can be observed among those who spend 1-2 hours on household work (82.3%), followed by 3 or more hours (80.6) and less than 1 hour (77.8). Even students who do not have chores show similar results (75.0%), indicating little difference between groups. Notably, the outcome of the chi-square test (2 = 0.279, p = 0.964) shows that there is no statistically meaningful relationship between the domestic work hours and holistic development. These results indicate that moderate domestic loads can be accompanied by positive growth, which is in line with research that indicates that light household duties can provide responsibility without negatively affecting education.

Head teachers indicated that domestic work is a common part of pupils' daily lives, often viewing it as a normal responsibility that does not necessarily hinder educational development when kept at manageable levels. One head teacher noted that *"light household chores help children develop responsibility without affecting their school performance,"* suggesting that moderate involvement in domestic activities can contribute positively to learners' personal growth. However, they also emphasized that the benefits of such responsibilities depend largely on the amount of time children spend on them.

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Head teachers further expressed concern about excessive involvement in domestic work, particularly when it begins to interfere with academic responsibilities. One respondent explained that *"too many chores reduce time for homework and rest,"* highlighting how increased workload can negatively affect learners' ability to concentrate and complete school tasks. These views reflect the quantitative findings, where pupils spending moderate time (1–2 hours) on domestic work recorded slightly higher development levels compared to those with heavier workloads. Overall, the responses suggest that while domestic work is not inherently harmful, its impact depends on balance and time allocation, supporting the finding that it does not have a statistically significant effect on holistic educational development.

Social workers emphasized that domestic work is widely accepted within the community, but its impact on children's educational development varies depending on its intensity and the time demands placed on learners. One respondent noted that *"when children spend long hours on chores, they become physically tired and less attentive in class,"* indicating that excessive domestic responsibilities can negatively affect both concentration and participation in school activities. They further explained that prolonged engagement in household tasks can gradually reduce children's energy levels and limit their ability to engage fully in learning.

In addition, social workers highlighted the importance of setting clear limits on children's domestic responsibilities to protect their educational well-being. One respondent observed that *"lack of clear limits on chores can gradually interfere with a child's learning and well-being,"* suggesting that unregulated domestic work may have long-term effects on development. Despite these concerns, they acknowledged that moderate domestic involvement does not necessarily disrupt learning outcomes. These responses align with the study findings, which found no statistically significant relationship between domestic work and holistic educational development, reinforcing the view that the effects of domestic labour depend more on intensity than mere participation.

The outcomes of the regression show that domestic work duties produce a significant positive effect on the holistic educational development of children (β=.452, p = 000). This implies that under the right management, participation in home activities can add to the general growth of the children, potentially creating a sense of responsibility, discipline, and life skills. The conclusion is in line with Widodo (2019), who highlights that supportive environments were able to incorporate

ST. PAUL'S UNIVERSITY

home responsibilities into holistic learning without adverse effects. Similarly, Murugesan and Hyma (2023) state that a balanced involvement in the day-to-day activities could result in cognitive and social development. The beneficial effect witnessed, however, suggests that domestic work has an effect that is contingent on its intensity and context; thus, there is a need to ensure that responsibility levels are maintained at moderate levels to facilitate the achievement of holistic education results.

4.4.3 The Influence of Frequency of Engaging In Paid Labour on Holistic Children's Educational Development among Primary School Pupils

This part analyses the influence of how often children engage in paid labour on children's overall educational development. Results indicate that part-time workers who are pupils do well in comparison with those who work on a daily basis; they face less development because of exhaustion and less time for studying. Although frequent labour has no statistically significant impact, it negatively affects participation and learning. Working in moderation seems to be less harmful.

Table 4.8: Frequency of Paid Labour and Holistic Educational Development

Frequency of Paid Work	High Development n (%)	Low Development n (%)	Total (n)
Does not work	65 (80.2%)	16 (19.8%)	81
Works every day	4 (66.7%)	2 (33.3%)	6
Few times a week	15 (88.2%)	2 (11.8%)	17
Once in a while	4 (80.0%)	1 (20.0%)	5
Weekends/Holidays	9 (81.8%)	2 (18.2%)	11
Total	**97 (80.8%)**	**23 (19.2%)**	**120**

Chi-square test: χ^2 (4) = 1.406, p = .843

Table 4.9 shows the association between the proportion of paid labour and children, as well as the proportion of the child, in the educational development of the children in the region. The findings indicate that students who work one or two days a week have the most developed results (88.2%), followed by students who work on weekends/holidays (81.8) and students who do not work (80.2). On the contrary, students who work daily on paid labour demonstrate relatively less development (66.7%), which implies that they may be strained by working regularly. Although this is the case, a general chi-square test (χ 2 = 1.406, p =.843) shows that there is no statistically significant correlation between frequency and development outcomes. These results indicate that occasional

ST. PAUL'S UNIVERSITY

or moderate work does not necessarily prove to be dangerous, in line with the existing literature indicating that it is overworking and continuous working, as opposed to occasional working, which is more dangerous to the development of children.

Head teachers observed that the frequency of engaging in paid labour plays an important role in shaping pupils' educational outcomes, particularly in relation to their level of participation and concentration in class. One head teacher noted that *"occasional work does not interfere much with learning, but daily labour creates serious challenges for pupils,"* suggesting that the impact of labour depends largely on how often children are involved. They explained that pupils who engage in work only occasionally are better able to balance school and work demands than those involved daily.

Head teachers further emphasized that regular involvement in paid labour tends to interfere with learning by reducing the time available for study and rest. One respondent explained that *"when children work regularly, they miss study time and become less active in class,"* highlighting how frequent labour limits academic engagement. These perspectives align with the quantitative findings, where pupils working a few times a week recorded higher levels of development compared to those working every day. Overall, the responses suggest that while moderate engagement in paid labour may be manageable, increased frequency can gradually disrupt learners' holistic educational development, even though the statistical relationship was not significant.

Social workers emphasized that the frequency of paid labour can gradually influence children's well-being and academic engagement, particularly when work becomes a routine part of their daily lives. One respondent noted that *"children involved in daily work are more likely to experience fatigue and reduced concentration in school,"* indicating that repeated exposure to labour activities can negatively affect both cognitive and physical functioning. They further explained that fatigue from frequent work limits children's ability to actively participate in classroom activities and maintain consistent academic performance.

In addition, social workers highlighted that occasional or controlled involvement in paid labour may not have the same negative effects as frequent engagement. One respondent stated that

ST. PAUL'S UNIVERSITY

"occasional or seasonal work is less harmful, especially when it does not interfere with school hours," suggesting that timing and frequency are key factors in determining impact. These views align with the study findings, which observed higher development levels among pupils working a few times a week or on weekends. Overall, the responses indicate that it is not participation in labour alone that affects development, but the frequency and regularity of engagement, reinforcing the argument that excessive labour poses greater risks to children's holistic educational outcomes.

The regression findings indicate that the frequency of paid labour undertaken positively and statistically significantly influences the holistic educational progress of the child (β= .663, p =.000). This indicates that differences in the frequency of participation of children in paid work have a significant impact on their developmental outcomes. This observation aligns with Cavallari et al. (2022), who highlight that structured and regulated work patterns can support well-being, suggesting that regulated involvement may not be detrimental. Nevertheless, it is the opposite of Tamers et al. (2020), as irregular and unregulated work patterns pose a harmful influence on well-being and performance. This suggests that, on one hand, a certain amount of engagement can be tolerated, but on the other, uncontrolled or unchecked labour can interfere with development, meaning there is a need to implement orderly routines and protective measures.

4.4.4 The Effects of Daily Working Hours on the Holistic Educational Development of Primary School Pupils

This section discusses the impact of work hours on pupils' overall educational growth. The results show that students with shorter work hours demonstrate improved development, whereas students with longer work hours show slight losses due to exhaustion and lack of concentration. Although not statistically significant, long working hours may disrupt learning, and it is important to ensure that children's workload is minimal.

Table 4.9: Daily Working Hours and Holistic Educational Development

School Day Work Hours	High Development n (%)	Low Development n (%)	Total (n)
Less than 1 hour	25 (86.2%)	4 (13.8%)	29
1–2 hours	29 (78.4%)	8 (21.6%)	37
3 or more hours	13 (76.5%)	4 (23.5%)	17
Do not work	30 (81.1%)	7 (18.9%)	37

ST. PAUL'S UNIVERSITY

School Day Work Hours	High Development n (%)	Low Development n (%)	Total (n)
Total	**97 (80.8%)**	**23 (19.2%)**	**120**

Chi-square test: χ^2 (3) = 0.895, p = .827

Table 4.10 looks at the effects of working hours per day on the education of holistic children. The results indicate that students who work less than one hour per day achieve the best development rate (86.2%), and it seems that a minimum level of work engagement may be the least counterproductive factor for learning. Non-working people also show excellent results (81.1%), and workers with 1-2 hours and 3 or more hours demonstrate slightly lower development levels (78.4 and 76.5), respectively, showing a decreasing tendency as working time increases. Nevertheless, the chi-square data (X2 = 0.895, p =.827) do not indicate any statistically significant correlation, indicating that the number of working hours in a day is not a strong predictor of holistic development. These results align with the literature, which shows that moderate work can be tolerable, but excessive work can be potentially dangerous to children's well-being and academic activity.

Head teachers reported that the number of hours pupils spend working during school days can influence their academic engagement, particularly in terms of attention and participation in class activities. One head teacher noted that *"short working hours do not interfere much with learning, but longer hours reduce pupils' concentration and participation,"* suggesting that the impact of work depends largely on the time demands placed on learners. They explained that pupils who engage in minimal work are generally better able to balance academic responsibilities with other obligations.

Head teachers further observed that learners who do not work or spend very limited time on work tend to be more attentive and consistent in completing their school assignments. One respondent stated that *"children who do not work or work minimally are more attentive and complete their assignments on time,"* highlighting the advantages of reduced workload on academic performance. These views align with the quantitative findings, where pupils working less than one hour recorded higher levels of development than those working longer hours. Overall, the responses suggest that although working hours may influence engagement, their effect is not strong enough on its own to significantly determine holistic educational outcomes.

ST. PAUL'S UNIVERSITY

Social workers emphasized that extended working hours can negatively affect children's physical and cognitive well-being, particularly when learners are required to engage in labour for prolonged periods. One respondent noted that *"children who work for long hours often come to school tired, which limits their ability to concentrate and participate effectively,"* indicating that fatigue plays a major role in reducing classroom engagement. They further explained that prolonged work can gradually affect both academic performance and overall well-being, as children struggle to balance rest, study, and other developmental needs.

In addition, social workers highlighted that shorter or occasional work may not necessarily disrupt children's learning, especially when it does not interfere with school routines. One respondent explained that *"short or occasional work may not be harmful, especially if it does not interfere with school routines,"* suggesting that the timing and duration of work are critical factors. These views align with the study findings, where pupils working fewer hours demonstrated relatively higher development levels. Overall, the responses indicate that while longer working hours can hinder engagement and well-being, their influence is often shaped by other contextual factors, which explains the lack of a statistically significant relationship in the study.

The regression findings show that daily working hours have a positive effect on the educational development of holistic children (β=.294, p =.001). This implies that differences in working hours have significant impacts on development results, but the impacts are moderate. This result has been aligned with Fagan et al. (2012), who claim that well-being and balance can be achieved through manageable and flexible working hours, which allow an individual to continue with the education process. However, this is in opposition to Creagh et al. (2023), which emphasizes that high workloads are an issue causing time poverty, where engagement and learning are restricted. This means that although small working hours can be accepted, the more hours children work, the more likely a decrease in participation and development, so the balance of children's working hours should be controlled to ensure positive outcomes for the entire educational process.

4.4.5 The Type of Work Undertaken By Children Affects Their Holistic Educational Development among Primary School Pupils

ST. PAUL'S UNIVERSITY

This section explores the effect that the nature of work that children are exposed to has on their overall education. The results indicate that tasks that are less demanding, like selling commodities or household chores, are related to greater development, whereas physically demanding jobs like agriculture are related to diminished outcomes. The nature and the intensity of work, though not statistically significant, have a significant role to play in determining learning and well-being.

Table 4.10: Type of Work and Holistic Educational Development

Type of Work	High Development n (%)	Low Development n (%)	Total (n)
Farming/Fishing	22 (71.0%)	9 (29.0%)	31
Selling goods/food	21 (91.3%)	2 (8.7%)	23
Domestic work	32 (86.5%)	5 (13.5%)	37
Carrying heavy loads	8 (88.9%)	1 (11.1%)	9
Other work	14 (70.0%)	6 (30.0%)	20
Total	**97 (80.8%)**	**23 (19.2%)**	**120**

Chi-square test: χ^2 (4) = 6.230, p = .183

Table 4.11 examines the relationship between the work children are engaged in and their holistic education development. The results indicate significant differences among types of work. Students who are occupied with selling goods/food are the ones who have the highest development levels (91.3%), followed by those who have to carry heavy loads (88.9%) and domestic work (86.5%), so activities that are less intensive or flexible might be more adaptable to the school. Contrary to this, people who are involved in farming/fishing (71.0%) and other work (70.0%), demonstrate somewhat less developed results, which suggest that more difficult or time-consuming activities can prove detrimental. Nevertheless, the chi-square statistics (X2 = 6.230, p =.183) do not show any statistically significant correlation. Such results are consistent with the literature that highlights the importance of nature and intensity of work, and not involvement, in determining developmental consequences of children.

Head teachers highlighted that the type of work children engage in influences their learning experiences in different ways, particularly in relation to the level of physical demand and time required. One head teacher noted that *"not all forms of work affect children equally; lighter tasks like selling or domestic work are less disruptive compared to physically demanding activities,"* suggesting that the nature of work determines how well learners are able to balance

ST. PAUL'S UNIVERSITY

school and labour. They explained that children involved in less demanding activities are often able to maintain their academic engagement and participation in class.

Head teachers further emphasized that physically demanding or labour-intensive work tends to reduce learners' energy levels and ability to focus on school tasks. One respondent stated that *"heavy or labour-intensive work reduces children's energy and focus in class,"* highlighting how such activities can negatively affect concentration and overall learning. These perspectives align with the quantitative findings, where pupils engaged in selling goods and domestic work recorded higher levels of development compared to those involved in farming or other demanding activities. Overall, the responses suggest that the impact of work on education depends more on its nature and intensity rather than mere participation, even though the statistical relationship was not significant.

Social workers emphasized that the nature of work plays a critical role in shaping children's holistic development, particularly in terms of physical well-being and school participation. One respondent explained that *"physically demanding work like farming or carrying heavy loads can lead to fatigue and reduced school participation,"* indicating that strenuous activities can limit children's ability to engage effectively in learning. They further noted that such forms of work often leave children with less energy to concentrate, interact, and participate fully in classroom activities.

In addition, social workers highlighted that less strenuous forms of work may allow children to better balance their responsibilities without significantly disrupting their education. One respondent noted that *"less strenuous activities, such as small-scale selling, may allow children to balance work and school more effectively,"* suggesting that the flexibility and lower intensity of such tasks make them more manageable for learners. These views correspond with the study findings, where higher development levels were observed among pupils engaged in lighter forms of work. Overall, the responses indicate that the type and conditions of work are key determinants of its impact on educational development, reinforcing the view that context and intensity matter more than participation alone.

ST. PAUL'S UNIVERSITY

The regression findings indicate that the nature of work that the children are engaged in has a strong positive effect on holistic educational development (X=.361, p =.000), which means that the nature of work has a significant impact on the outcomes of development. This result is in line with Polakova et al. (2023), who highlight that various types of work have the potential to develop soft skills that include problem-solving and responsibility, as well as lead to the general growth. Nonetheless, it is opposite to Schulte et al. (2022), who emphasize that the lack or excessive work-related challenges can adversely influence the well-being and performance. What it means is that although certain kinds of work may facilitate the development of skills, jobs that are physically demanding or unsafe may impair the overall development of the child, hence the importance of controlling the kind of work that children are involved in.

4.4.6 The Role of Parental Influence around Child Labour Participation on Holistic Children's Educational Development among Primary School Pupils

This part explores the impact of parents on children working as well as their comprehensive education. The results reveal that students whose parents value education achieve higher performance compared to students who have to work. Parental attitudes influence children in their learning process though this is not a statistically significant relationship. Parenting styles that support development improve it, and pressures to work might decrease academic interaction and attention.

Table 4.11 Parental Influence and Holistic Educational Development

Parents Say Child Must Work	High Development n (%)	Low Development n (%)	Total (n)
Yes	34 (75.6%)	11 (24.4%)	45
No	44 (86.3%)	7 (13.7%)	51
Not sure	19 (79.2%)	5 (20.8%)	24
Total	**97 (80.8%)**	**23 (19.2%)**	**120**

Chi-square test: χ^2 (2) = 1.827, p = .401

Table 4.12 focuses on how parental influence on children participating in labour is relevant and how it relates to the child's holistic development in terms of education. The results show that students with parents who do not force them to work have the best development (86.3%), which is why positive parental attitudes towards studying can potentially improve education. By comparison, children who are forced by their parents to work have much lower development

ST. PAUL'S UNIVERSITY

(75.6%), which points to the possible conflicting requirements between labour and schooling. Students with doubts (79.2) represent intermediate values and represent mixed parental expectations. Nevertheless, the chi-square values (X2 = 1.827, p = .401) suggest that no statistically significant correlation exists; thus, parental influence alone does not have a compelling effect on outcomes. These results align with the literature, which notes that although parental attitudes shape children's experiences, other socio-economic and environmental factors are also crucial.

Head teachers emphasized that parental attitudes toward child labour play a significant role in shaping pupils' educational experiences, particularly in how children balance school and work responsibilities. One head teacher noted that *"when parents insist that children must work, it often reduces the time and energy available for school activities,"* indicating that parental expectations can directly affect learners' academic engagement. They explained that children whose parents prioritize work are more likely to struggle with completing assignments and participating actively in class.

Head teachers further observed that supportive parental attitudes can create a more enabling environment for learning and development. One respondent explained that *"supportive parents who prioritize education create a better environment for children to perform well academically,"* highlighting the importance of parental involvement in promoting positive outcomes. These views correspond with the quantitative findings, where higher development levels were observed among pupils whose parents did not require them to work. Overall, the responses suggest that while parental influence is important, its effects are shaped by broader contextual factors, which may explain the lack of a statistically significant relationship.

Social workers highlighted that parental influence plays a crucial role in determining children's involvement in labour and their overall educational outcomes. One respondent stated that *"children whose parents encourage work over schooling often struggle to balance both responsibilities effectively,"* suggesting that parental expectations can create competing demands that affect children's focus on education. They further explained that such children may remain enrolled in school but struggle to maintain consistent academic performance and engagement.

ST. PAUL'S UNIVERSITY

In addition, social workers pointed out that inconsistency or uncertainty in parental expectations can also affect children's learning priorities. One respondent noted that *"when parents are uncertain or inconsistent, children may lack clear priorities regarding education,"* indicating that unclear guidance at home can lead to mixed developmental outcomes. These views align with the study findings, which observed moderate development levels among pupils whose parents were unsure about work expectations. Overall, the responses suggest that parental influence operates in a complex and indirect manner, reinforcing the idea that its impact on holistic educational development is shaped by multiple interacting factors rather than acting as a sole determinant.

The regression findings suggest a weak and statistically insignificant impact of parental influence on the development of the educational performance of holistic children (β= -.177, p =.053). This implies that the expectations of the parents in relation to child labour are not a strong predictor of development in this respect. These results align with Antipkina and Ludlow (2020), who argue that parental involvement is multidimensional and that effects vary across contexts and types of involvement. Nonetheless, this is the opposite of Raja et al. (2023), who underline that active parental engagement is one of the factors that promote academic and social growth considerably. This suggests that parental influence is not a sufficient condition on its own without considering school and environmental conditions, and that greater support for home-school collaboration is needed to enhance comprehensive educational performance.

4.5 Regression Analysis of Dependent and Independent Variables

The conceptualization and analysis of the dependent variable of Holistic Children Educational Development is a continuous variable in this section, generated as a result of composite scores of several questionnaire items that measure cognitive, social, emotional, and behavioural aspects. It is a methodological change compared with the previous analysis, in which the variable was classified as high and low to use descriptive and chi-square analyses. By considering the dependent variable as continuous one can have a more detailed and accurate description of differences in development among pupils. It allows using parametric methods like correlation and regression that are more potent in discovering relationships. This methodological scheme is consistent with measurement procedures of educational research when a complex construct is more adequately

ST. PAUL'S UNIVERSITY

modeled as a continuous scale than as a dichotomous type, thereby maximizing the sensitivity of the analysis process and its explanatory capacity.

Similarly, domestic work roles, frequency of paid labour, hours of work, type of work, as well as parental influence, which were categorical variables, were converted into continuous indices using aggregation of multiple associated items. These variables were discussed in the previous parts in a categorical manner to investigate the difference between groups, but in this instance, to analyze the data with the help of regression, they are regarded as scaled values representing intensity, frequency, or level of exposure. This change makes it possible to capture minute differences in the experiences of children instead of analyzing them in separate categories. Consequently, the analysis could determine the presence of differences, as well as the extent of changes in each predictor's effect on the dependent variable. It makes the model more explanatory and helps to analyses the relations between child labour practices and educational development more thoroughly.

This is because multiple linear regression allows the study to identify the combined and individual contributions of each independent variable to holistic educational development. The model can help identify which predictors most impact children's outcomes, since analysing both magnitude (the coefficients of β) and significance (the p-values) helps determine which factors are strongest. It goes beyond descriptive comparisons by quantifying the predictive relationships between variables. It can also control for the influence of other variables in the model and isolate the specific contribution of each variable. In general, such an analytical approach enhances the conclusions of the study because it gives a more holistic and statistically sound explanation of the interaction of the various aspects of child labour to affect the overall development of education.

ST. PAUL'S UNIVERSITY

4.5.1 Normality test

This section presents the results of the normality test to determine whether the study variables are normally distributed, which is important for regression analysis. The Kolmogorov-Smirnov and Shapiro- Wilk statistics were used. The findings indicate that the dependent variable, the educational development of holistic children, is usually normal ($p > .05$), implying that it satisfies the assumption of a parametric test. Most independent variables domestic work responsibilities, frequency of paid labour, hours of work, type of work and parental influence are not normally

distributed (p <.05), though. Despite this, the regression analysis is valid because the sample size is sufficient and the method is robust. In general, the section proves that the data can be further used in statistical analysis and model estimation.

Table 4.12 Tests of Normality for Study Variables

Variable	Kolmogorov–Smirnov Statistic	df	Sig.	Shapiro–Wilk Statistic	df	Sig.
Holistic Children's Educational Development	0.040	120	.200*	0.991	120	.593
Domestic Work Responsibilities	0.182	120	.000	0.858	120	.000
Frequency of Paid Labour	0.200	120	.000	0.888	120	.000
Hours of Work	0.200	120	.000	0.865	120	.000
Type of Work	0.165	120	.000	0.890	120	.000
Parental Influence	0.257	120	.000	0.775	120	.000

Note. *P* < .05 indicates non-normal distribution.

- Indicates lower bound of the true significance (Lilliefors correction applied).

4.5.2 Multicollinearity

This section evaluates multicollinearity among the independent variables to ensure they are not highly correlated, which could bias the regression results. The analysis uses tolerance and the Variance Inflation Factor (VIF). The results indicate that the tolerance values of all variables are high (near 1) and the VIF values are low (near 1), meaning there is no multicollinearity. This will imply that the independent variables, domestic work responsibilities, frequency of paid labour, hours of work, type of work, and parental influence, will add their own contribution to the model. There is no multicollinearity, which increases the validity and precision of the regression outcome. Overall, this shows that the model is statistically sound and appropriate for analyzing correlations between variables.

Table 4.13 Multiple Regression Coefficients for Predictors of Holistic Children's Educational Development

Predictor	Tolerance	VIF
Constant		
Domestic Work Responsibilities	0.978	1.022
Frequency of Paid Labour	0.981	1.019
Hours of Work	0.969	1.032
Type of Work	0.960	1.041

ST. PAUL'S UNIVERSITY

Predictor	Tolerance	VIF
Parental Influence	0.982	1.018

4.5.3 Heteroscdascitty

In this section, heteroscedasticity is analyzed to find out whether the error variance in the regression model is homogeneous. The residual statistics were examined, such as predicted values, residuals and standardized residuals. The findings indicate that the standardized residuals are within the acceptable range (±3) and the mean residual is nearer to zero, that is, there is a balanced distribution of error. Also, no obvious pattern is indicating the dissimilar variance among the predicted values. This supports the assumption of homoscedasticity. This implies that the regression model gives dependable and objective estimates. The lack of heteroscedasticity makes the analysis more valid and makes sure that conclusions made regarding the impact of child labour on educational development are correct.

Table 4.14 Residual Statistics for Heteroscedasticity Test

Statistic	Minimum	Maximum	Mean	Std. Deviation
Predicted Value	2.961	8.082	5.435	1.189
Residual	-1.913	1.926	0.000	0.910
Std. Predicted Value	-2.080	2.225	0.000	1.000
Std. Residual	-2.066	2.080	0.000	0.983

Note. Dependent variable: Holistic Children's Educational Development.

Table 4.15 shows the residual statistics utilized to determine whether there is heteroscedasticity in the regression model. The findings indicate that the standardised residuals are between -2.066 and 2.080, which is within the acceptable range (3), implying no extreme outliers. Moreover, the average of the residuals is close to zero, and it indicates an equal distribution of the errors. The spread of predicted values and residuals is rather similar, which also suggests that the variance of errors is constant over levels of the independent variables. In the case of this research, these results suggest that homoscedasticity is not being violated. This enhances the consistency of the regression findings and validates the model for testing the impact of child labour variables on holistic educational development in Kilifi County.

4.6 Inferential Statistics

ST. PAUL'S UNIVERSITY

This part outlines the inferential statistical analysis, which is performed to test connections between child labour factors and comprehensive educational development. It goes beyond descriptive summaries to test hypotheses using techniques such as correlation and multiple regression. The section analyses the strength, direction and significance of the relationship between variables such as domestic work, frequency of paid labour, working hours, type of work and parental influence. Findings assist in determining factors that have a considerable impact on the developmental outcomes of children and their dependability. The analysis allows a better look at the interaction between these variables by taking into consideration various variables at the same time. Overall, this section supports evidence-based conclusions and strengthens the study's findings through statistical testing.

4.6. 1 Regression Model

This section presents the multiple regression model used to examine how child labour factors collectively influence holistic children's educational development. The model includes predictors such as frequency of paid labour, hours of work, type of work, and parental influence. Results show a strong relationship between these variables and educational development ($R = 0.794$), with the model explaining 63.1% of the variation in outcomes ($R^2 = 0.631$). This indicates that child labour factors significantly contribute to children's development. The relatively low standard error suggests good predictive accuracy. Overall, the regression model confirms that these variables jointly play a substantial role in shaping educational outcomes, highlighting the importance of addressing multiple dimensions of child labour simultaneously.

Table 4.15 Model Summary for Multiple Regression Analysis

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.794	.631	.618	0.926

Note. Predictors: Frequency of Paid Labour, Hours of Work, Type of Work, and Parental Influence.
Dependent variable: Holistic Children's Educational Development.

Table 4.17 presents the model summary for the multiple regression analysis examining the combined effect of child labour factors on holistic children's educational development. The results show a strong correlation ($R = .794$) between the predictors and the dependent variable, indicating

ST. PAUL'S UNIVERSITY

a strong overall relationship. The model explains 63.1% of the variance (R^2 = .631) in holistic educational development, with an adjusted R^2 of .618, confirming that the model remains robust even after accounting for the number of predictors. The relatively low standard error (0.926) suggests good predictive accuracy. These findings indicate that child labour affects children's development through multiple interconnected factors. The frequency of paid labour, working hours, type of work, and parental influence collectively shape educational outcomes and overall well-being. Therefore, effective interventions should address these dimensions simultaneously by reducing excessive workloads, promoting safe work conditions, strengthening parental support, and prioritizing children's educational needs to enhance holistic development.

4.6.3 ANOVA Results

This section presents the ANOVA results used to test the overall significance of the regression model. The section demonstrates that the regression model is valid, reliable, and suitable for explaining how child labour factors affect children's holistic development.

Table 4.16 ANOVA Results for Multiple Regression Model

Source	Sum of Squares	df	Mean Square	F	p
Regression	168.339	4	42.085	49.093	.000
Residual	98.583	115	0.857		
Total	266.923	119			

Note. Dependent variable: Holistic Children's Educational Development. Predictors: Frequency of Paid Labour, Hours of Work, Type of Work, and Parental Influence.

Table 4.18 presents the ANOVA results assessing the overall significance of the multiple regression models. The findings show that the model is statistically significant (F = 49.093, p = .000), indicating that the set of predictors frequency of paid labour, hours of work, type of work, and parental influence collectively has a significant effect on holistic children's educational development. The regression sum of squares (168.339) is substantially higher than the residual sum of squares (98.583), suggesting that the model explains a large proportion of the variation in the dependent variable. For this study, this implies that child labour-related factors are important determinants of children's development outcomes in Kilifi County. It also confirms that the model is suitable for explaining and predicting holistic educational development, reinforcing the need for targeted policy and intervention measures.

ST. PAUL'S UNIVERSITY

4.6.4 Regression Coefficients for Predictors

This section presents the regression coefficients showing each predictor's individual contribution to holistic children's educational development. Results indicate that frequency of paid labour is the strongest predictor, followed by domestic work responsibilities, type of work, and hours of work, all with significant positive effects. Parental influence has the weakest but still significant effect. These findings suggest that different aspects of child labour vary in their impact, with frequent engagement having the greatest influence. The results highlight that while some forms of work may be manageable, increased exposure and intensity can affect development. Overall, the section identifies key factors that most strongly shape children's educational outcomes**.**

Table 4.17 Regression Coefficients for Predictors of Holistic Children's Educational Development

Predictor	B	SE	B	t	p
Constant	2.201	0.273	—	8.055	.000
Domestic Work Responsibilities	0.608	0.110	0.452	5.510	.000
Frequency of Paid Labour	0.656	0.062	0.606	10.588	.000
Hours of Work	0.402	0.081	0.286	4.970	.000
Type of Work	0.358	0.063	0.329	5.698	.000
Parental Influence	0.260	0.100	0.148	2.587	.011

Note. Dependent variable: Holistic Children's Educational Development. B = unstandardized coefficient; SE = standard error; β = standardized coefficient; VIF = variance inflation factor.

The regression results show that domestic work responsibilities significantly and positively influence holistic children's educational development (β = .452, p = .000). This suggests that, within this study, manageable domestic responsibilities may contribute to children's development by promoting responsibility, time management, and practical life skills. This finding aligns with Widodo (2019), who argues that a supportive school culture can cushion children from the negative effects of home responsibilities while still promoting emotional, moral, and academic growth. It also aligns with Murugesan and Hyma (2023), who note that holistic development can be enhanced when children engage in balanced daily responsibilities within a supportive learning environment. However, the finding disagrees with Ningson and Ningshen (2019) and Ford et al. (2024), who associate excessive domestic demands with reduced well-being and educational engagement. For

ST. PAUL'S UNIVERSITY

this study, the implication is that domestic work is not harmful in itself; rather, its effect depends on whether it remains moderate and well-regulated.

The findings further reveal that the frequency of paid labour is the strongest predictor of holistic children's educational development (β = .606, p = .000). This means that how often children engage in paid work has the greatest influence on their development outcomes compared to all other predictors in the model. The result partly agrees with Cavallari et al. (2022), who found that work routines and time-related conditions strongly shape well-being and performance, implying that repeated exposure to labour conditions can affect development. However, the finding also conflicts with Tamers et al. (2020), who emphasize that emerging and irregular labour conditions generally endanger health, safety, and well-being. In the present study, the positive coefficient may suggest that some children have adapted to occasional or controlled work patterns without immediate developmental collapse. Even so, the implication is clear: frequent paid labour remains a powerful factor in children's lives and must be carefully monitored because increased exposure may easily disrupt learning, energy, and school participation.

The regression analysis also shows that hours of work significantly predict children's holistic educational development (β = .286, p = .000). Although this influence is weaker than that of frequency of paid labour, it still demonstrates that the amount of time children spend working meaningfully shapes their educational and developmental outcomes. This finding is consistent with Fagan et al. (2012), who argue that work-time arrangements influence well-being and participation, and that balanced schedules are less disruptive than rigid or excessive ones. It also supports Yildizhan et al. (2023), whose study suggests that flexible work patterns improve social and mental well-being. However, the result disagrees with Creagh et al. (2023) and Weston et al. (2024), who associate long and irregular work hours with time poverty, fatigue, and reduced productivity. For this study, the implication is that children's workload should be minimized and controlled, since longer working hours can gradually interfere with rest, concentration, and holistic educational growth.

The results further indicate that the type of work has a significant positive effect on holistic children's educational development (β = .329, p = .000). This means that the specific nature of work children perform matters in shaping their developmental outcomes. The finding agrees with Poláková et al. (2023), who note that different forms of work may build valuable soft skills such

ST. PAUL'S UNIVERSITY

as communication, problem-solving, and adaptability, which can contribute to children's broader development. In this sense, not every type of work is equally harmful. However, the result disagrees with Schulte et al. (2022) and Alqahtani et al. (2024), who emphasize that unsafe, physically demanding, or poorly regulated work environments threaten worker well-being and performance. For this study, the implication is that the problem lies less in work participation alone and more in the character of the work itself. Safer, lighter, and less exploitative activities may be less disruptive, while hazardous forms of labour are more likely to undermine children's holistic development.

Finally, parental influence has the weakest but still statistically significant effect on holistic children's educational development ($\beta = .148$, $p = .011$). This shows that parental expectations and decisions about child labour affect development outcomes, albeit less than direct labour variables. The findings support Antipkina and Ludlow (2020), who claim that parental participation is multidimensional and does not affect educational achievements uniformly. It partially supports Oliveira de Lima and Kuusisto (2019), who say home–school relationships impact children's learning. This varies from Raja et al. (2023) and Fernández Cerero et al. (2024), who found that significant parental participation strongly affects academic and emotional development. According to this study, parental influence is important but operates alongside social and economic factors. Thus, increasing parental school support may boost children's overall development.

ST. PAUL'S UNIVERSITY

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the key findings of the study, conclusions drawn from the results, and recommendations based on the research objectives. The discussion is guided by the study variables, including domestic work responsibilities, frequency of paid labour, daily working hours, type of work, and parental influence on children's participation in labour. The chapter also highlights the implications of the findings for policy, practice, and future research. By synthesizing both quantitative and qualitative results, this section provides a comprehensive understanding of how child labour influences holistic children's educational development among primary school pupils in the study area.

5.2 Summary of Findings

The findings indicate that most pupils are involved in child labour, particularly domestic and paid work. While cross-tabulations showed no significant relationships, regression analysis revealed that frequency of paid labour, hours of work, and type of work significantly influence holistic educational development. Domestic work responsibilities also had a significant effect, whereas parental influence showed a weaker but marginal impact, highlighting the complex factors shaping children's development outcomes.

5.2.1 The Influence of Domestic Work Responsibilities on Holistic Children's Educational Development

The study found that domestic work responsibilities have a significant positive influence on holistic children's educational development. Regression results ($\beta = .452$, $p = .000$) indicate that moderate involvement in household chores may contribute to the development of responsibility, discipline, and practical life skills among pupils. Cross-tabulations further showed minimal variation in development levels across different domestic work categories, suggesting that domestic responsibilities, when not excessive, do not hinder learning outcomes. These findings imply that domestic work, as part of children's daily routines, may support holistic growth if properly managed. However, qualitative responses from head teachers and social workers highlighted that excessive chores can reduce time for homework and rest, potentially affecting concentration and participation. Therefore, the study concludes that while domestic work is not

ST. PAUL'S UNIVERSITY

inherently harmful, its impact depends on intensity and time allocation, emphasizing the need for balanced household responsibilities.

5.2.2 The Influence of Frequency of Engaging in Paid Labour on Holistic Children's Educational Development

The study established that frequency of engaging in paid labour is the strongest predictor of holistic educational development ($\beta = .606$, $p = .000$). Pupils who engaged in work occasionally or a few times a week demonstrated better development outcomes compared to those working daily. Although cross-tabulation results showed no statistically significant association, regression findings revealed that frequency plays a critical role when combined with other factors. Qualitative findings indicated that frequent engagement in paid labour leads to fatigue, reduced study time, and limited classroom participation. This suggests that repeated exposure to labour activities significantly shapes children's development. The implication is that while occasional work may not be harmful, frequent or daily labour can interfere with children's holistic growth. The study therefore concludes that regulating how often children engage in paid labour is essential for safeguarding their educational and developmental outcomes.

5.2.3 The Effects of Daily Working Hours on Holistic Educational Development

The findings revealed that daily working hours have a significant influence on holistic children's educational development ($\beta = .286$, $p = .000$), although the effect is moderate compared to other predictors. Pupils, who worked fewer hours, particularly less than one hour, demonstrated relatively higher development outcomes, while those working longer hours showed a gradual decline in performance. Despite the lack of a significant association in cross-tabulation results, regression analysis confirmed that time spent working affects development. Qualitative responses further indicated that extended working hours lead to fatigue, reduced concentration, and lower participation in school activities. These findings imply that time allocation between work and school is critical in shaping children's development. The study concludes that while limited working hours may be manageable, prolonged engagement in work can negatively affect holistic educational development, highlighting the need to regulate children's daily workloads.

5.2.4 The Type of Work Undertaken by Children and Holistic Educational Development

ST. PAUL'S UNIVERSITY

The study found that the type of work undertaken by children has a significant influence on holistic educational development (β = .329, p = .000). Children engaged in less demanding activities, such as selling goods or domestic tasks, showed relatively better development outcomes compared to those involved in physically intensive work like farming or carrying heavy loads. This suggests that the nature and intensity of work play a crucial role in shaping children's educational experiences. Qualitative findings supported this, with respondents noting that physically demanding tasks reduce energy levels and classroom engagement. The implication is that not all forms of child labour have the same impact; rather, the conditions and demands of the work determine its effects. The study concludes that regulating the type of work children engage in is essential to minimize harmful effects and support holistic educational development.

5.2.5 The Role of Parental Influence around Child Labour Participation on Holistic Children's Educational Development

The study established that parental influence has a statistically significant but relatively weak effect on holistic children's educational development (β = .148, p = .011). Pupils whose parents did not insist on child labour generally demonstrated better development outcomes compared to those whose parents required them to work. However, the influence of parents was less pronounced compared to direct labour-related factors such as frequency and type of work. Qualitative findings indicated that parental expectations shape children's priorities, with some parents prioritizing income generation over education. The implication is that while parental attitudes play a role, they operate alongside broader socio-economic factors influencing child labour. The study concludes that strengthening parental awareness and promoting positive attitudes toward education can enhance children's holistic development, especially when combined with supportive school and community interventions.

ST. PAUL'S UNIVERSITY

5.3 Conclusions

The study concludes that domestic work responsibilities significantly influence holistic children's educational development, although the effect depends on the nature and intensity of the tasks performed. Moderate involvement in age-appropriate household chores can contribute positively to children's development by fostering responsibility, independence, discipline, and practical life skills. Such responsibilities may also help children develop problem-solving abilities and a sense of accountability. However, excessive domestic workloads reduce the time available for study, rest, and participation in school and co-curricular activities. This can negatively affect academic performance, emotional well-being, and social development. The findings therefore indicate that domestic work is not inherently harmful but becomes detrimental when it exceeds reasonable limits. The study concludes that parents and guardians should ensure that household responsibilities are balanced and structured in a manner that supports, rather than interferes with, children's holistic educational development.

The study concludes that the frequency with which children engage in paid labour is a critical determinant of their holistic educational development. Frequent participation in paid work increases the likelihood of fatigue, absenteeism, reduced study time, and limited engagement in learning activities. Children who work regularly may struggle to concentrate in class and complete academic tasks effectively, thereby affecting their educational progress. In contrast, occasional or seasonal work appears to have a less pronounced impact on educational outcomes. The findings suggest that it is not merely participation in paid labour that affects development but the regularity with which children are exposed to work demands. Excessive engagement in paid labour undermines children's ability to achieve their full academic, social, emotional, and physical potential. The study therefore concludes that reducing the frequency of child labour is essential for safeguarding educational attainment and promoting the holistic development of school-going children.

The study concludes that the number of hours' children spend working each day has a significant influence on their holistic educational development. Children who work for prolonged periods are more likely to experience exhaustion, reduced concentration, limited study time, and decreased participation in school-related activities. Long working hours also interfere with opportunities for rest, recreation, and social interaction, which are important components of healthy child development. While short and manageable working hours may allow children to balance work and education, excessive workloads create challenges that negatively affect academic achievement and

ST. PAUL'S UNIVERSITY

overall well-being. The findings indicate that the amount of time devoted to labour is a key factor in determining whether child labour becomes harmful. Consequently, the study concludes that regulating children's working hours is necessary to protect their educational interests and ensure that work responsibilities do not hinder their cognitive, emotional, social, and physical development.

The study concludes that the type of work children undertake plays a significant role in shaping their holistic educational development. Not all forms of child labour have the same impact on children's learning and well-being. Less demanding and flexible activities, such as light domestic chores or small-scale selling, appear to have a relatively lower effect on educational participation. In contrast, physically intensive, hazardous, or time-consuming tasks, including farming and carrying heavy loads, negatively affect children's energy levels, concentration, school attendance, and participation in learning activities. The findings demonstrate that the conditions under which children work are as important as their involvement in labour itself. Therefore, the study concludes that interventions should focus not only on reducing child labour but also on eliminating harmful and exploitative forms of work. Protecting children from hazardous labour is essential for supporting their holistic educational development.

The study concludes that parental influence plays an important role in determining children's participation in labour and their educational development. Parents who value education and regulate their children's involvement in work create supportive environments that enhance learning, school attendance, and overall development. Such parental support encourages children to prioritize education and engage more effectively in academic activities. Conversely, parents who place greater emphasis on labour than schooling may inadvertently contribute to reduced educational participation and poorer developmental outcomes. However, the findings also reveal that parental influence does not operate in isolation but interacts with broader socio-economic challenges, including poverty and household needs. The study therefore concludes that addressing child labour requires not only parental commitment but also community support and policy interventions. Strengthening parental awareness and school–home collaboration is essential to promote children's holistic educational development and protect their right to quality education.

5.4 Recommendations

ST. PAUL'S UNIVERSITY

This section provides practical recommendations based on the study findings to improve children's holistic educational development. It emphasizes regulating domestic work to ensure it remains moderate and age-appropriate, and controlling the frequency and hours of paid labour to prevent interference with schooling. The section also highlights the need to monitor the type of work children engage in, ensuring it is safe and non-exploitative. Additionally, it stresses strengthening parental involvement through awareness programs and school–home collaboration. Government agencies, schools, and communities are encouraged to enforce child protection policies, support vulnerable families, and promote education as a priority. Overall, the recommendations aim to balance children's responsibilities with their right to quality education and well-being.

Parents and guardians should ensure that children are assigned age-appropriate, clearly defined, and limited domestic responsibilities that do not interfere with schooling, rest, or study time. Schools should organize regular sensitization workshops and parent engagement forums to educate families on the importance of balancing household duties and education. Additionally, local education authorities, in collaboration with community leaders, should develop and enforce community-based guidelines on acceptable domestic workloads for school-going children. Teachers should also monitor pupils' academic performance and identify those affected by excessive chores, followed by targeted academic support and counseling interventions. Community child protection committees should be strengthened to track and report cases of excessive domestic labour, ensuring that children's rights to education are protected and that home responsibilities support rather than hinder holistic development.

The government, through relevant agencies, should strengthen the implementation and enforcement of child labour laws to regulate how frequently children engage in paid work. Local administrators and community-based organizations should establish monitoring systems to identify children involved in frequent or daily labour and intervene appropriately. Schools should introduce attendance monitoring mechanisms and early warning systems to detect irregular attendance linked to work commitments. Where necessary, schools should provide remedial programs and flexible academic support for affected learners. In addition, public awareness campaigns should be conducted to educate parents and employers on the negative impact of frequent child labour on children's development. Economic empowerment programs for families

ST. PAUL'S UNIVERSITY

should also be promoted to reduce reliance on children as income earners, ensuring that children prioritize education over frequent labour participation.

Parents and caregivers should strictly limit the number of hours children spend working, particularly on school days, to ensure adequate time for learning, rest, and participation in co-curricular activities. Policymakers should develop and enforce clear regulations outlining acceptable working hours for school-going children, especially in informal sectors. Schools should introduce structured after-school programs, homework support sessions, and study groups to assist learners who may have limited time at home. Teachers should also regularly assess pupils' levels of fatigue, concentration, and participation to identify those affected by excessive working hours. Community sensitization initiatives should emphasize the importance of balanced time management between school and work. Furthermore, collaboration between schools, parents, and local authorities is essential to ensure children are not overburdened, thereby promoting optimal conditions for holistic educational development.

Government agencies, local leaders, and child protection organizations should work together to identify, regulate, and eliminate hazardous and exploitative forms of child labour, such as heavy manual work and physically demanding tasks. Policies should be strengthened to prohibit children from engaging in dangerous work environments and ensure compliance through regular inspections and community reporting mechanisms. Schools should incorporate awareness programs that educate pupils and parents about safe, age-appropriate activities that do not interfere with education. Community-based initiatives should promote alternative livelihood strategies for families to reduce dependence on children's labour. Additionally, partnerships between schools and local organizations should be established to support vulnerable children and provide protection services. Ensuring that children engage only in safe and non-disruptive activities will help safeguard their well-being and promote holistic educational development.

Parents should be encouraged to actively support their children's education by prioritizing school attendance, supervising homework, and creating a conducive learning environment at home. Schools should strengthen parent–teacher partnerships through regular meetings, communication platforms, and involvement in school activities to enhance collaboration. Government and non-governmental organizations should implement community sensitization programs to educate

ST. PAUL'S UNIVERSITY

parents on the long-term benefits of education and the risks associated with excessive child labour. Additionally, parenting programs should be introduced to equip parents with skills in effective child guidance and time management. Schools can also establish parent support groups to share experiences and promote positive practices. Strengthening parental involvement will ensure that children receive consistent support both at home and in school, ultimately enhancing their holistic educational development.

5.5 Suggestions for Further Studies and Research

Future research ought to consider the effects of child labour on comprehensive education, particularly by following up students over time to understand the cumulative effects. The research should also touch upon particular age cohorts and gender variations because boys and girls might have different responses and reactions to the labour requirements. More research is needed to reveal the influence of socio-economic variables, including income of the household and education of parents, on how children are engaged in labour and education. Moreover, qualitative research may help in gaining more insights on how children live and how they cope with working and attending school. Cross-regional comparative research would also help determine whether these findings are local or universal. Lastly, the effectiveness of intervention programs and policies to mitigate child labour and enhance the outcomes of educational development should be evaluated in future research.

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St. Paul's University Repository

APPENDICES

APPENDIX 1: INFORMED CONSENT

Title of the Study:

CHILD LABOUR PRACTICES AND HOLISTIC CHILDREN'S EDUCATIONAL DEVELOPMENT: THE CASE OF PRIMARY SCHOOL PUPILS IN KILIFI COUNTY, KENYA

Researcher

Name: Della Atyang

Institution: St. Paul's University

Email: mdsdist408624@spu.ac.ke

Phone Number: 0721984724

ST. PAUL'S UNIVERSITY

PART A: FOR STUDENTS (PUPILS)

Dear Student,

You are invited to take part in a research project about how doing schoolwork at home or outside of school affect your learning and development. The aim is to better understand your experiences so we can find ways to support students like you.

If you choose to take part, you wasasked a few short questions. There is no right or wrong answers, and your responses will not affect your grades or school experience in any way. Your name will not be recorded, and anything you share waskept private.

Taking part is completely voluntarily.
You can choose to stop at any time without giving a reason.

Please tick one of the boxes below to let us know your choice

Tick below to show if you agree:

☐ Yes, I agree to take part.

☐ No, I do not agree.

Student's Signature/Thumbprint: _____

Date: _____

Witness (Teacher/Research Assistant): _____

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PART B: FOR PARENTS, TEACHERS, AND SOCIAL WORKERS

Dear Respondent,

You are welcome to join a research study that explores the correlation between child labour practices and the overall educational growth of pupils studying in primary schools in Kilifi County. The discoveries in this study will enhance better educational and child protection strategies.

Your involvement will include responding to questions about child labour, education, and the socioeconomic environment of the children. The data you provide waskept confidential to the highest degree and waslimited to academia only.

Participation is entirely voluntary.

You are free to decline or withdraw at any point.

No personal identifiers wasdisclosed.

Tick below to indicate your consent:

☐ Yes, I agree to participate in the study.
☐ No, I do not agree.

Name of Respondent: _____

Signature/Thumbprint: _____

Date: _____

Researcher's Signature: _____

APPENDIX 2: DATA COLLECTION INSTRUMENTS

QUESTIONNAIRE FOR PUPILS

Section A: Background Information

No.	Question	Response
1.	What is the name of the school?	_____
2.	How old are you?	_____ years
3.	What is your gender? *(To be observed and recorded by the research assistant)*	☐ Male ☐ Female ☐ Prefer not to say
4.	What is your area of residence?	☐ Rural ☐ Urban
5.	Have you been subjected to any form of work at home If yes, which type of work ……	☐ Yes ☐ No

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Section B: Study Variables

Variable Category	Question	Response Options
Domestic Work Responsibilities	1. How many hours do you help with household chores each day?	☐ Less than 1 hour ☐ 1–2 hours ☐ 3 or more hours ☐ I do not do any chores
	2. In your home, are girls expected to do more chores than boys?	☐ Yes ☐ No ☐ Not sure
	3. Do you regularly take care of your younger siblings after school?	☐ Yes ☐ No
Frequency of Paid Labour	4. Do you do any work outside the home to earn money? (e.g., selling, farming, fishing, domestic work)	☐ Yes ☐ No
	5. If yes, how often do you do this work?	☐ Every day ☐ A few times a week ☐ Only on weekends or school holidays ☐ Once in a while
	6. Is the work you do at a regular or fixed schedule?	☐ Yes, I work at the same times each day or week ☐ No, the schedule changes often ☐ Not sure
Hours of Work	7. How many hours do you work on school days?	☐ Less than 1 hour ☐ 1–2 hours ☐ 3 or more hours ☐ I do not work on school days
	8. How much time do you spend working during weekends?	☐ I don't work on weekends ☐ Less than 2 hours ☐ 2–4 hours ☐ More than 4 hours
	9. Do you work in the evenings after school?	☐ Yes ☐ No
Parental Influence	10. Are your parents or guardians employed?	☐ Both are employed ☐ One is employed ☐ None are employed ☐ I don't know
	11. Do your parents/guardians say you must work because your family needs money?	☐ Yes ☐ No ☐ Not sure
	12. What is the highest level of education completed by your parents/guardians?	☐ No schooling ☐ Primary school ☐ Secondary school ☐ College/University ☐ I don't know
Type of Work	13. What kind of work do you mostly do when earning money or helping at home?	☐ Farming or fishing ☐ Selling goods or food ☐ Household/domestic work ☐ Carrying heavy loads or construction work

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Variable Category	Question	Response Options
		☐ Other (please specify): _____
	14. Does the work you do require any special skills or training?	☐ Yes ☐ No ☐ Not sure
	15. Do you think the place where you work is safe?	☐ Yes, it is safe ☐ No, it is sometimes dangerous ☐ No, it is often dangerous ☐ Not sure
Holistic Educational Development	16. Have you missed school this term because of work or chores?	☐ Yes ☐ No
	17. Did you complete your last grade level successfully?	☐ Yes ☐ No ☐ I'm not sure
	18. Do you find it hard to do your homework or study because of work?	☐ Yes ☐ No
	17. Do you often feel tired or unable to focus in class due to work?	☐ Yes ☐ No
	18. Do you want to continue with your education after primary school?	☐ Yes ☐ No ☐ Not sure

TEACHER INTERVIEW TOOL

Section A: Background Information

No.	Question	Response
1.	What is the name of the school?	_____
2.	How old are you?	_____ years

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No.	Question	Response
3.	What is your gender? *(To be observed and recorded by the research assistant)*	☐ Male ☐ Female ☐ Other
4.	What is your area of residence?	☐ Rural ☐ Urban

Section B: Study Variables

Variable Category	Question	Response Options
Domestic Work Responsibilities	1. Do you observe that some pupils are regularly late, tired, or absent due to household chores?	☐ Yes ☐ No ☐ Not sure
	2. In your view, are girls in your class expected to do more household chores than boys?	☐ Yes ☐ No ☐ Not sure
	3. Are there pupils who mention caring for younger siblings as a reason for missing school or being distracted?	☐ Yes ☐ No ☐ Occasionally
Frequency of Paid Labour	4. Are there pupils in your class who engage in paid work outside school?	☐ Yes, many ☐ Yes, a few ☐ None ☐ Not sure
	5. How often do pupils report working during school weeks or holidays?	☐ Daily ☐ Weekly ☐ Only during school holidays ☐ Rarely ☐ Never
	6. Do these pupils have fixed or unpredictable work schedules that affect schooling?	☐ Fixed schedule ☐ Unpredictable ☐ Both ☐ Not sure
Hours of Work	7. Based on your knowledge, how many hours do these pupils typically work on school days?	☐ Less than 1 hour ☐ 1–2 hours ☐ 3 or more hours ☐ Not sure
	8. How much time do they work on weekends or evenings?	☐ No weekend work ☐ Less than 2

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Variable Category	Question	Response Options
		hours ☐ 2–4 hours ☐ More than 4 hours ☐ Not sure
	9. Do you observe signs of fatigue in pupils due to evening or weekend work?	☐ Yes, frequently ☐ Sometimes ☐ Rarely ☐ Never
Parental Influence	10. Are you aware of pupils whose families depend on them for income support?	☐ Yes ☐ No ☐ Not sure
	11. How would you describe the employment status of most pupils' parents?	☐ Both parents employed ☐ One employed ☐ Both unemployed ☐ Irregular jobs ☐ Unknown
	12. What is the typical education level of your pupils' parents, based on school records or interactions?	☐ No formal schooling ☐ Primary level ☐ Secondary level ☐ College/University ☐ Not known
Type of Work	11. What types of work do pupils in your class most commonly engage in outside school? *(Select all that apply)*	☐ Farming or fishing ☐ Selling goods or food ☐ Domestic/household work ☐ Construction or manual labour ☐ Other (please specify): _____ ☐ Not sure
	12. Do you think the work these pupils do requires specific skills or training?	☐ Yes, it requires special skills ☐ No, the work is basic and does not require training ☐ Some work requires skills, others do not ☐ Not sure
	13. How would you describe the safety of the work environments your pupils are involved in?	☐ Mostly safe ☐ Sometimes risky or unsafe ☐ Often hazardous ☐ Not sure
Holistic Educational Development	14. Have pupils involved in domestic or paid work shown poor attendance patterns?	☐ Yes ☐ No ☐ Not sure
	15. Do such pupils show difficulty in completing grade-level requirements or exams?	☐ Yes ☐ No ☐ Sometimes ☐ Not sure
	16. How would you rate the academic performance of pupils involved in work compared to	☐ Much lower ☐ Slightly lower ☐ About the same ☐ Higher ☐ Not sure

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Variable Category	Question	Response Options
	others?	

PARENT/GUARDIAN QUESTIONNAIRE

Section A: Background Information

No.	Question	Response
1.	What is the name of the school?	_____
2.	How old are you?	_____ years
3.	What is your gender? *(To be observed and recorded by the research assistant)*	☐ Male ☐ Female ☐ Other
4.	What is your occupation?	_____
5.	What is your area of residence?	☐ Rural ☐ Urban
6.	What is your relationship to the child?	☐ Parent ☐ Teacher ☐ Relative ☐ Neighbor ☐ Other: _____

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Section B: Study Variables

Variable Category	Question	Response Options
Domestic Work	1. How many hours per day does	☐ Less than 1 hour ☐ 1–2 hours ☐

Variable Category	Question	Response Options
Responsibilities	your child spend doing household chores?	3 or more hours ☐ None
	2. Are girls in your household expected to do more chores than boys?	☐ Yes ☐ No ☐ Not applicable (no children of opposite gender)
	3. Does your child regularly take care of younger siblings?	☐ Yes ☐ No ☐ Occasionally
Frequency of Paid Labour	4. Does your child engage in any form of paid work (e.g., selling, farming, fishing)?	☐ Yes ☐ No
	5. If yes, how often does your child do this work?	☐ Daily ☐ Weekly ☐ Only during holidays ☐ Occasionally
	6. Is your child's work schedule predictable or irregular?	☐ Predictable/fixed ☐ Irregular/varies ☐ Not applicable
Hours of Work	7. On a typical school day, how many hours does your child spend working (paid or unpaid)?	☐ Less than 1 hour ☐ 1–2 hours ☐ 3 or more hours ☐ None
	8. How much time does your child spend working during weekends?	☐ None ☐ Less than 2 hours ☐ 2–4 hours ☐ More than 4 hours
	9. Does your child work in the evenings (after school)?	☐ Yes ☐ No
Parental Influence	10. Are you or your spouse currently employed?	☐ Both employed ☐ One employed ☐ None employed
	11. Does your family rely on your child's work to support household income or meet basic needs?	☐ Yes ☐ No ☐ Sometimes
	12. What is the highest education level attained by you or your spouse?	☐ No schooling ☐ Primary school ☐ Secondary school ☐ College/University
Type of Work	13. What kind of work does your child mostly do when working outside the home? *(Select all that apply)*	☐ Farming or fishing ☐ Selling goods or food ☐ Household/domestic work for others ☐ Carrying heavy loads/manual labour ☐ Other (please specify): _____ ☐ Not applicable
	14. Does the work your child does require special skills or training?	☐ Yes ☐ No ☐ Some work requires skills, others

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Variable Category	Question	Response Options
		do not ☐ Not sure
	15. How safe do you think your child's work environment is?	☐ Very safe ☐ Mostly safe ☐ Sometimes unsafe ☐ Often dangerous ☐ Not sure
Holistic Educational Development	16. Has your child missed school due to work or household responsibilities?	☐ Yes ☐ No ☐ Occasionally
	17. Has your child ever repeated a grade or struggled to complete a school year?	☐ Yes ☐ No ☐ Not sure
	18. How would you describe your child's academic performance?	☐ Excellent ☐ Good ☐ Average ☐ Below average ☐ Poor

INTERVIEW QUESTIONS FOR HEAD TEACHERS

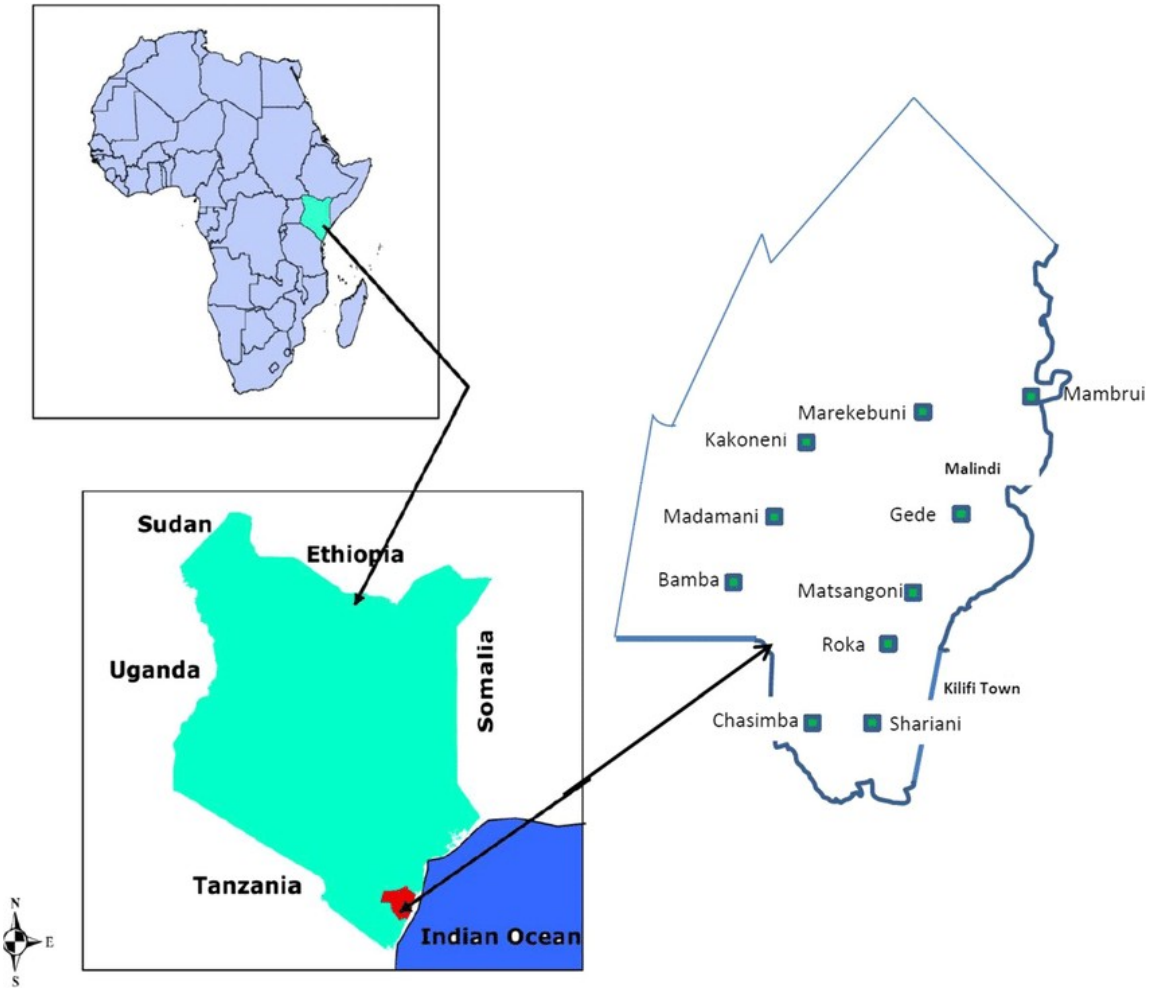
1. In your experience, how do domestic responsibilities at home affect pupils' school performance and attendance?
2. What are the common types of work your pupils engage in outside of school, and how frequently do you observe this happening?
3. Have you noticed any trends in pupils coming to school tired or unable to concentrate due to work commitments? Please elabourate.
4. How do parents' economic conditions or attitudes influence their children's involvement in labour?
5. How do child labour practices impact pupils' progression, retention, and performance in your school?

INTERVIEW QUESTIONS FOR SOCIAL WORKERS

1. From your interactions, how do home responsibilities such as domestic chores or sibling care affect children's right to education?
2. Do you notice an increase in child labour during specific seasons in Kilifi County? What kind of work is common then?
3. What risks do you associate with the types of work children are exposed to in this region?
4. How do social norms, economic pressures, and parental attitudes contribute to child labour in this community?
5. What has been your experience in supporting children's transition from labour to learning environments? What challenges persist?

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APPENDIX 3: THE STUDY AREA



APPENDIX 4: ISERC APPROVAL LETTER

ST. PAUL'S UNIVERSITY

ST. PAUL'S UNIVERSITY

Private Bag 00217 Limuru,
Kenya
Email: office@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728-669000
(0) 736-424440

REF: SPU/550/2025 **Date: 21st October 2025**

TO: Dellah Meob
St. Paul's University

Dear Dellah,

==========

REF: Child labour practices and holistic children's educational development: the case of primary school pupils in Kilifi County, Kenya

==========

Greetings,

This is to inform you that SPU- Institutional Scientific Ethics Review Committee has reviewed the above-named research proposal. **Your ERB approval number is 560, for the period between 21st October 2025 – 21st October 2026 (1 year).**

This approval is subject to compliance with the following requirements;

i. Only approved documents including (informed consents, study instruments) will be used.
ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SPU- Institutional Scientific Ethics Review Committee.
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SPU- Institutional Scientific Ethics Review Committee within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to *SPU- Institutional Scientific Ethics Review Committee* within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions.

vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.

vii. Submission of an executive summary report within 90 days upon completion of the study to SPU- Institutional Scientific Ethics Review Committee.

viii. Should there be any publications from your research, note that you are supposed to anonymize the particulars of the respondents, the identifiers and the name of institution (s) where you collected data.

ix. Please note that it is within the ISERC's mandate to monitor your research and to do random visits to the site. All research is subject to post approval monitoring. Kindly provide a closure report after the research.

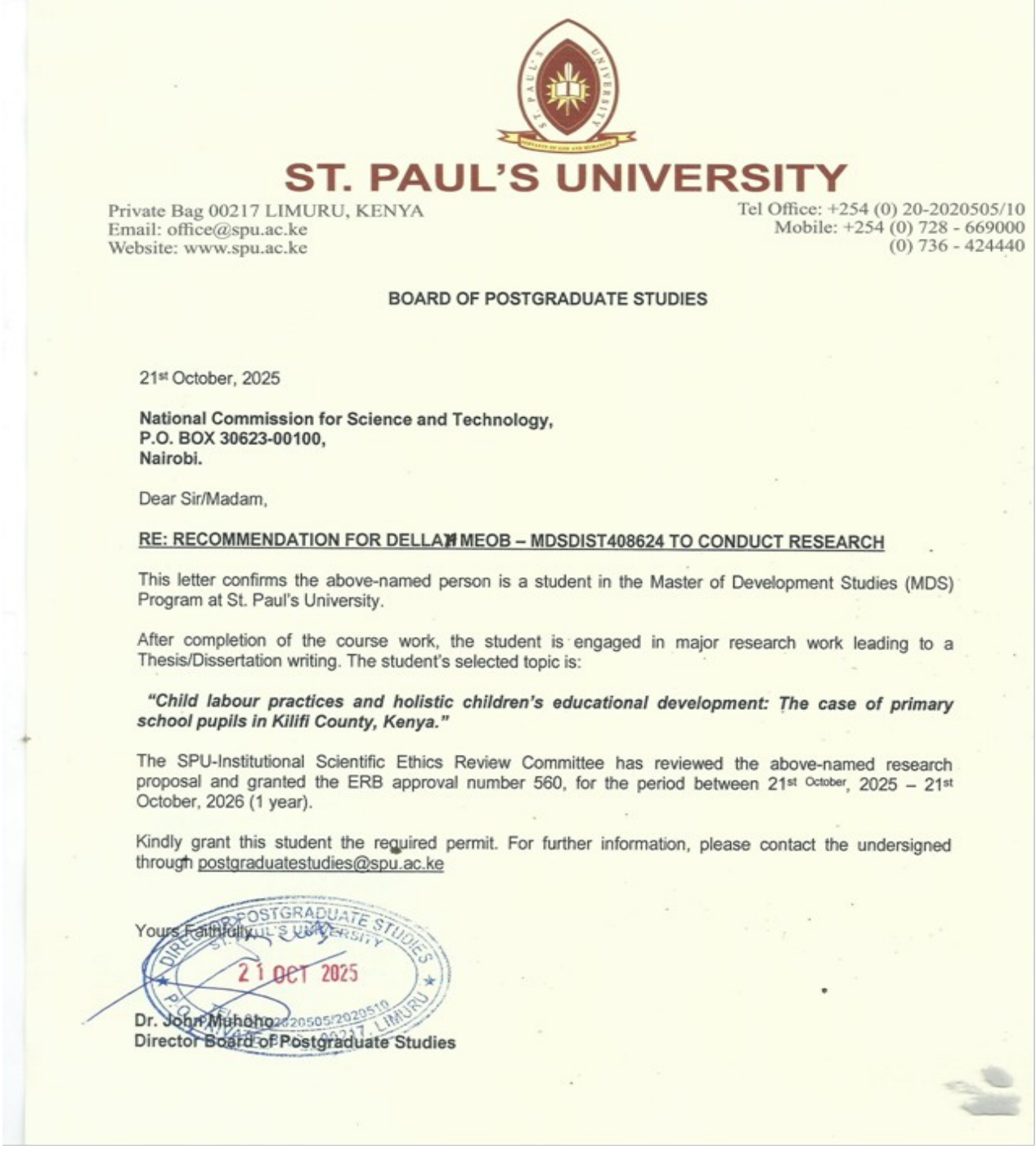
Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) if you are collecting data in the country - https://research-portal.nacosti.go.ke **or obtain other clearances needed in the country where you will collect your data from.**

Yours sincerely,

Dr. Daniel Nzengya, PhD
Chairperson
SPU- Institutional Scientific & Ethics Review Committee

ST. PAUL'S UNIVERSITY
(ISERC)
APPROVAL WITH
CONTIGENCIES
RESEARCH
DIRECTORATE
INSTITUTIONAL SCIENTIFIC ETHICS REVIEW COMMITTEE

APPENDIX 5: SPU REFERENCE LETTER



ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
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Tel Office: +254 (0) 20-2020505/10
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(0) 736 - 424440

BOARD OF POSTGRADUATE STUDIES

21st October, 2025

National Commission for Science and Technology,
P.O. BOX 30623-00100,
Nairobi.

Dear Sir/Madam,

RE: RECOMMENDATION FOR DELLA MEOB – MDSDIST408624 TO CONDUCT RESEARCH

This letter confirms the above-named person is a student in the Master of Development Studies (MDS) Program at St. Paul's University.

After completion of the course work, the student is engaged in major research work leading to a Thesis/Dissertation writing. The student's selected topic is:

"Child labour practices and holistic children's educational development: The case of primary school pupils in Kilifi County, Kenya."

The SPU-Institutional Scientific Ethics Review Committee has reviewed the above-named research proposal and granted the ERB approval number 560, for the period between 21st October, 2025 – 21st October, 2026 (1 year).

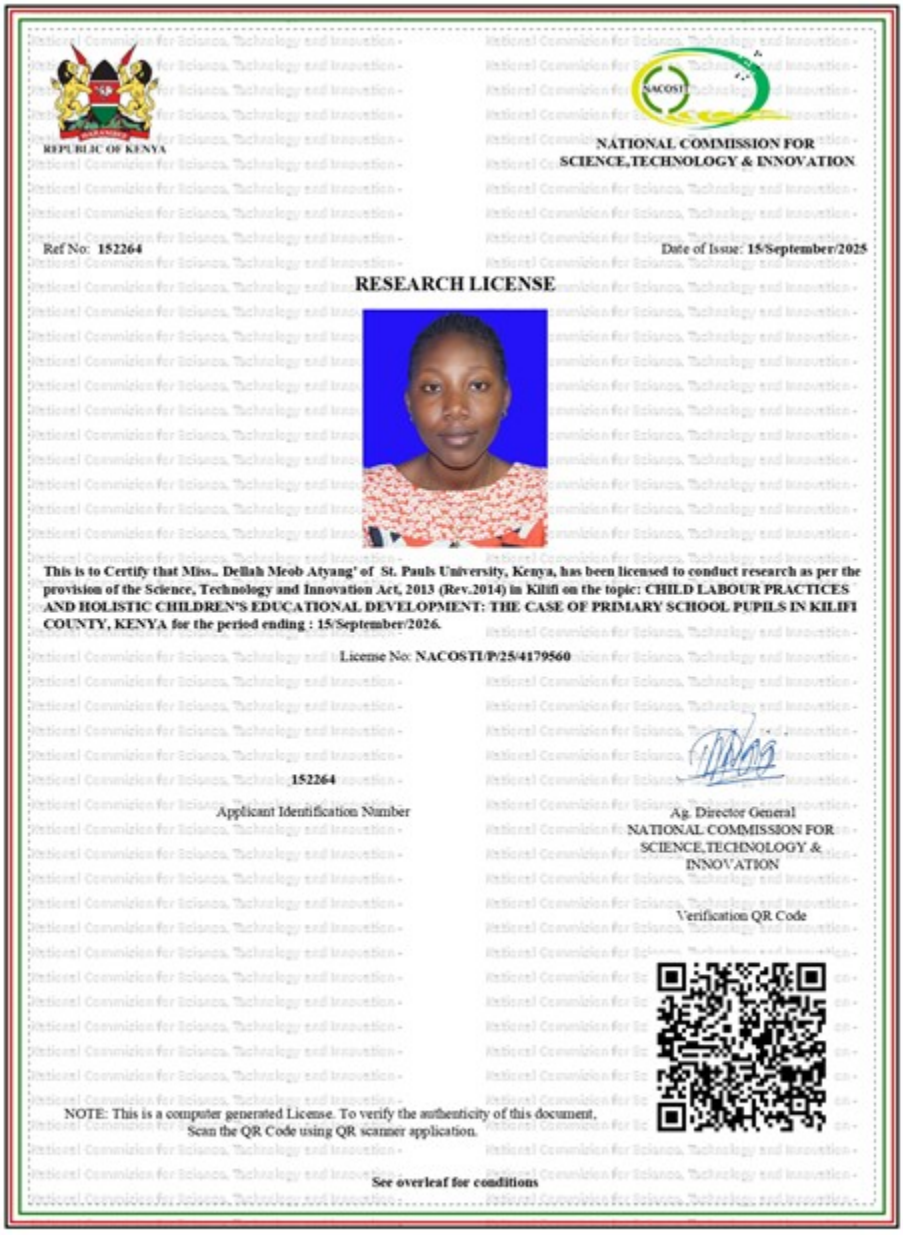
Kindly grant this student the required permit. For further information, please contact the undersigned through postgraduatestudies@spu.ac.ke

Yours Faithfully,

DIRECTOR OF POSTGRADUATE STUDIES
ST. PAUL'S UNIVERSITY
21 OCT 2025
P.O. BOX 00217 - LIMURU
0202505/2020510

Dr. John Mahoho
Director Board of Postgraduate Studies

APPENDIX 6: NACOSTIC LICENSE



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 152264

Date of Issue: 15/September/2025

RESEARCH LICENSE

This is to Certify that Miss.. Delilah Meob Atyang' of St. Pauls University, Kenya, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kilifi on the topic: CHILD LABOUR PRACTICES AND HOLISTIC CHILDREN'S EDUCATIONAL DEVELOPMENT: THE CASE OF PRIMARY SCHOOL PUPILS IN KILIFI COUNTY, KENYA for the period ending : 15/September/2026.

License No: NACOSTI/P/25/4179560

152264

Applicant Identification Number

Ag. Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

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See overleaf for conditions