

**THE IMPACT OF CHILD LABOUR ON BOYS' AND GIRLS'
PARTICIPATION IN PUBLIC DAY SECONDARY SCHOOL EDUCATION
IN KIMININI SUB-COUNTY, TRANSNZOIA COUNTY, KENYA.**

BETTY NAFULA WAKWOMA

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENT FOR THE AWARD OF DEGREE OF MASTERS OF
EDUCATION IN COMPARATIVE AND INTERNATIONAL EDUCATION
OF THE UNIVERSITY OF NAIROBI.**

2021

Declaration

This research project is my original work and has not been submitted for any degree in any other university.



.....
Betty Nafula Wakwoma
E56-76725-2014

This research project has been submitted for examination with our approval as University supervisors.



.....
Dr. Daniel Komo Gakunga
Snr. Lecturer
Department of Educational Foundations
University of Nairobi

.....
Dr. Joseph Nungu Musembi
Lecturer
Department of Educational Foundations
University of Nairobi

Dedication

I dedicate this work to my dear family whose words and patience have been my source of encouragement and inspiration.

Acknowledgement

I give thanks and glory to almighty God for His guidance, grace, providence, good health and blessings through my entire study.

I express my special appreciation to my supervisors Dr. Daniel Komo Gakunga and Dr. Joseph Nungu Musembi who gave me very insightful guidance and advice throughout the study. Sincere thanks to my dear friend and sisters Francisca, Evelyn, Elizabeth and Diana and to my niece Sheila who offered me advice and encouragement during my project writing. Special appreciation to my nephews Maxwell and Cromwell who assisted me typing my project. I give my heartfelt gratitude to my husband John for his moral support, encouragement, assistance, prayers and financial support throughout my study. Sincere appreciation also to my children for their prayers and encouragement.

I give special thanks to all the school principals in Kiminini sub-county who allowed me to carry out data collection in their schools. Special appreciation also to the sub-county children officer, all teachers, parents and students who gave me required information. Special gratitude to Alex and Charles who gave me advice and assistance during my research data analysis. Finally, I give sincere appreciation to the Department of Educational Foundations for their leadership, co-ordination and their logistical support during the entire period of my study.

Table of Contents

Declaration.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of content.....	v
List of tables.....	ix
List of figures.....	xi
List of abbreviations and acronyms.....	xii
Abstract.....	xiii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background to the study.....	1
1.2 Statement of the problem.....	7
1.3 Purpose of the study.....	8
1.4 Objectives of the study.....	8
1.5 Research Questions.....	8
1.6 Significance of the study.....	9
1.7 Limitation of the Study.....	9
1.8 Delimitation of the study.....	10
1.9 Assumptions of the study.....	10
1.10. Definition of operational terms.....	11
1.11 Organization of the study.....	13
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	14
2.1 Introduction.....	14
2.2 Impact of child labour on boys’ and girls’ school attendance in public day secondary school education.	14
2.3 Impact of child labour on boys’ and girls’ learning achievements in public day secondary school education.....	15
2.4 Impact of child labour on boys’ and girls’ completion rates in public day secondary education.....	17
2.5 Influence of school intervention measures on boys’ and girls’ participation in public day secondary school education.	18

2.6 The summary of reviewed literature.	21
2.7 Conceptual frame work.	23
CHAPTER THREE: RESEARCH METHODOLOGY	25
3.1 Introduction.	25
3.2 Study design.	25
3.3 Target population.	26
3.4 Sample size and sampling procedure.	26
3.5 Research Instruments.	27
3.6 Pilot study	27
3.6.1 Validity of research instrument	27
3.6.2 Reliability of research instrument.	29
3.7 Data collection procedure.	30
3.8 Data Analysis techniques.	30
3.9 Ethical consideration.	31
 CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND PRESENTATION	 32
4.1 Introduction.	32
4.2 Instrument return rate.	32
4.3 Analysis of demographic data.	33
4.4 Data analysis on the impact of child labour on boys’ and girls’ school attendance ..	38
4.4.1 Principals’ views on the impact of child labour on boys’ and girls’ school attendance.	39
4.4.2 Teachers’ views on the impact of child labour on boys’ and girls’ school attendance	41
4.4.3 Parents’ views on impact of child labour on boys’ and girls’ school attendance	43
4.4.4 Boys’ and girls’ views on the impact of child labour on their school attendance	44
4.4.5 Sub County Children Officer’s view on the impact of child labour on boys’ and girls’ school attendance	46
4.5 Data analysis on the impact of child labour on boys’ and girls’ learning achievements	47

4.5.1 Principals' rating on the academic performance of their school.....	47
4.5.2 Teachers' views on the impact of child labour on boys' and girls' completion of assignments.....	49
4.5.3 Parents' views on the impact of child labour boys' and girls' completion of assignments.....	47
4.5.4 Boys' and girls' views on the impact of child labour on their completion of assignments.....	49
4.5.5 Sub-county children officer's view on the impact of child labour on boys' and girls' learning achievements.....	53
4.6 Data analysis on the impact of child labour on boys' and girls' completion rates.....	54
4.6.1 Principals' views on boys' and girls' drop out rates.....	54
4.6.2 Teachers' views on the impact of child labour on boys' and girls' completion rates.....	53
4.6.3 Parents' views on the impact of child labour on boys' and girls' completion rates.....	56
4.6.4. Boys' and girls' views on whether they had ever repeated any class	57
4.6.5 Sub county children officer's view on the impact of child labour on boys' and girls' completion rates	59
4.7 Data analysis on the influence of school intervention measures to mitigate the impact of child labour on boys' and girls' participation in public day secondary school education.....	60
4.7.1 Principals' views on the measures they had taken to mitigate the impact of child labour in their schools	60
4.7.2 Teachers' views on whether there were school intervention measures to mitigate the impact of child labour.....	61
4.7.3 Sub County Children Officer's view on school intervention measures to mitigate the impact of child labour on boys' and girls' participation in public day secondary school education.....	62

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND

RECOMMENDATIONS.....	64
5.1 Introduction.....	64
5.2 Summary of the study	64

5.3 Major findings of the study.....	65
5.3.1 Findings on the impact of child labour on boys’ and girls’ school attendance	65
5.3.2 Findings on the impact of child labour on boys’ and girls’ learning achievements	65
5.3.3 Findings on the impact of child labour on boys’ and girls’ school completion rate	66
5.3.4 Findings on the impact of school intervention measures to mitigate the impact of child labour on boys’ and girls’ participation in public day secondary education.....	65
5.4 Conclusions of the study.....	67
5.5 Recommendations of the study.....	68
5.6 Suggestions for Further Research	70
REFERENCES.....	71
APPENDICES	76
Appendix I: Letter of Introduction.....	76
Appendix II: Questionnaire for students.....	77
Appendix III: Questionnaire for teachers	80
Appendix IV: Questionnaire for school principals	83
Appendix V: Questionnaire for parents	86
Appendix VI: Interview schedule for sub-county children officer.....	89
Appendix VII: Research permit	92

List of Tables

Table 4.1: Respondents’ response rate.....	32
Table 4.2: Age of respondents	34
Table 4.3: Gender of the respondents	35
Table 4.4: Principals’ working experience.	36
Table 4.5: Principals’ and teachers’ period of stay in the current school.	36
Table 4.6: Students’ class.	37
Table 4.7: Whether teachers are residents of Kiminini Sub - County.	38
Table 4.8: Principals’ views on the impact of child labour on boys’ and girls’ School attendance.....	39
Table 4.9: Principals’ views on the impact of child labour on boys’ and girls’ School attendance.....	40
Table 4.10: Principals’ view on the gender more affected by child labour	41
Table 4.11: Teachers’ views on the impact of child labour on boys’ and girls’ school attendance	41
Table 4. 12:Teachers’ views on the impact of child labour on boys’ and girls’ school attendance	42
Table 4.13: Parents’ views on the impact of child labour on boys’ and girls’ school attendance	43
Table 4.14: Parents’ views on the extent child labour influences boys’ and girls’ school attendance.	44
Table 4.15: Boys’ and girls’ views on the impact of child labour on their school attendance	45
Table 4.16: Boys’ and girls’ views on the extent of the impact of child labour on their school attendance.	45
Table 4.17: Principals’ views on the impact of child labour on boys’ and girls’ learning achievements.....	47
Table 4.18: Principals’ views on the impact of child labour on boys’ and girls’ academic performance	48
Table 4.19: Teachers’ views on the impact of child labour on boys’ and girls’ completion of assignments.....	49
Table 4.20: Parents’ views on the impact of child labour on boys’ and girls’ Completion of assignments.....	50

Table 4.21: Parents’ views on the extent child labour impacts boys’ and girls’ learning achievements.	51
Table 4.22: Boys’ and girls’ views on the impact of child labour on their completion of assignments.	52
Table 4.23: Boys’ and girls’ views on the impact of child labour on their academic performance	52
Table 4.24: Boys’ and girls’ views on the extent to which child labour impacts their learning achievements.	53
Table 4.25: Principals’ views on students’ drop out rates	54
Table 4.26: Teachers’ views on students’ completion rates	55
Table 4.27: Parents’ views on students’ completion rates	56
Table 4.28: Parents’ views on the students’ completion rates.	57
Table 4.29: Boy’ and girls’ and girls’ views on whether they had ever repeated any class.....	57
Table 4.30: Boys’ views on the impact of child labour on their Completion rates.	58
Table 4.31: Boys’ and girls’ views on the extent child labour hinders their completion rates	59
Table 4.32: Teachers’ views on the existence of school intervention measures to mitigate the impact of child labour.	61
Table 4.33: Teachers’ views on school intervention measures to mitigate the impact of child labour	62

List of Figures

Figure 2.1: Impact of child labour on school attendance, learning achievements and completion rates of students.....	Error! Bookmark not defin
-------------------------------------------------------------------------------------------------------------------------	---------------------------

List of Abbreviations and Acronyms

ASAL	Arid and Semi- Arid Land
COTU	Central Organization Trade Union.
EFA	Education for All.
FFE	Food for Education.
FKE	Federation of Kenya Employers.
IBM	International Business Machines
ILO	International Labour Organization.
IPEC	International Programme on Elimination of Child labour.
KIHBS	Kenya Integrated Household Budget Survey.
KNUT	Kenya National Union of Teachers.
MOF	Ministry of Finance.
NGO	Non-Governmental Organization.
SPSS	Statistical Package for Social science.
UK	United Kingdom.
UN	United Nations.
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children Emergency Fund.
USD	United State Dollar
USDOL	United State Department of Labour

Abstract

The purpose of this study was to investigate the impact of child labour on boys' and girls' participation in public day secondary school education in Kiminini sub- county Trans-Nzoia County and establish ways of mitigating it. Specific objectives were: to establish the impact of child labour on boys' and girls' school attendance in public day secondary school education in Kiminini sub-county, to establish the impact of child labour on boys' and girls' learning achievements in public day secondary school education in Kiminini sub-county, to determine the impact of child labour on boys' and girls' completion rates in public day secondary school education in Kiminini sub-county and to establish school intervention measures to mitigate impact of child labour on boys' and girls' participation in public day secondary schools. The study reviewed related literature with regard to impact of child labour on boys and girls participation in public day secondary school education. The study employed a descriptive survey design. The study had targeted the following population; 47 school principals, 188 class teachers, 23,500 parents and 23,500 students, in public day secondary school in Kiminini Sub-county, Trans-Nzoia County and the area children officer. The study sample size comprised 14 principals, 56 class teachers, 150 students and 150 parents. The 150 students together with their parents were selected randomly from the 14 schools. The instruments for collecting data that were used in this study included questionnaires and interview schedules. After editing and sorting out the questionnaires for completeness, returns and coding analysis of the data was done. For the quantitative data analysis, descriptive statistics was used to analyse the data to give the percentages and frequencies. Computer software, Statistical Package for Social Sciences (SPSS) was used. Data was presented in frequency tables. The study established that the work children do out of school greatly affect their school attendance as it makes the students miss school frequently. In this case girls were more affected by child labour than boys. The study also established that child labour greatly influenced boys' and girls' learning achievements. This was because the work children do out of school affected their academic performance and interrupted their completion of assignments. The study also established that child labour greatly influenced boys' and girls' school completion rate. The study established that there were cases of students who have dropped out of school in the last 5 years (2015-2019) in their institution due to child labour. The study further established that School intervention measures to mitigate child labour also influenced boys' and girls' participation in public day secondary school education. The study additionally established that in most schools there were school intervention measures to mitigate the influence of child labour. The study then concluded that child labour greatly influenced school attendance as it made the students to miss school frequently where girls were more affected by child labour than boys. In addition, the study concluded that child labour greatly influenced boys' and girls' learning achievements as well as boys' and girls' school completion rate. Finally, the study concluded that school intervention measures to mitigate child labour greatly influenced boys' and girls' participation in public day secondary. Consequently, the study recommended that the problem of child labour in Kiminini sub-county can be tackled by the people themselves in the Kiminini community if the local community is adequately empowered with knowledge on the importance of education in the present day society. The study further recommended that to mitigate child labour, the government officials should ensure enforcement of the law prohibiting child labour, and these should be enforced by chiefs and authorized government offices. Since the study covered only Kiminini sub-county, there is need to replicate same study in all the other sub counties of Trans Nzoia county and establish the impact of child labour on boys' and girls' participation in public day secondary school education.

CHAPTER ONE: INTRODUCTION

1.1 Background to the study.

Child labour is defined as work that deprives children of their potential, their dignity and that is harmful to physical and mental development. It is work that is mentally, physically, socially or morally dangerous to children and interfere with their schooling by depriving them of the opportunity to attend school, obliging them to leave school prematurely or requiring to attempt to combine school attendance with work, excessively long and heavy work (International Programme on Elimination of Child labour, International Labour Organization 2013). In this study child labour refers to work undertaken by children aged between thirteen years and seventeen years that hinders them from attending school and which is exploitative, hazardous or inappropriate for their age. This includes domestic work, agricultural work, and industrial work, work in mines, quarries and in the informal economy, slavery and forced labour.

Gender is a crucial determinant of whether a child engages in labor. While child labour is an infringement of the rights of all children – boys and girls alike – girls often start working at an earlier age than boys, especially in the rural areas where most working children are found (UNICEF, 2007). Girls also tend to do more work in the home than boys. As a result of adherence to traditional gender roles, many girls are denied their right to an education or may suffer the triple burden of housework, schoolwork and work outside the home, paid or unpaid (UNICEF, 2007).

According to the global estimates of child labour (ILO 2012-2016), a total of 152 million children, 64 million girls and 88 million boys were involved in child labour, 73 million children were in hazardous work that directly endangers their health, safety

and moral developments. In most countries boys are more involved in child labour than girls. For instance, In India, young girls will often accompany their mothers as they undertake domestic work and, at ages eight or nine, be hired as domestic workers themselves. Children in employment, a broader measure comprising both child labour and permitted forms of employment involving children of legal working age were 218 million (ILO, 2017). In America, ILO had estimated that 11 million children aged thirteen to seventeen were in child labour. Europe and Asia had 6 million children in labour and in Arab states 1 million children aged five to seventeen years in 2016 (ILO, 2017). According to 2016 Global estimates of modern slavery there were about 4 million children aged below 18 years in forced labour, representing 13 percent of 24.8 million total forced labour victims worldwide. This estimate included 1 million in commercial sexual exploitation, 3 million children in forced labour and 300,000 children in forced labour imposed by state authorities. Boys are more affected than girls in the participation in schools as they are more involved in child labour.

The African region and the Asia and the Pacific region together have nine out of every ten children involved in child labour. Asia ranks highest in the percentage of children in child labour. The absolute number of children in child labour is 72 million. The Pacific ranks second highest with 62 million children in child labour in the region. The remaining child labour population is divided among the Americas 11 million, Europe and Central Asia 6 million and the Arab states 1 million. In most African countries, boys are more affected by child labour than girls as there are more boys in child labour than girls. For instance in Ghana, where girls are traditionally seen as homemakers, many mothers encourage their daughters to start working as domestic workers. In Egypt, girls are expected to do the majority of work in the home. Parents

are often reluctant to send their girl children to school because educating them is not viewed as a good investment as they will soon marry and leave home (Wodon, Nguyen, & Tsimpo, 2016).

The 2016 estimates (ILO 2017), estimated that Sub-Saharan Africa, the regional grouping for which most child labour takes place was within the family unit. More than two thirds of all children in child labour work as contributory family labourers. Most children in child labour were not in an employment relationship with a third party employer but rather work on family farm, and in family enterprises. The agricultural section accounted for by far the largest share of child labour. The sector accounted for 71 per cent of all those in child labour and 108 million children in absolute terms. It's often hazardous on its nature and the circumstances in which it is carried out. It relates primary to subsistence and commercial farming and Livestock herding (ILO 2017). There is a strong correlation between child labour and situations of conflict, disaster and poverty. The African region has also been among those most affected by situations of conflict and disaster, which in turn heighten child labour. The 2010 United states Department of labour estimated over 2.7 million child labourers in Ghana. The government of Zambia estimated there were 595,000 child workers in the country. Many are employed in informal mining operations (ILO 1999). In 2006 there were about 15 million child labourers younger than age 14 years in Nigeria, many of those worked in hazardous condition and for long hours. In Rwanda there were an estimate of 400,000 child workers of those 120,000 were thought to be involved in the worst form of child labour and 60,000 are child domestic workers, In Tanzania some 40,600 children were estimated to be working in small scale mining, Children as young as 8 years old dig 30 meters underground in mines for eight hours a day

without proper lighting and ventilation, constantly in danger of injury or death from cave ins.

Table 1 below showed percentage of working children globally, in Africa, Arab states, America, Asia and pacific, Europe and Central Asia. It also indicates percentages of working children by sex and age range in various sectors such as agriculture, industrial and services.

Table 1: Sectorial composition of child labour by region, sex and age range, 2016.

		Agriculture percent share	Industrial percent share	Services percent share	Total percent share
World		70.9	11	17.8	100
Region	Africa	85.1	3.7	11.2	100
	Arab states	60.3	12.4	27.4	100
	America	51.5	13.2	35.3	100
	Asia and Pacific	57.5	21.4	21.4	100
	Europe and Central Asia	76.7	9.7	18.6	100
Sex	Male	71.5	12.4	16.1	100
	Female	70.3	11.1	18.6	100
Age range	5-14	78.0	7.4	14.5	100
	15-17	49.3	25.6	25.1	100

Source: Global estimates of child labour: Result and Trend, 2012-2016

In Kenya, child labour is a major challenge, the 2005/2006 Kenya Integrated Household Budget survey (KIHBS) indicated that the total number of working children was 1.01 million in 2005/2006. The Analytical Report (2008) also indicated that about 1 million children who were working, 52.9 percent were boys while 47.1 percent were girls. Also 88 percent of those children involved in child labour were in the rural areas while 12 percent were in urban areas. Only 32 percent of those children had attained secondary school education and 12.7 percent had no formal schooling at all.

Rift valley region has the highest proportion of children involved in child labour at 33.85 percent, Nairobi county had the lowest of children involved in child labour at 1.76 percent (Sessional paper number 1 of 2013). Some of the working children in Kenya are employed in the tourism and service sectors, in plantations, in domestic services and in urban informal sector occupations as garbage collectors. Further evidence of child labour in Kenya indicated prostitution is widely practiced in major towns such as Nairobi and tourist spots like Mombasa, Kisumu and Malindi, (Global March 2001). Some of the victims were as young as 11 years.

In Trans-Nzoia County, child labour has been prevalent. According to the population Censuses of 2009, Trans-Nzoia had a population of 818,757 with a poverty rate index of 50.2 percent. 70.9 percent of the population had primary school education while only 10.9 percent had secondary school education. Poverty in Trans-Nzoia County has been quoted as being a key contributor to school dropout and entry into child labour. Children work to supplement the meagre family income denying them some of their basic rights such as the right to education. It is estimated that over 14,000

children in Trans-Nzoia were illegally employed (Great Mercy Development Center-Kitale, 19 April 2013). During planting seasons, the number of students attending classes was usually very low because the students are always helping their parents work in maize plantations. The situations affect their performance in school. The county director of Education Joseph Wamoto, described the situation as bad because of high level of absenteeism in most schools in the county. School children were hired to harvest maize on big farms and this compromises education standard, (The standards, Wednesday, October 23rd 2013).The impact of child labour on boys' and girls' participation in public day secondary schools in Kiminini sub-county had not been adequately researched hence the study sought to fill this gap. The government of Kenya and international Organization are committed to eliminate child labour as in various government policy documents, national legislation and international convention protecting children. Despite their efforts child labour still persists. Children continue to work instead of being in school. Child labour has far reached consequences on school attendance, learning achievements and completion rates in schools.

It is important to consider gender differences related to child labour because they exist. Society dictates the kind of tasks boys and girls can do. Gender is a central factor around which work and production are organized. Due to gender roles and stereotypes that exist in a particular society, boys and girls are socialized to copy the roles of their parents and are thus channelled into jobs that are seen as typically "male" or "female". Boys are often geared towards sectors like mining, manufacturing, trade, restaurant, hotel and transport while girls are concentrated in agriculture and domestic work (World Bank, 2005). It is on the basis of this background that this

study sought to establish the impact of child labour on boys' and girls' participation in public day secondary schools in Kiminini sub-county from a gender comparative perspective, boys versus girls.

1.2 Statement of the problem.

Child labour has existed in Kenya for many years. The government has made various efforts to eliminate child labour, through enacting policy measures against child labour by introducing free primary in 2003 and subsidized secondary school education in 2008. Despite these efforts, 100 percent student participation in secondary schools has not been achieved. The Analytical Report (2008) indicated that about 1 million children were working in Kenya. Of the 1.01 million children 32 percent had attained secondary school education and 12.7 percent had no formal education at all. In Trans-Nzoia County, it was estimated over 14,000 children were illegally employed. Most of the children were involved in work such as agriculture, domestic chores, forced labour and informal work (Great Mercy Development Centre-Kitale, (19th April, 2013) When children are left to work and at the same time go to school they will always perform poorly in school therefore not be able to acquire the quality education for productivity in future. Poor performance discourages the learner to continue being in school and consequently drop out of school. The end result is future generation that perpetuate the vicious circle of poverty due to lack of education. This study therefore sought to investigate the impact of child labour on boys' and girls' school attendance, learning achievements and completion rates in public day secondary schools in Kiminini Sub –County and establish ways of mitigating it.

1.3 Purpose of the study

The purpose of this study was to investigate the impact of child labour on boys' and girls' participation in public day secondary school education in Kiminini sub- county Trans-Nzoia County and establish ways of mitigating it.

1.4 Objectives of the study.

The study was guided by the following objectives:

- i. To establish the impact of child labour on boys' and girls' school attendance in public day secondary school education in Kiminini sub-county.
- ii. To establish the impact of child labour on boys 'and girls' learning achievements in public day secondary school education in Kiminini sub-county.
- iii. To determine the impact of child labour on boys' and girls' completion rates in public day secondary school education in Kiminini sub-county.
- iv. To establish school intervention measures to mitigate the impact of child labour on boys' and girls' participation in public day secondary schools education in Kiminini sub-county.

1.5 Research Questions.

The study sought to answer the following research questions:

- i. How does child labour impact boys' and girls' school attendance in public day secondary school education in Kiminini sub-county?
- ii. How does child labour impact boys' and girls' learning achievement in public day secondary school education in Kiminini sub-county?

- iii. How does child labour impact boys' and girls' completion rates in public day secondary school education in Kiminini sub-county?
- iv. How do school intervention measures mitigate the impact of child labour on boys' and girls' participation in public day secondary school education in Kiminini sub-county?

1.6 Significance of the study.

This study sought to bring awareness of the issue of child labour and its magnitude to the local community and how to address it. The findings of this study may also be important to different stakeholders such as parents, teachers, government and students, interested in child labour issue and its impact on children of school going age.

The recommendations if implemented can help minimize the effects of child labour in the study area. The research findings would also add to the existing literature of knowledge. Lastly, the research findings and recommendations would stimulate interest in child labour and call for further research in future in Kenya and other parts of Africa.

1.7 Limitation of the Study.

The study anticipated encountering some limitations that hindered access to information that the study sought. The respondents targeted in this study were reluctant in giving information fearing that the information being sought was to be used to intimidate them or paint a negative image about them. The researcher handled this by carrying an introduction letter from the University and a research permit from NACOSTI to assure them that the information they give was treated with

confidentiality and was used purely for academic purposes. Further, the results of the study were limited to the extent to which the respondents were willing to provide accurate, objective and reliable information. The researcher checked for consistency and test the reliability of the data collected.

1.8 Delimitation of the study.

According to Dusick, (2011) delimitation of the study refers to the objectives the researcher finds desirable for the study. This study was only confined to the impact of child labour on boys' and girls' school attendance, learning achievements and completion rate in public day secondary schools in Kiminini Sub- County. The study was also limited to only students, teachers, parents, school principals and sub-county children officer.

1.9 Assumptions of the study.

The study was based on the following assumptions:

- i. Child labour affects the school attendance of both boys and girls in public day secondary schools.
- ii. Child labour affects learning achievement of both boys and girls in public secondary schools.
- iii. Child labour affects the school completion rates of both boys and girls in public day secondary schools.
- iv. School intervention measures mitigate the impact of child labour on boys' and girls' participation in public day secondary schools.

1.10. Definition of operational terms.

Child labour -refers to work undertaken by children aged between 13 years and 17 years that hinder them from attending school and which is exploitative, hazardous or inappropriate for their age.

Child labourer -refers to a person below the age of 18 years out of school who is engaged or employed in any work outside the homes with or without payment.

Child/ Children -refers to persons under the age of eighteen (18) years entitled to the rights proclaimed in the UN convention on the rights of the child, including the right to be protected.

Day school- refers to secondary schools that hold classes weekdays and during the day.

Drop out -refers to students, boys and girls who enters secondary school but leaves before graduating and never returns to that or any other school.

Employment- refers to relationship between two parties (boys and girls aged between 13years to 17 years and employer) usually based on a contract where work is paid for, where one is the employer and the other employee.

Labour -refers to work especially physical work that is done by boys and girls that hinders them from involvement in class, course and school activities.

Learning achievement- refers to the acquisition of knowledge or skills by students, boys and girls that are developed by subject matter, usually indicated by test scores or numerical value assigned by teachers.

Learner Participation- refers to the extent to which students, boys and girls involve themselves in class, course and school activities.

School attendance –refers to boys and girls day to day presence at day public secondary schools.

School completion rate- refers to the percentage of students; boys and girls from form one that complete their secondary school education by their anticipated graduation/ completion date.

Secondary school education- refers to the stage of education following primary education. Except in countries where only primary or basic education is compulsory, secondary education includes the final stage of compulsory education.

School intervention measures - refer to actions put in place by the school that help prevent or reduce exposure of students to child labour. Interventions measures use a specific program or set of steps to target an academic need.

Worst forms of child labour -refers to four particularly harmful types of work involving anyone under eighteen years including, forms of slavery, servitude and forced recruitment for use in armed conflicts, commercial sexual exploitation, illicit activities and hazardous work that jeopardize the lives, health or morals of those involved.

1.11 Organization of the study

The study was organized in five chapters. Chapter one dealt with the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study, assumption of the study, definition of operational terms and organization of the study. Chapter two focused on reviewed literature on the overview of the concept of child labour on boys and girls participation in public day secondary school education, Chapter three dealt with research methodology used in the study. Chapter four focused on data analysis, interpretation and presentation. Finally, chapter five focused on summary, conclusions and recommendations from the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE.

2.1 Introduction.

In this chapter related literature with regard to impact of child labour on boys and girls participation in public day secondary school education was reviewed under the following themes; an overview of concept of child labour on boys' and girls' participation in public day secondary school education, impact of child labour on boys' and girls' school attendance, impact of child labour on boys' and girls' learning achievement, impact of child labour on boys' and girls' completion rates in public day secondary school education and school intervention measures to mitigate child labour. Other areas highlighted include the conceptual frame work.

2.2 Impact of child labour on boys' and girls' school attendance in public day secondary school education.

In developing countries, children make a significant economic contribution to their families through their market activities. Due to their economic contribution parents may be reluctant to send their children to school and this may impede school attendance and the quality of learning achievement of children (Khanaam & Ross, 2005). In another study by Khanaam et al (2011), the result from the paper indicated that in Bangladesh school attendance and grade attainment are lower from children who are working. The gender estimates indicated that probability of grade attainment was lower for girls than that of boys.

In a study conducted by Kibugu (2011), on the effects of child labour on Free Primary Education in Mwea Division, Kirinyaga District, the finding revealed that child labour had affected Free Primary Education through reduction in school attendance.

In addition, Ringera (2011) argued that the introduction of Free Primary Education increased school enrolment of children. However, the enrolment was not sustained in the subsequent years because some children withdrawn from child labour did not participate fully in learning process as some combined schooling and child labour.

This study sought to establish the impact of child labour on school attendance in Kiminini Sub County, Trans- Nzoia County since it has not been extensively researched.

2.3 Impact of child labour on boys' and girls' learning achievements in public day secondary school education.

Studies on the relationship between child labour and education compares the educational outcomes of children who don't work, or work more. A boundary line can be drawn between child labour and child academic performance through differentiating the basis of the type of work involved. Children who engage in tasks that are of economic production are usually designated as child labourers, while the rest are considered as domestic chores (Akabayashi & Psacharopoulous, 1999). Other researchers use hours of work as the sorting variable, in such cases it is common to make a mere or less arbitrary distinction between those who work more or less than a certain number of hours per week specifically during the school hours in a year. This analysis focused on education since hours of work may compete most directly with hours of schooling or studying.

Some studies have strong evidence of adverse consequences of child labour on academic performance. For instance, Stern (1997) found out that working more than fifteen (15) hours per week while in school led to lower grades, less time spent on

homework, increased likely hood of dropout and lower likely hood of entering school education.

Work is correlated with worse performance in the measures of academic achievement. Akabayashi and Psacharopoulous (1999) stated that working children spent less time studying which was reflected in both mathematics and reading test scores in their Tanzania data .However, it is possible that working children remain enrolled in school but do not attend as regularly.

Heady (2003) observed that a child engaged in child labour activities faced exhaustion or a diversion of interest away from academic concerns. It may imply that it is not working that harms educational performance, but lack of motivation that affects both work and learning. The impact of working on learning while in high school or college in developed countries may be very much different than in developing countries.

The Standard News Paper (May 7, 2011), reported that in many homes in Kenya, especially where poverty is rampart or children have been orphaned, children of tender age are forced to work to earn a living. It added that children stopped going to school to engage in economic activities to raise money for survival, on the beaches along the Lake Victoria region and even on the Islands, to engage in fishing.

According to Lingeve and Poipoi (2012) in a research conducted in Suba and Homa Bay districts, pupils who were involved in child labour had a significantly lower academic achievement mean score than those not involved. The results also indicated that boys not involved had a significantly higher academic achievement mean score than girls not involved in child labour. It was concluded that there were gender effects on academic achievement of primary school pupils in Suba and Homa Bay districts.

The impact of child labour on learning achievements of students in secondary schools, in Trans-Nzoia county particularly Kiminini sub county has not been extensively researched hence the significance for this research.

2.4 Impact of child labour on boys' and girls' completion rates in public day secondary education.

According to the Education for All (EFA) Goals by 2015 launched by world conference on Education for All in 1990, education is a major pillar for social, political and economic development of a country hence calls for intensified and deliberate efforts in increasing retention and completion of students in school. Non completion of secondary schooling continues to be a matter of concern for education policy makers and practitioners worldwide. When children are left to work and at the same time go to school they will always perform poorly in school therefore not be able to acquire the quality education for productivity in future. Poor performance discourages the learner to continue being in school and consequently drop out of school. The end result is future generation that perpetuate the vicious circle of poverty due to lack of education.

Currently Kenya has a program of subsidized Secondary school education which was introduced in 2008. Despite that no tuition fee is paid, students still face challenges that force them to repeat or drop out of school. One of the challenges facing them is child labour. Students enrol in day secondary school but not all of them complete the secondary school education circle. Mwiria (2003) said day scholars are less likely to complete school than boarding students. Parents give preference to boarding students' education than day scholars. In addition, day scholars have a heavier work load at

home compared to the boarding students. This negatively affects not only their academic performance but also leads to absenteeism, repetition in classes and low completion rates. Cowley (2001) stated that there is need to protect children in rural areas from economic exploitation since they work in agricultural farms from an early age. This is a common phenomenon in Trans-Nzoia County. This study seeks to establish the impact of child labour in relation to learning achievements and completion rates in day secondary schools in Trans-Nzoia county particularly Kiminini Sub-County. The study also sought to establish which gender of students is most negatively impacted by child labour and establish relevant intervention measures in the study area.

2.5. Impact of School intervention measures on boys' and girls' participation in public day secondary school education.

Education is a human right and a key factor in reducing poverty and child labour. The elimination of child labour and achievement of Education for All are interconnected global goals. Education is a major means of keeping children out of the labour market. According to (ILO 2008) the most effective way to tackle child labour is to improve access to and the quality of formal education system so that it attracts and retains children and ensure that children freed from child labour are successfully integrated into schools.

In many countries, the International Programme on Elimination of Child labour (IPEC) has supported non formal or transitional education programmes, which have enabled former child labourers to catch up with their peers who began their schooling at an appropriate age. IPEC seeks to ensure that there is a strong link between such

rehabilitative programmers and the formal education system since entry to basic education is likely to ensure greater opportunities for continuing education and future employment.

Dammert, et al (2017:6) argued that scholarship, school subsidies, financial incentives and non-financial incentive schemes can also be used to combat child labour. Poor families may face obstacles to sending their children to school despite holding positive attitude towards education. Even where education is free that is absence of school fees families may struggle to pay related cost (books, pens, uniforms, transportation) presenting a barrier to enrolment. Financial incentives, such as scholarships and subsidies are intended to lower the cost of education to increase school enrolment and attendance.

Edmonds and Shresta (2014) analyzed two interventions in Kathmandu that provided scholarships and stipends to promote schooling and to deter child labor in hazardous labour at carpet factories. They first provided scholarships for direct, out of pocket school expenses. Then second, the scholarship plus an in-kind stipend conditional on school attendance for the duration of one year. In the short term, paying for education expenses, promoted schooling – but only at the beginning of the school year when expenses occur, attendance dropped after this.

The second intervention measure had a greater impact resulting in an increased school attendance, lower grade failure and reduced involvement in carpet weaving over the long term. However, the effects of schooling incentives (on schooling or weaving) did not persist the year of support. In the short term, the second intervention also reduced girls' involvement in both carpet weaving and grade failure by significantly more than

boys'. Nevertheless, in the longer term (after 16 months), there was no evidence of significant impact on schooling attendance, attainment or child labour for either boys or girls.

De Silva and Sumarto (2014) presented evidence that school vouchers which subsidized education schemes decreased time spent by children on income – generating activities. The authors also found out that households in receipt of educational transfers, scholarships and assistance spent more on voluntary educational goods than they would have without these interventions. The recorded impact was greatest for poorer families.

Non-financial incentives or in-kind (for example, school meals, free transport, support with homework) have also been used to incentivize education for children. Evidence on the impact of these types of interventions is hard to find although the evidence indicates that in – kind incentive programmes can have positive impact for working children in education.

One such intervention in the Bur kinabe response to improve girls' chances to succeed (BRIGHT) programme in Burkina Faso delivered in 132 rural villages (evaluated by both Kazianga et al) (2012) and de Hoop and Rosati (2012).

The intervention included the construction of a primary school and the provision of direct incentives for school participation in the form of school meals for all pupils.

Kazianga, et al (2012) assessed the impact of two schemes of Food for Education (FFE) on education and child labour outcomes for children from low – income agricultural households in northern rural Burkina Faso, as part of the BRIGHT

programme. The two schemes involved: first, school lunches provided to boys and girls each day at school; and second, take home rations of 10kg of cereal /flour each month for girls, conditional on 90percent attendance rate. After one year the study found out that both interventions increased overall enrolment of children in school 3 – 5 percent. Impact on attendance was more mixed: it grew for children who were already enrolled in school, but decreased among children who enrolled at the start of the study. The authors suggest that this lower attendance was by children who would not have enrolled in school without the interventions. Even with the somewhat greater risk of absenteeism, this group had more schooling than if they had not enrolled at all: (Kazinga, *et. al*, 2012; 755).

The intervention also led to lower rates of involvement in farm labour and off farm productive tasks, particularly among girls. There was no evidence that one type of transfer was more effective than the other. Improved mathematics score were recorded for girls in both school meals and take home ratios. The study does not provide insight into long term impact of the intervention.

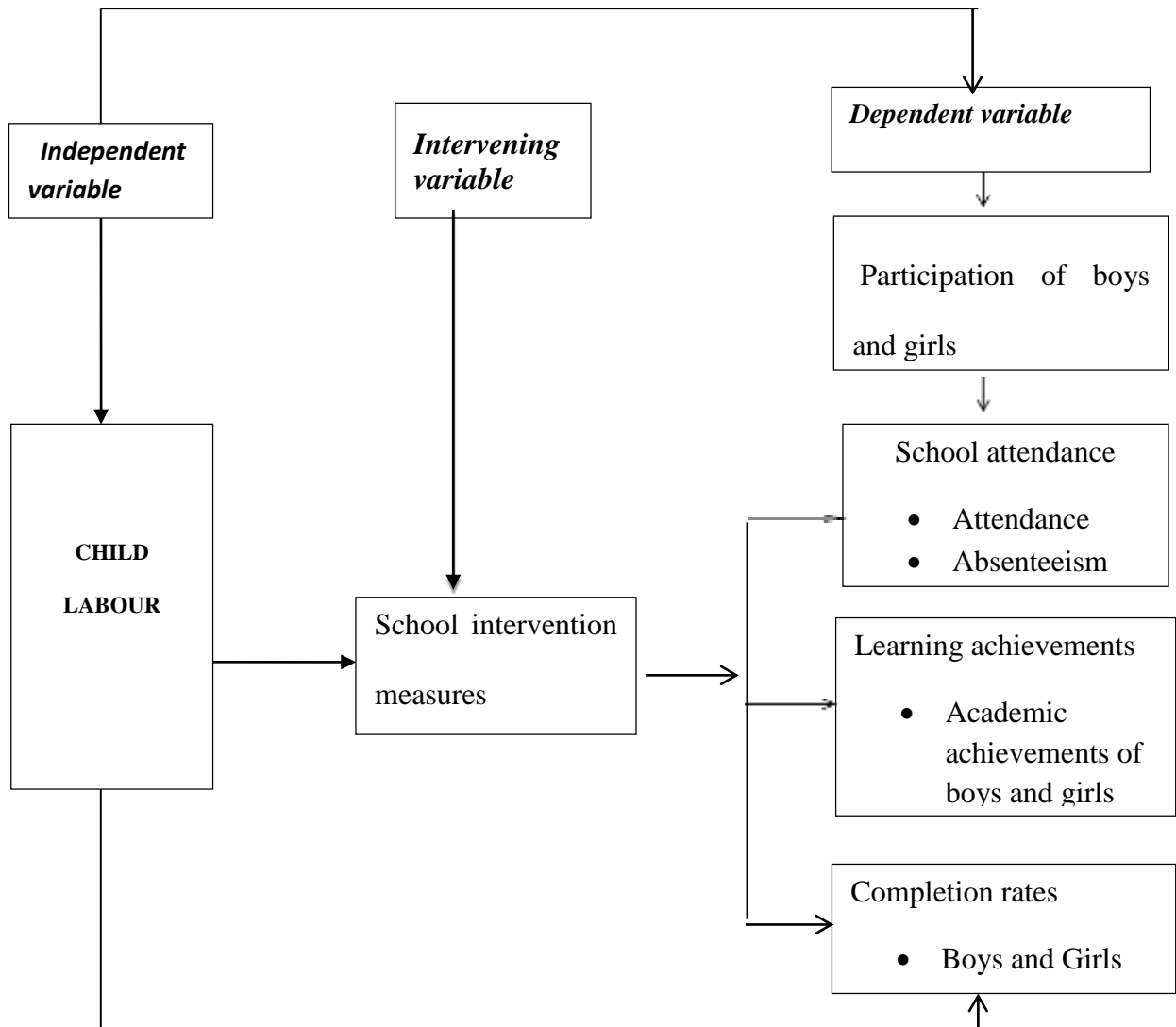
2.6 The summary of reviewed literature.

In this chapter the literature related to impact of child labour on boys' and girls' participation in public day secondary school education has been discussed. This includes literature on overview of the concept of child labour on boys' and girls' participation in public day secondary school education, impact of child labour on boys' and girls' school attendance, impact of child labour on boy' and girls' learning achievement and completion rates in public day secondary school education and school intervention measures to mitigate child labour. This study sought to examine

the impact of child labour on school attendance, learning achievement and completion rates of boys' and girls' in Kiminini sub county. The study provided measures to intervene and useful information to the community which could be an eye opener on what is happening to their children and its impact.

2.7 Conceptual Frame work.

Figure 2.1: Impact of child labour on school attendance, learning achievements and completion rates of students.



The conceptual framework above illustrates that the independent variable of the study is child labour; the dependent variables are school attendance, learning achievement and completion rates of boys and girls in public day secondary school education. The intervening variable is school intervention measures.

In the illustration, child labour influences boys' and girls' school attendance, learning achievement and completion rates in public day secondary school education. Boys and girls, who are involved in child labour fail to attend school, perform poorly and some drop out of school. If measures are taken to reduce or eliminate child labour there would be enhanced school attendance, enhanced learning achievements, reduced absenteeism and dropout rates and increased completion rates in public day secondary school education for both boys and girls.

CHAPTER THREE: RESEARCH METHODOLOGY.

3.1 Introduction.

This chapter focused on the research methodology used in this study. The chapter focused on the following aspects; study design, target population, sample size and sampling procedure, research instruments, pilot study, validity of research instruments, reliability of instruments, data collection procedure, data analysis technique and ethical consideration.

3.2 Study design.

The study employed a descriptive survey design. Descriptive survey is a method of collecting data by interviewing or administering a questionnaire to the sample of individuals (Orodho, 2009). The design was chosen because it was convenient for capturing the opinions of participants on a phenomenon (Leedy & Omrod, 2001). This design enabled the researcher to describe an event, situation or phenomenon as it was at the time of the study. According to Mugenda and Mugenda (1999) descriptive survey is the best method available for social scientists who are interested in collecting original data for the purpose of describing a population which is too large to be observed directly. Descriptive survey design was appropriate for this study because it allowed the researcher to collect information by use of interview schedules and questionnaires. In addition, the study design allowed the researcher to collect students' and teachers' opinion and attitudes on child labour and its influence on boys' and girls' participation in public day schools. Lastly, descriptive survey design allowed the researcher to summarize, present and interpret data collected for the purpose of clarification.

3.3 Target population.

The target population is the population that the researcher uses to generalize the research of the study (Mugenda & Mugenda, 2003). The study had targeted the following population; 47 public day secondary schools, 47 public day secondary school principals, 188 class teachers, 23,500 parents and 23,500 students, in public day secondary school in Kiminini Sub-County, Trans-Nzoia County and the area children officer. There were 55 public secondary schools in the sub county and among them 47 were public day secondary schools.

3.4 Sample size and sampling procedure.

A sample is a smaller number of the population that is used to make conclusion regarding the whole population. Sampling is the systematic process of selecting a number of individuals in a study to represent the larger group from which they were selected (Mugenda & Mugenda, 1999) According to Mugenda and Mugenda (2013), a sample size of between 10 percent and 30 percent is adequate to represent the target population. It is on the basis of the above discussion that the researcher selected 30percent of the schools resulting to 14 public day secondary schools. The required sample size was further determined by using the Krejcie and Morgan table on sample size selection (Krejcie and Morgan, 1970) which uses the formula:

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Where: S = Required Sample size

X = Z value (1.96 for 95percent confidence level)

N = Population Size

P = Population proportion (expressed as decimal) (assumed to be 0.5 (50 percent))

d = Degree of accuracy (5 percent), expressed as a proportion (.05); It is margin of error

This resulted in a sample size of 370 respondents out of a population of 47235 comprising of parents, class teachers. This sample size was divided into 14 principals, 56 class teachers, 150 students and 150 parents. The 150 students together with their parents were selected randomly from the 14 schools. The 14 schools were equally selected from 4 strata's based on the four educational zones in the sub county.

3.5 Research Instruments.

The instruments for collecting data that were used in this study included questionnaires and interview schedules. The research used questionnaires to collect data from the students, teachers, principals and parents. The questionnaires were used because they had the ability to collect a large number of information in a reasonable quick space of time. Questionnaires also save on time as a large number of people are involved and the question can be analysed easily. The questionnaires are also standardized so as everyone gets the same questions (Orodho, 2009).

The questionnaires had both open ended and closed ended questions. Kothari (2004) emphasizes that while the open ended type of questions gives the informal freedom of response, the close ended type facilitates constituency of certain data across in formal. Section A of the questionnaires dealt with demographic data of the respondents while section B dealt with the objectives of the study such as impact of child labour on

boys' and girl' school attendance, learning achievement and completion rates. Section C dealt with intervention measures to mitigate child labour.

The interview schedule was used to conduct an interview with sub county children officer. According to Mugenda and Mugenda (2003) an interview is an oral administration of a questionnaire. An interview schedule is a set of questions that the interviewer asks when interviewing. The interview schedule as a research tool is unique in that collection of data through direct verbal interaction between individuals permits the interviewer to ask questions on each research question while observing the interviewee (Kothari, 2008).

3.6 Pilot Study.

A pilot study was carried out in three secondary schools with similar characteristics with those that were sampled. The schools were randomly selected in a neighbouring sub-county and were not included in the study. Stachowick (2008) defines pilot study as a small version of a larger study that is conducted to prepare for that study. The pilot study helped in checking the reliability and validity of instruments and detecting unforeseen mistakes. It also assisted the researcher to familiarize with the study population.

3.6.1 Validity of Instruments.

Validity is the degree to which a research instrument measures what it purports to measure (Orodho, 2005). In this study content validity was done through piloting of research instrument. The three secondary schools which were used in piloting were not used in the actual study. One of the main reasons for conducting the pilot study is

to ascertain the validity of the questionnaire. The study used content validity which draws an inference from test scores to a large domain of items similar to those on the test. Content validity is concerned with sample-population representativeness. Mugenda and Mugenda (2013) stated that the knowledge and skills covered by the test items should be representative to the larger domain of knowledge and skills. Expert opinion was requested to comment on the representativeness and suitability of questions and give suggestions of corrections to be made to the structure of the research tools. This helped to improve the content validity of the data that was collected. Content validity was obtained by seeking opinion of the supervisors, lecturers and other professionals on whether the questionnaires were adequate and to improve representation or sampling.

3.6.2 Reliability of research instrument.

Reliability is the extent to which an instrument yields the same responses every time it is used (Orodho, 2005). Mugenda and Mugenda (2003), also defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability was assessed using test-retest method whereby the questionnaires were administered in the three day public secondary schools that were not used in the actual study within an interval of two weeks and test results compared to determine the degree of which the same results could be obtained with a repeated measure of accuracy of the same concept. Reliability of the data collection instrument will be done using the split half method then be calculated using Spearman Brown correlation formulae to get the whole test reliability. If the sum scale is perfectly reliable, we expect that the two halves are perfectly correlated. A construct composite

reliability co-efficient of 0.7 or above, for all the constructs, is considered to be adequate for this study (Orodho, 2009).

3.7 Data collection procedure.

The researcher requested and obtained clearance from the National Commission for Science, Technology and Innovation (NACOSTI) which enabled the researcher to get permit to conduct the research. The researcher visited the selected schools to make appointment for the administration of the interview schedules and the questionnaires. The interview schedule was carried out by the researcher in person according to the time schedule. Questionnaires were administered by the researcher in the selected schools. The respondent was guided and requested to respond to the questions accordingly after having been assured of confidentiality. They were requested to hand over the filled questionnaires at the end of the session.

3.8 Data analysis techniques.

Data analysis refers to the interpretation of collected raw data into useful information (Kombo & Tromp, 2006). After editing and sorting out the questionnaires for completeness, returns and coding analysis of the data was done. Data was analysed using Statistical Package for Social Sciences (SPSS Version 25.0). For the quantitative data analysis, descriptive statistics was used to analyse the data to give the percentages and frequencies. Data was presented in form of tables which helped to explain the relationship between the variables of study. Qualitative data analysis was carried on qualitative data from the open ended questions by the use of content analysis technique.

3.9 Ethical consideration

The respondents were made aware of the objectives of the study and their guaranteed secrecy of the information they provided. The NACOSTI and University letter was used to get their informed participation consent. The researcher made sure that every respondent participates out of their own will with no coercion. The researcher made sure that the ethics of the research are strictly observed while carrying out the study. Participants were allowed to voluntarily participate. The researcher observed privacy as well as discretion. The researchers explained the study objectives to the respondents and assure them that the information they provide would be used for purpose of academics only.

CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND PRESENTATION.

4.1 Introduction.

This chapter presents findings for the study as per the study objectives. The sections in this chapter include: response rate, background information findings and data analysis on impact of child labour on boys' and girls' school attendance, learning achievements, completion rates and influence of school intervention measures to mitigate the impact of child labour on boys' and girls' participation in public day secondary school education. The following section looked at the respondents response rates.

4.2 Instrument return rate.

The study computed the response rate to ascertain whether it was adequate for analysis. The findings were as indicated in Table 4.1.

Table 4.1: Respondents' response rate.

Sample	Total Sampled respondents	Total response	Response rate
Principals	14	11	78.6 percent
Class teachers	56	47	83.9 percent
Parents	150	106	70.7 percent
Students	150	103	68.7 percent
Sub county Children Officer	1	1	100.0percent
Overall Response rate	371	268	72.2 percent

Data contained in Table 4.1 revealed that out the questionnaires administered to 14 principals, 56 class teachers, 150 parents, and 150 students, only questionnaires from 11 principals, 47 class teachers, 106 parents, and 103 students were fully filled and

returned. The interview schedule was administered to 1 Sub county Children Officer and was fully filled.

The next section presents findings on the demographic nature of the respondents as can be seen below.

4.3 Analysis of demographic data.

The study required the respondents to indicate their demographic data information including gender, working experience, education level and age among others for all the respondents who included principals, class teachers, parents, students and Sub-County children officer. This general information is presented in tables.

The respondents were asked to indicate their age. The findings were as indicated in Table 4.2.

Table 4.2: Age of respondents.

Principals		
	Frequency (f)	Percent (%)
Less than 35 years	3	27.3
More than 35 years	8	72.7
Total	11	100
Teachers		
	Frequency (f)	Percent (%)
Less than 30 years	16	34.0
More than 30 years	31	66.0
Total	47	100
Parents		
	Frequency (f)	Percent (%)
Less than 40 years	44	41.5
More than 40 years	62	58.5
Total	106	100
Students		
	Frequency (f)	Percent (%)
14 -18years	83	80.6
19 – 20 years	16	15.5
Over 20 years	4	3.9
Total	103	100

Data as shown in Table 4.2 revealed that the principals who indicated they are more than 35 years old are 72.7 percent while the rest indicated to be less than 35 years old as shown by 27.3 percent. Moreover, the teachers indicated they are more than 30 years old as shown by 66 percent while the rest indicated to be less than 30 years old as shown by 34 percent. The parents also indicated they are more than 40 years old as shown by 58.5 percent while the rest indicated to be less than 40 years old as shown by 41.5 percent. The students indicated that they are 14 to 18 years old as shown by 80.6percent, 19 to 20 years old as shown by 15.5 percent and over 20 years as shown

by 3.9 percent. The results implied that data collection was done across various age groups and data collected could be relied upon.

The respondents were also asked to indicate their gender. The findings were as indicated in Table 4.3.

Table 4.3: Gender of the respondents.

	Principals		Teachers		Students		Parents	
	Frequen cy (f)	Perce nt (%)	Frequen cy (f)	Perce nt (%)	Frequen cy (f)	Perce nt (%)	Frequen cy (f)	Perce nt (%)
Male	7	63.6	28	59.6	44	42.7	47	44.6
Female	4	36.4	19	40.4	59	57.3	59	55.4
Total	11	100	47	100	103	100	106	100

Data contained in Table 4.3 showed that majority of the principals were male as shown by 63.6 percent while the rest were female as shown by 36.4 percent. Further, majority of the teachers were male as shown by 59.6 percent while the rest were female as shown by 40.4 percent. Also, majority of the students were male as shown by 57.3 percent while the rest were female as shown by 42.7 percent. Majority of the parents were female as shown by 55.4 percent while the rest were male as shown by 44.6 percent. These results implied that both male and female counterparts were crucial in getting reliable information.

The principals were asked to indicate how long they have been in the teaching profession. The findings were as indicated in Table 4.4.

Table 4.4: Principals' working experience.

	Frequency (f)	Percent (%)
Less than 6 years	3	27.3
More than 6 years	8	72.7
Total	11	100

Data captured in Table 4.4 revealed that majority of the principals indicated they had been in teaching profession for more than 6 years as shown by 72.7 percent while indicated than 6 years as shown by 27.3 percent. This showed that most of principals had been in teaching profession long enough to provide reliable information regarding the subject under study.

Moreover, most of parents indicated that they were farmers, business people, teachers, and nurses. In addition, the respondents had an average of 4 children.

The principals were also asked to indicate how long they have been in their respective schools. The findings were as indicated in Table 4.5.

Table 4.5: Principals' and teachers' period of stay in the current school.

	Principals		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Less than 3 years	7	63.6	14	29.8
More than 3 years	4	36.4	33	70.2
Total	11	100	47	100

Data contained in Table 4.5 showed that majority of the principals indicated that they have been principals in their current schools for more than 3 years as shown by 63.6 percent while others indicated less than 3 years as shown by 36.4 percent. This showed that most of principals had been teaching in their current schools for long enough to provide reliable information regarding the subject under study. Moreover,

majority of the teachers indicated that they have taught in the current school for more than 3 years as shown by 70.2 percent while others indicated less than 3 years as shown by 29.8percent. This showed that most of teachers had been in teaching in the current school for long enough to provide reliable information regarding the subject under study.

Most of parents also said that they had an average of 3 children in primary school and 2 children in secondary schools. This implied that all the parents were in a position to respond to issues about child labour and its effect on boys and girls participation in schools.

The students were further asked to indicate their class. The findings were as indicated in Table 4.6.

Table 4.6: Students' class.

	Frequency (f)	Percent (%)
Form 1	37	35.9
Form 2	33	32.0
Form 3	19	18.4
Form 4	14	13.6
Total	103	100

Data presented in Table 4.6 showed that the respondents indicated that their class was Form 1 as shown by 35.9percent, Form 2 as shown by 32.0 percent, Form 3 as shown by 18.4 percent and Form 4 as shown by 13.6 percent. This showed that all the students were in secondary school and in a position to give responses on subject under study.

The teachers were also asked to indicate if they are residents of Kiminini Sub County. The findings were as indicated in Table 4.7.

Table 4.7: Whether teachers are residents of Kiminini Sub County.

	Frequency	Percent
	(f)	(%)
Yes	31	66.0
No	16	34.0
Total	47	100

Data captured in Table 4.7 revealed that the respondents indicated they are residents of Kiminini Sub County as shown by 66 percent while 34 percent indicated that they are not residents of Kiminini Sub County. This showed that most of the respondents were residents of Kiminini Sub County and hence were conversant with issues of child labour in the sub county.

The sub county children officer indicated that he had been involved in children services for more than 5 years. In addition, sub county children officer indicated that there cases which have been reported to their office of children involved in child labour.

The next section presents the findings on the impact of child labour on boys' and girls' school attendance in public day secondary school education in Kiminini sub-county.

4.4 Data analysis on the impact of child labour on boys' and girls' school attendance.

The study sought to establish the impact of child labour on boys' and girls' school attendance in public day secondary school education in Kiminini sub-county. This was the first objective of the study and the data obtained was used to answer the

research question one as well. This section presented views of principals, class teachers, parents, students and a Sub County Children Officer on this objective.

4.4.1 Principals’ views on the impact of child labour on boys and girls school attendance.

The study sought principal’s views on whether work children do out of school affect boys and girls school attendance. This was in response to the objective and research question on the impact of child labour on boys’ and girls’ participation in public day secondary school education in Kiminini sub-county. Their responses were as indicated in Table 4.8.

Table 4.8: Principals’ view on the impact of child labour on boys and girls school attendance.

	Frequency (f)	Percent (%)
Yes	8	72.7
No	3	27.3
Total	11	100

The information contained in Table 4.8 revealed that 72.7 percent of the principals were of the view that the work boys and girls do out of school affect their school attendance. This meant that the problem of child labour in Kiminini sub-county is of great concern to the principals. 27.3 percent of the principals however were of the view that the work boys and girls do out of school do not affect boys’ and girls’ school attendance. This meant that, these principals do not feel that child labour is a matter of serious concern. Overall however, the findings implied that the work that boys and girls do out of school affect school attendance and this will raise other socio-economic concerns for the students, parents and teachers on the whole.

The study also sought the principal's views on the extent to which child labour made the students miss school. Their findings were as indicated in Table 4.9.

Table 4.9: Principals view on the impact of child Labour on boys' and girls' school attendance.

	Frequency (f)	Percent (%)
Occasionally	2	18.2
Frequently	6	54.5
Hardly	3	27.3
Total	11	100.0

Findings as shown in Table 4.9 revealed that 54.5 percent of the principals indicated that child labour made the students miss school frequently. This implied that the majority of the principals were aware of the consequences of the child labour in Kiminini sub-county. 27.3 percent indicated that child labour made the students miss school hardly while 18.2percent indicated occasionally. Overall, the findings implied that child labour made the students miss school which would lead to low participation and poor performance in school.

The study sought principal's views on which gender was more affected by child labour. The findings were as indicated in Table 4.10.

Table 4. 10: Principals views on the gender more affected by child labour.

	Frequency (f)	Percent (%)
Boys	6	54.5
Girls	3	27.3
Both are equally affected	2	18.2
Total	11	100.0

The information contained in Table 4.10 revealed that 54.5 percent of the principals indicated that boys were more affected by child labour followed by girls 27.3 percent of the principals indicated that girls were more affected by child labour while 18.2 percent of the principals indicated that both are equally affected. This meant that generally boys were more affected by child labour than girls.

4.4.2 Teachers' views on the impact of child labour on boys' and girls'

school attendance.

The study sought teachers' views on whether child labour hinders boys and girls from attending school. This was in response to the objective and research question on the impact of child labour on boys' and girls' participation in public day secondary school education in Kiminini sub-county. Their responses were as indicated in Table 4.11.

Table 4.11: Teachers' views on the impact of child labour on boys' and girls'

school attendance.

	Frequency (f)	Percent (%)
Yes	41	87.2
No	6	12.8
Total	47	100

Data captured in Table 4.11 revealed that 87.2 percent of the teachers indicated that child labour hinder boys and girls from attending school. This meant that the problem of child labour in Kiminini sub-county was of great concern to the teachers. 12.8percent of the teachers indicated that child labour doesn't hinder boys and girls from attending school. This meant that the teachers did not feel that child labour was a matter of serious concern. Overall, the findings implied that the child labour affected the boys' and girls' school attendance since tired students were not able to go school, and it was impossible for them to balance between school and work.

The study also sought teachers' views on the extent to which child labour made students to miss school. The findings were as indicated in Table 4.12.

Table 4.12: Teachers views on the impact of child labour on boys and girls school attendance.

	Frequency (f)	Percent (%)
Occasionally	9	18.2
Frequently	26	54.5
Hardly	12	27.3
Total	47	100.0

Data contained in Table 4.12 revealed that 54.5 percent of the teachers indicated that child labour made the students miss school frequently. This implied that the teachers were very keen in their classes on matters pertaining child labour. 27.3 percent of the teachers indicated that child labour hardly makes students to miss school. While 18.2 percent indicated that child labour occasionally makes students to miss school, implying that these teachers were not as keen on matters pertaining child labour. This was an indication that child labour made the students miss school frequently.

4.4.3 Parents' views on the impact of child labour on boys' and girls' school attendance.

The study sought parents' views on whether child labour hindered boys and girls from attending school. This was in response to the objective and research question on the impact of child labour on boys' and girls' participation in public day secondary school education in Kiminini sub-county. The findings were as indicated in Table 4.13.

Table 4.13: Parents' views on the impact of child labour on boys' and girls' school attendance.

	Frequency (f)	Percent (%)
Yes	97	91.5
No	9	8.5
Total	106	100

The findings shown in Table 4.13 revealed that 91.5 percent of the parents indicated that child labour hinder boys and girls from attending school. This meant that the majority of the parents were aware of the consequences of child labour on school attendance. 8.5 percent of the parents had indicated that child labour doesn't hinder boys and girls from attending school. This implied that these parents did not feel that child labour was much of a concern. This implied that child labour hindered boys and girls from attending school. The respondents also added that child labor made the boys and girls very tired, frustrated and increased fatigue. This made it impossible for them to go school and hence lowering their attendance.

The study also sought the parents' views on the extent to which child labour influenced the boys' and girls' missing school. The findings were as indicated in Table 4.14.

Table 4.14: Parents' views on the extent child labour influences boys' and girls' school attendance.

	Frequency	Percent
	(f)	(%)
Low Extent	11	10.4
Moderate extent	34	32.1
Great extent	61	57.5
Total	106	100

Information captured in Table 4.14 showed that 57.5 percent of the parents indicated that child labour influenced the boys' and girls' school attendance to a great extent. This meant that these parents were aware of the great effects that child labour had on their children's school attendance. 32.1 percent indicated to a moderate extent and 10.4 percent indicated to a low extent. This meant that these parents did not feel that child labour affected their children's school attendance much. Therefore, the findings implied that child labour influenced the boys' and girls' school attendance greatly.

4.4.4. Boys' and girls' views on the impact of child labour on their school attendance.

The study sought the students' views on whether the work they do hindered them from attending school. This was in response to the objective and research question on the impact of child labour on boys' and girls' participation in public day secondary school education in Kiminini sub-county. The results were as indicated in Table 4.15.

Table 4.15: Boys’ and girls’ views on the impact of child labour on their school attendance.

	Frequency	Percent
	(f)	(%)
Yes	92	89.3
No	11	10.7
Total	103	100

Data captured in Table 4.15 revealed that 89.3 percent of the students indicated that the work they do hinder them from attending school. This meant that the students were aware of the challenges that child labour presented to them. 10.7 percent of the students had indicated that the work they do don’t hinder them from attending school. This meant that few students were able to balance both school and the work. Generally, the findings implied that majority of the students were really affected by the work which hindered them from going to school.

The students were also asked to indicate the extent to which child labour influenced their missing school. The findings were as indicated in Table 4.16.

Table 4. 16: Boys’ and girls’ views on the extent of the impact of child labour on their school attendance.

	Frequency	Percent
	(f)	(%)
Low Extent	9	8.7
Moderate extent	33	32.0
Great extent	61	59.2
Total	106	100

Information shown in Table 4.16 revealed that 59.2 percent of the students indicated that child labour influenced boys’ and girls’ school attendance to a great extent. This meant that these students’ school attendance was greatly affected by child labour. 32.0

percent indicated to a moderate extent while 8.7 percent indicated to a low extent. This implied these students' school attendance was not much affected by child labour. The findings generally implied that child labour influenced the boys' and girls' school attendance greatly.

4.4.5 Sub -county children officer's view on the impact of child labour on boys' and girls' school attendance.

The study sought the sub county children officer's view on the work the children do at home and outside home that prevents them from going to school. The Sub County children officer indicated work children do include farming, involvement in construction, business and undertaking household chores. The sub county children officer also indicated that girls are likely to be affected by child labour as they are the most vulnerable. The sub county children officer further indicated that there are cases reported in their office where students have dropped out of school due to child labour.

In addition, the sub county children officer said that child labor influenced boys' and girls' school attendance since a tired child was unable to go to school and the money they get from the working may cloud their judgment on necessity of education.

The next section presents the findings on the influence of child labour on boys 'and girls' learning achievements in day secondary school education in Kiminini sub-county.

4.5 Data analysis on the impact of child labour on boys' and girls' learning achievements.

The study sought to establish the influence of child labour on boys' and girls' learning achievements in day secondary school education in Kiminini sub-county. This section presents views of principals, class teachers, parents, students and a Sub County Children Officer on this objective.

4.5.1 Principals' views on the impact of child labour on boys and girls learning achievements.

The study sought the principals' rating on the academic performance of their school. This was in response to the objective and research question on the impact of child labour on boys' and girls' learning achievements in public day secondary school education in Kiminini sub-county. The findings were as indicated in Table 4.17.

Table 4.17: Principals' views on the impact of child labour on boys and girls learning achievements.

	Frequency (f)	Percent (%)
Very good	7	63.6
Good	2	18.2
Average	1	9.1
Poor	1	9.1
Total	11	100

Data captured in Table 4.17 revealed that 63.6 percent of the principals indicated that academic performance of their school has been very good. This meant that majority of the public day secondary schools in Kiminini sub-county have been performing very well, meaning child labour was not much. 18.2 percent of the principals indicated that

academic performance of their school has been good. This meant that students in these public day secondary schools in Kiminini sub-county have been attending school regularly. 9.1 percent indicated that academic performance of their school has been average and 9.1 percent indicated academic performance of their school has been poor. This is an indication that academic performance of these schools has been affected by the child labour.

The principals were also asked to indicate whether child labour affected their academic performance. The findings were as indicated in Table 4.18.

Table 4.18: Principals’ views on the impact of child labour on boys and girls academic performance.

	Frequency (f)	Percent (%)
Yes	10	90.9
No	1	9.1
Total	11	100

The findings in Table 4.18 revealed that 90.9 percent of the principals indicated that the work children do out of school affect their academic performance. This meant that these schools were doing a lot to know the challenges their students face outside of school. 9.1 percent of the principals indicated that work children do out of school don’t affect their academic performance. This meant that these principals did not know much on the effects of work that children do outside of the school. This implied that in majority of schools, the work children do out of school affect their academic performance.

4.5.2 Teachers' views on the impact of child labour on boys' and girls'

completion of assignments.

The study sought teacher's views on whether the work children do interrupt with their completion of assignments. This was in response to the objective and research question on the impact of child labour on boys 'and girls' learning achievements in public day secondary school education in Kiminini sub-county. The findings are as indicated in Table 4.19.

Table 4.19: Teachers' views on the impact of child labour on boys' and girls' completion of assignments.

	Frequency	Percent
	(f)	(%)
Yes	44	93.6
No	3	6.4
Total	47	100

The data contained in Table 4.19 showed that the 93.6 percent of the teachers indicated that the work children do interrupt their completion of assignments while 6.4 percent believed that the work children do not interrupt their completion of assignments. This implies that the majority of the teachers have been keen on the work that the children have been doing long enough to establish that child labour interrupt their completion of assignments.

4.5.3 Parents' views on the impact of child labour on boys and girls' completion of assignments.

The study investigated the parents' views on whether child labour influenced students from completing assignments. This was in response to the objective and research question on the impact of child labour on boys 'and girls' learning achievements in

public day secondary school education in Kiminini sub-county. The findings were as indicated in Table 4.20

Table 4. 20: Parents’ views on the impact of child labour on boys and girls completion of assignments.

	Frequency (f)	Percent (%)
Yes	96	90.6
No	10	9.4
Total	106	100

Data captured in Table 4.20 revealed that 90.6 percent of the parents indicated that child labour influenced students from completing assignments and 9.4 percent indicated that the work does not hinder students from completing assignments. This implies that the parents had also noted that work influenced their children’s assignments completion rate. Moreover, the parents indicated that child labour makes students not complete assignments and eventually leads to poor performance.

The parents were further required to give their opinions on the extent to which child labour influenced boys’ and girls’ learning achievements. The findings were as indicated in Table 4.21.

Table 4.21: Parents' views on the extent child labour impacts boys' and girls' learning achievements.

	Frequency	Percent
	(f)	(%)
Low Extent	8	7.5
Moderate extent	12	11.3
Great extent	86	81.1
Total	106	100

The findings recorded in Table 4.21 demonstrate that 81.1 percent of the parents indicated that child labour influenced boys' and girls' learning achievements to a great extent, 11.3 percent indicated to moderate extent, and 7.5 percent indicated to a low extent. This implies that the most parents were aware of the consequences of child labour to their children in regards to learning achievements. Therefore, child labour influenced boys' and girls' learning achievements greatly.

4.5.4 Boys' and girls' views on the impact of child labour on their completion of assignments.

The study sought the student's views on whether the work they do interrupt their completion of assignments. This was in response to the objective and research question on the impact of child labour on boys' and girls' learning achievements in public day secondary school education in Kiminini sub-county. The findings were as indicated in Table 4.22.

Table 4. 22: Boys’ and girls’ views on the impact of child labour on their completion of assignments.

	Frequency	Percent
	(f)	(%)
Yes	93	90.3
No	10	9.7
Total	103	100

Data as shown in Table 4.22 showed that 90.3 percent of the students indicated that the work they do interrupts their completion of assignments and 9.7 percent indicated that work they do doesn’t interrupt their completion of assignments. This meant that majority of the students were involved in work that affected them completing assignments. Therefore, work interrupts completing of assignments.

Further, the students were asked to indicate ways in which the works they do outside school affect their academic performance. The findings were as indicated in Table 4.23.

Table 4.23: Boys’ and girls’ views on the impact of child labour on their academic performance.

	Frequency	Percent
	(f)	(%)
Doing class work	33	32.0
Doing home work	27	26.2
Doing exams	43	41.7
Total	103	100

The findings contained in Table 4.23 revealed that 41.7percent of the students indicated that the work they do outside school affects them in doing examinations, 32.0 percent indicated that the work affected them when doing class work and 26.2 percent indicated that they were affected when doing homework. This implied that the

students were affected in different areas in their studies, mostly in the examinations. This affected their academic performance hence leading to poor learning achievements.

The students were also required to indicate the extent to which child labour influenced their learning achievements. The findings were as indicated in Table 4.24.

Table 4.24: Boys’ and girls’ views on the extent to which child labour impacts their learning achievements.

	Frequency	Percent
	(f)	(%)
Low Extent	3	2.9
Moderate extent	8	7.8
Great extent	92	89.3
Total	103	100

Data captured in Table 4.24 showed that 89.3 percent of the students indicated that child labour influence boys’ and girls’ learning achievements to a great extent, 7.8percent indicated to a moderate extent and 2.9 percent indicated to a low extent. This implies that the students were aware and had experienced that child labour influenced their learning achievements greatly.

4.5.5 Sub- County children officer’s view on the impact of child labour on boys’ and girls’ learning achievements.

The study sought the sub county children officer’s view on ways in which child labour influenced boys’ and girls’ learning achievements. The sub county children officer stated that child labour interferes with students’ class work and completion of homework. The next section presents the findings on the impact of child labour on

boys' and girls' completion rates in day secondary school education in Kiminini sub-county.

4.6 Data analysis on the impact of child labour on boys' and girls' completion rates.

The study sought to determine the impact of child labour on boys' and girls' completion rates in day secondary school education in Kiminini sub-county. This section presents views of principals, class teachers, parents, students and kiminini Sub County children officer on this objective.

4.6.1 Principals' views on boys' and girls' dropout rates.

The study sought the principal's views on whether there are cases of students who had dropped out of school in the last 5 years (2015-2019) in their institutions due to child labour. This was in response to the objective and research question on the impact of child labour on boys' and girls' completion rates in public day secondary school education in Kiminini sub-county. The outcome was as indicated in Table 4.25.

Table 4.25: Principals' views on boys' and girls' dropout rates.

	Frequency	Percent
	(f)	(%)
Yes	8	72.7
No	3	27.3
Total	11	100

Data presented on Table 4.25 showed that 72.7 percent of the principals indicated that there are cases of students who had dropped out of school in the last 5 years (2015-2019) in their institution due to child labour while 27.3 percent believed that there were no cases of students who had dropped out of school in the last 5 years (2015-2019) in their institution due to child labour. This implied that a lot of students in

Kiminini sub-county had dropped out of school due to child labour and that the principals were aware of this challenge.

4.6.2 Teachers' views on impact of child labour on boys' and girls' completion rates.

The study sought the teacher's views on whether child labour hindered students from completing their studies. This was in response to the objective and research question on the impact of child labour on boys' and girls' completion rates in public day secondary school education in Kiminini sub-county. The findings were displayed in Table 4.26.

Table 4.26: Teachers' views on boys' and girls' Completion rates

	Frequency (f)	Percent (%)
Yes	41	87.2
No	6	12.8
Total	47	100

The information contained in Table 4.26 revealed that that 87.2 percent of the teachers had indicated that child labour hindered students from completing their studies while 12.8 percent indicated that child labour doesn't hinder students from completing their studies. This implied that majority of the teachers were aware of the trends of their students' completion rates in relation to child labour in Kiminini sub-county. This implied that child labour hindered students from completing studies.

4.6.3 Parents' views on the impact of child labour on boys' and girls' completion rates.

The study also sought the parent's views on whether the child labour hindered students from completing studies. The results were as indicated in Table 4.27.

Table 4. 27: Parents' views on boys' and girls' Completion rates.

	Frequency	Percent
	(f)	(%)
Yes	96	90.6
No	10	9.4
Total	106	100

Data as shown in Table 4.27 revealed that 90.6percent of the parents indicated that child labour hindered students from completing studies and 9.4 percent of the parents indicated that child labour doesn't hinder students from completing studies. Moreover, the parents indicated that child labour had increased the cases of school drop outs and reduced enrolment into school. This meant that parents were at a position to reduce the rate of drop outs in Kiminini sub-county by not subjecting their children to child labour.

The parents were further asked to indicate the extent to which child labour influenced boys' and girls' completion rates. The findings were as indicated in Table 4.28.

Table 4.28: Parents' views on the students' completion rates.

	Frequency	Percent
	(f)	(%)
Low Extent	8	7.5
Moderate extent	12	11.3
Great extent	86	81.1
Total	106	100

The information on Table 4.28 showed that 81.1 percent of the parents indicated that child labour influenced the boys' and girls' completion rates to a great extent, 11.3percent indicated to a moderate extent and 7.5 percent indicated to a low extent. This implied that majority of the parents had experience with the influence of child labour on their children's completion rates. This meant that child labour influenced boys' and girls' completion rates greatly.

4.6.4. Boys' and girls' views on whether they had ever repeated any class.

The study sought the students' views on whether they had ever repeated any class. The findings were as indicated in Table 4.29.

Table 4.29. Boys' and girls' views on whether they had ever repeated any class.

	Frequency	Percent
	(f)	(%)
Yes	93	90.3
No	10	9.7
Total	103	100

Data contained in Table 4.29 revealed that 90.3percent of the students indicated that they had ever repeated any class and 9.7 percent had indicated that they had never repeated any class. This implied that majority of the students had been subjected to child labour which had made them repeat classes. The students further indicated that

they had repeated classes because of being engaged in other works instead of going to school. This implied that child labour led to the boys and girls repeating their class.

The students were also required to indicate whether child labour hindered them from completing studies. The findings were as indicated in Table 4.30.

Table 4.30. Boys' and girls' views on the impact of child labour their completion rates.

	Frequency (f)	Percent (%)
Yes	92	89.3
No	11	10.7
Total	103	100

Data as shown in Table 4.30 revealed that 89.3percent of the students indicated that child labour hindered them from completing studies while 10.7 percent indicated that child labour did not hinder them from completing their studies. This implied majority of these students had not completed their studies at one point due to child labour. This meant that child labour greatly hindered students from completing their studies.

The research also sought the students' views on the extent to which child labour influenced the boys' and girls' completion rates. The findings were as indicated in Table 4.31.

Table 4.31: Boys’ and girls’ views on the extent child labour hinders their completion rates.

	Frequency	Percent
	(f)	(%)
Low Extent	9	8.7
Moderate extent	33	32.0
Great extent	61	59.2
Total	106	100

Data captured in Table 4.31 showed that 59.2 percent of the respondents indicated that child labour influenced the boys’ and girls’ completion rates to a great extent, 32.0 percent indicated to a moderate extent and 8.7 percent indicated to a low extent as shown by the findings in the table. This implied these students’ completion rates were affected by child labour in one way or another. This meant that child labour greatly influenced the boys’ and girls’ completion rates.

4.6.5 Sub- county children officer’s view on the impact of child labour on boys’ and girls’ completion rates.

The study sought the sub county children officer’s view on impact of child labour on boys’ and girls’ completion rates. The sub county children officer indicated that child labour influenced the boys’ and girls’ completion rates by increasing the cases of drop outs and reduces enrolment into school. The sub county children officer also associated child labour with high rate of school drop outs and non-school attendance. The next section presents the findings on the school intervention measures to mitigate the impact of child labour on boys’ and girls’ participation in public day secondary schools.

4.7 Data analysis on the influence of school intervention measures to mitigate the impact of child labour on boys' and girls' participation in secondary school education.

The study sought to establish school intervention measures to mitigate the impact of child labour on boys' and girls' participation in public day secondary schools. This section presents views of principals, class teachers, parents, students and a Sub County Children Officer on this objective.

4.7.1 Principals' views on the measures they had taken to mitigate the impact of child labour in their school.

The study sought principal's views on the measures they had taken to mitigate child labour in their school. This was in response to the objective and research question on school intervention measures to mitigate impact of child labour on boys' and girls' participation in public day secondary schools education in Kiminini sub-county. They indicated that as school managers they encouraged teachers to conduct advocacy campaigns against child labour to which all stakeholders would fight for all children welfare. This measure was to start by massive sensitization on the dangers of child labour through mass media, electronics and print media. This was done to enhance children rights thus protecting them from exploitation from employers who prospected to get cheap labour from children.

Further, the principals were also asked to give suggestions that would help mitigate child labour in Kiminini Sub-County. They indicated that there was an impediment in child labour policy implementation therefore, efforts against child labour had to be scaled up to mainstream child labour concerns through collaboration of all social partners in education. The principals also indicated that church and community

leaders could also complement these efforts by organizing seminars for children to encourage them to shun child labour when they had not yet completed their secondary education course.

4.7.2 Teachers’ views on whether there were school intervention measures to mitigate the impact of child labour.

The study sought teachers’ views on whether there were school intervention measures to mitigate the influence of child labour. The findings were as indicated in Table 4.32.

Table 4.32: Teachers’ views on the existence of school intervention measures to mitigate the impact of child labour.

	Frequency	Percent
	(f)	(%)
Yes	41	87.2
No	6	12.8
Total	47	100

Data contained on Table 4.32 revealed that the 87.2 percent of the teachers indicated that there were school intervention measures to mitigate the influence of child labour while 12.8 percent indicated that there were no school intervention measures to mitigate the influence of child labour. This implied that majority of the schools had school intervention measures which were followed to mitigate the influence of child labour.

The teachers were also asked to indicate whether school intervention measures mitigated child labour influence on boys’ and girls’ participation in public day secondary school education. The findings were as indicated in Table 4.33.

Table 4.33: Teachers’ views on school intervention measures to mitigate the impact of child labour.

	Frequency (f)	Percent (%)
Yes	41	87.2
No	6	12.8
Total	47	100

Data captured in Table 4.33 showed that 87.2 percent of the teachers indicated that school intervention measures mitigated the impact of child labour on boys’ and girls’ participation in public day secondary school education while 12.8 percent indicated that school intervention measures did not mitigate the impact of child labour on boys’ and girls’ participation in public day secondary school education. This implied that majority of the schools in Kiminini sub-county followed the school intervention measures so as to mitigate the impact of child labour on boys’ and girls’ participation in public day secondary school education.

4.7.3 Sub County Children Officer’s view on school intervention measures to mitigate the impact of child labour on boys’ and girls’ participation in public day secondary school education.

The study sought the sub county children officer’s view on the policies/laws on children rights, welfare and protection that were in place in Kenya. The sub county children officer indicated that the policies/laws include that all children have a right to be born, nurtured and to grow in a conducive and secure environment; development rights include education, play and leisure, cultural and artistic activities, access to appropriate information, social security and parental care. All children especially

children with disabilities and those with special needs have a right to be protected from any harm that may interfere with their growth and development.

Further, the sub county children officer was required to give recommendations that helped reduce child labour in Kiminini Sub-County. The sub county children officer indicated that the enforcement of the law prohibiting child labour should be enforced by chiefs and authorized government offices. The sub county children officer also indicated that massive grassroots awareness campaign targeting parents and potential employers on negative effects of child labour should be mounted. Moreover, the sub county children officer indicated that food programs should be introduced and more boarding schools built. These measures are likely to boost school participation of students in Trans Nzoia County.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study, major findings of the study, conclusions of the study, recommendations of the study and suggestions for further research.

5.2 Summary of the study

The purpose of this study was to investigate the impact of child labour on boys' and girls' participation in public day secondary school education in Kiminini sub- county, Trans-Nzoia County and establish ways of mitigating it. Data for the study was collected from 11 principals, 47 class teachers, 106 parents, 103 students and one sub county children officer. Data was collected from principals, class teachers, parents and students through the use of questionnaires, while sub county children officer was interviewed. The presentation of both qualitative and quantitative findings were based on study objectives which were: to establish the impact of child labour on boys' and girls' school attendance in public day secondary school education in Kiminini sub-county, to establish the impact of child labour on boys 'and girls' learning achievements in day secondary school education in Kiminini sub-county, to determine the impact of child labour on boys' and girls' completion rates in day secondary school education in Kiminini sub-county and to establish school intervention measures to mitigate impact of child labour on boys' and girls' participation in public day secondary schools. The findings of the study presented were based on the data collected from the respondents and as per the research objectives. Statistical Packages for Social Scientists (SPSS) was used to generate descriptive statistics. The study findings were presented in tables with explanations done in prose form

5.3 Major findings of the study.

5.3.1 Findings on the impact of child labour on boys' and girls' school attendance.

The study sought to establish the impact of child labour on boys' and girls' school attendance in public day secondary school education in Kiminini sub-county. The study established that problem of child labour in Kiminini sub-county was of great concern to the principals. The studies also found that majority of the principals were aware of the consequences of the child labour in Kiminini sub-county. The study found out that child labour made the students miss school frequently. In this case, girls were more affected by child labour than boys. The study also established that child labour caused absenteeism and caused students to come late to school. In addition the study established that child labour made boys and girls to be very tired and frustrated. This made it impossible for them to go school and hence lowering their attendance.

The study also established that the problem of child labour in Kiminini sub-county was of great concern to the teachers. Moreover, the study found out that child labour lowered net secondary enrollment ratios. In addition, the study established that the work the children do at home and outside home that prevented them from going to school included farming, involvement in construction, undertaking household chores and business.

5.3.2 Findings on the impact of child labour on learning achievements of boys and girls.

The study established that child labour greatly influenced learning achievement of boys and girls. This is because the work children do out of school affect their

academic performance and interrupt with their completion of assignments. The study also established that child labour denies students time for revision. As a result students don't complete their assignments due to child labour. Working causes fatigue in students therefore leading to poor concentration in class. Child labour also interferes with students in doing class work, homework and exams.

5.3.3 Findings on the impact of child labour on boys' and girls' school completion rate.

The study established that child labour greatly influenced students' school completion rate. The study found out that there were cases of students who have dropped out of school in the last 5 years (2015-2019) in their institution due to child labour. The study established that the factors responsible for school dropout are orphan hood, negative attitude towards education by parents, early marriages, poverty, pregnancies and child labour. The study established that child labour influenced boys' and girls' completion rates by increasing the cases of school drop outs and reduced enrolment into school. Child labour was also associated with high rate of non-attendance to school.

5.3.4 Findings on the influence of school intervention measures to mitigate the impact of child labour on boys' and girls' participation in public secondary.

The study established that school intervention measures to mitigate child labour greatly influence boys' and girls' participation in public day secondary. The study also established that in most schools there are school intervention measures to mitigate the influence of child labour. Measures taken to reduce child labour include supporting orphaned children, educating parents on the dangers of child labour, taking

action against parents who engage children in child labour, making day secondary school education free and punishing any employer who employs children. The study established that school managers encouraged teachers and all school stakeholders to conduct advocacy campaigns against child labour and fight for children welfare. Other measures to be taken were found to be enforcement of the law prohibiting child labour. This should be enforced by chiefs and authorized government offices. Massive grassroots awareness campaign targeting parents and potential employers on negative effects of child labour should be mounted. Food programs should be introduced and more boarding schools built.

5.4 Conclusions of the study.

The study concluded that child labour greatly influenced school attendance as it makes the students miss school frequently. Girls are more affected by child labour than boys. It was deduced that child labour causes absenteeism and coming late to school. This is because it makes children frustrated and increases fatigue. Some of the works that prevent students from going to school include farming, involvement in construction, involvement in business and undertaking household chores.

The study concluded that child labour greatly influenced learning achievement of boys and girls. Child labour interrupts with their completion of assignment and denies students time for revision. Students do not complete their assignments due to child labour. Working also causes fatigue to students therefore leading to poor concentration in class. Child labour also interferes with students in doing class work and exams.

The study concluded that child labour greatly influence students school completion rate. Child labour influenced boys' and girls' completion rates by increasing the cases of school drop outs and reducing enrolment into school. Child labour was also associated with school non-attendance. In addition to child labour, other factors responsible for school dropout are orphan hood, negative attitude towards education by parents, poverty, early pregnancies, and early marriages.

The study concluded that School intervention measures to mitigate child labour greatly influenced boys' and girls' participation in public day secondary education. Measures taken to reduce child labour include supporting orphaned children, educating parents on the dangers of child labour, taking action against parents who engage children in child labour, making secondary school education free and punishing any employers who employ children. Other measures were found to be enforcement of the law prohibiting child labour. This should be enforced by chiefs and authorized government offices.

5.5 Recommendations of the study.

From the findings and conclusions of the study, the following recommendations were made;

- i. The study recommends that the problem of child labour in Kiminini sub-county can be tackled by the people themselves in Kiminini sub-county if the local community is adequately empowered with knowledge on the importance of education in the present day society.
- ii. In addition, the study recommends that policy implementation at local level in Kiminini sub-county should be reevaluated. The study findings implied that the

local authorities have not adequately tackled the problem of child labour since there are still cases of child being reported within the county.

- iii. The study also recommends that parents should be fully involved in tackling the problem of child labour particularly the adverse effects it has on the level of students' participation in public day secondary school education. Parents are the major stakeholders in the education of their children and should be fully involved in the policy formulation and implementation within the education sector.
- iv. In order to make education meaningful and fruitful to all those who invest in it, the government should create enough job opportunities in the country and remunerate employees well. This will encourage the learners in schools to strive for excellence with hopes of a bright future and thereby stay away from participating in non- academic activities that sacrifice their academic progress.
- v. Schools' administrations and managements should lay strict and stringent conditions and strategies to govern absenteeism of learners from schools without appropriate explanations and evidence. Certain measures can be introduced to control absenteeism.
- vi. Education planners should come up with a cost effective action plan to cater for vulnerable children. On the same note, education policy makers should come up with a refined system to curb absenteeism and school dropout in an attempt to improve students learning achievements.
- vii. Educators need to create awareness to both parents and pupils on the rights of children hence serve as a medium of spurring development of human capital in future generation which can help in deterring perpetuation of generational

poverty. This is likely to increase eradication and deterrence of child labour as well participation in secondary education.

- viii. The study recommends that to mitigate child labour, the government officials should ensure enforcement of the law prohibiting child labour, this should be enforced by chiefs and authorized government offices.
- ix. Finally, there is need to mount massive grassroots awareness campaign targeting parents and potential employers on negative effects of child labour. Total free education and food programs should be introduced and more boarding schools built.

5.6 Suggestions for Further Research.

From this study, the following would also be interesting areas for further research:

- i. This study covered only Kiminini sub-county, Trans Nzoia County. Therefore, there is need to replicate same study in other Counties in Kenya and establish the impact of child labour on boys' and girls' participation in public day secondary schools.
- ii. In addition, the study recommends further research on the effectiveness of government policies in mitigating the falling levels of students' participation in secondary school education in Kiminini sub-county.
- iii. Further studies should be done to assess the impact of socio-cultural and political factors on the access and participation of students in public day secondary school education.

REFERENCES

- Akabayashi, H & Psacharopoulos, G. (1999). The Trade-off between child labour and human capital formation. A Tanzanian case study, *Journal of Development Studies*, 35; 120-140.
- Alcaraz, C., Chiquiar, D., & Salcedo, A. (2012). Remittance, schooling and child labour in Mexico. *Journal of Development Economics*, 97(1), 156 – 165.
- Aseka , W, &S (2004). The Basic Education Act of 2013: why it is one step forward and two steps back for children with disabilities in Kenya *Afr. Disability Rts.Y.B.* 2, 33.
- Basu, K, & tzannatus, Z (2003). The global child labour problem: what do we know and what can we do? *The World Bank economic review*, 17(2), 147 – 173.
- Bourdillon, M. Meyer, W. E, & white, B. (2009). Reassessing working children and minimum age standards. *International journal of sociology and social policy*, 29 (3/4), 106 – 117.
- Constitution of Kenya (2010). Bill of Rights, Article 53. Retrieved February 25,2012,from:<http://Kenya.rcbowen.com.constitution/>.
- Cowley, J. (2001). *Health Education in Schools* Hamper and Row. London 1981.
- Dammert, A.C et al (2017). Effects of public policy on child labour current knowledge gaps and implications for program design policy research working paper 77999. Washington D.C. the world bank
- Dammert, A. C (2010) siblings, child labour and schooling in Micaragua and Guatemala. *Journal of population Economics*, 23(1) ,199- 224
- De Silva, I. and Sumarto, S (2014). How does educational transfer affect child labour supply and expenditure? Evidence from Indonesia of impact and flypaper effect MPRA paper No.66767,the SMERY research institute.
- Dickson, C. N, Chujor, F.O, & Soni- Uboh, I.V (2006). Poverty and the challenges of Child labour in Mangu Local Government Area of plateau state, 2000 – 2016. *Journal of political science and leadership Research*, 2 (3), 1- 11.
- Diego, O. (2012). *Unearthing the Invisible. Worst forms of Child in Nairobi and Nyanza Provinces. A Baseline Survey Analytical Report.* CESVI, Nairobi, Kenya.

- Dusick, D. (2011). Introduction to Inferential Statistics. Retrieved July 02, 2016.
<http://bolded.com/statsbook>.
- Elmonds, E.V and Shrertha, M. (2014). You get what you pay for schooling incentives and child labour. Journal of Development Economics. Iii.196 – 211.
- Gakuru O.N (1992). Class and pre-school education in Kenya (Unpublished PHD thesis, university of Nairobi).
- Global march. (2001).Worst forms of child labour data for Kenya US .Department of state.
- Gok, (2004) Development of education in Kenya. Ministry of science and Technology National Report presented in Kenya to 47th session of international Conference on Education. Retrieved from <https://www.ibe.unesco.org/international/ice47/English/natreprs/reports/Kenya>
- Government of Kenya (2000). Draft sessional paper on child labour.
- Harold, G.T, & Levee, L. D (2018). Parents as partners: how the parental relationship affects children’s psychological development. In how relationship shape our world (pp. 25 - 56). Routledge
- Heady, (2003). The effect of child labour on learning achievements. World Development, Amsterdam.
- ILO, (1999). Child Labour Report, Republic of Zambia Central statistical office.
- ILO, (2012).Kenya Labour Market Survey for Older Children Withdrawn from Worst Forms of Labour. Kilifi. District Report. Geneva.
- ILO, (2017).Global Estimates of Child labour Results and Trends, 2012-2016.
- International Program on the Elimination of Child labour. (2013). Action against Child labour: Highlights 2012.
- IPEC. (2002).A Future without Child labour Report, Rwandan IPEC Program Fact sheet.
- IPEC. (2004). Towards Combating Child Labour in Commercial Agriculture. Nairobi: Image mate.
- IPEC. (2013), Action Against Child labour: Highlights 2012.
- IPEC. (2012). Action Against Child labour: Highlights 2012.
- Ileri, J.W (2005) child labour and school attendance in public schools in Kiambaa Division, Kiambu County, Kenya (Doctoral dissertation)

- Kathure, M .G (2006). Child labour in rural and urban settings. A comparative study Kakuzi location, Muranga county and Kibera slums, Nairobi county (Doctoral dissertation, university of Nairobi)
- Kamwaria, A.N. (2001). Socio Religious Implications of child labour. A case study of the Embu Community. Unpublished master's thesis, Kenyatta University. Nairobi
- Kazinga, H. et al (2012). Education and child labour impacts of two foods – for – education schemes. Evidence from randomised trial in rural Burkina Faso. *Journal of African Economics*, 21(5):723 – 760.
- Kenya National Bureaus of Statistics. (2009). Kenya Integrated household Budget Survey (KIHBS): Government Printers.
- Kenyatta, J. (1938). Facing Mount Kenya. Nairobi. Ken way Publications.
- Khanaam, R.K. and Ross, R, (2005). Child work and other determinants of school attendance. Bangladesh.
- Khanaam, R.K. and Ross, R. (2011). Is child work a deterrent to school attendance and school attainment? Evidence from Bangladesh *International Journal of Social Economics*. Retrieved from <http://www.emerald>.
- Kibugu, J. (.2011). The effect of child labour on Free Primary Education, a case study of study of Mwea division, Kirinyaga. District .Retrieved <http://www.library.ku>.
- Kombi, J. A (1999). Educational management: Theory and Practice Nairobi. Nairobi University Press.
- Kombo, D.K & Tromp D.L. (2006). Proposal and thesis writing: An introduction: Pauline Publication.
- Kothari, C.R. (2008). Research Methodology methods and Technique (2nd Ed) New Delhi: New Age International (p) publishers.
- Kothari, C.R. (2004) .Research Methodology; methods and techniques. New Delhi, India.
- Leedy, P.D. and Omrod, J.E. (2001).Practical Research: Planning and Design New Jersey, united kingdom: Merril Prentice hall.
- Levison, D & Murray M (2005) challenges in determining how child work affects child health. *Public Health Report* 120 (6), 614- 620

- Lingeve, S.M and Poipoi, M.W. (2012).The influence of child labour on academic achievements of primary school pupil in Suba and Homa-bay Districts, Kenya International Journal of Learning and Development: London Zed Books Ltd in association with UNICEF.
- Maul, D. (2012). Human Rights, development and decolonization: the international labour Organization , 1940 – 1970.
- Morantz, G, Cole D, Vreeman, R, Ayayo, S, Ayuka, D, & Braitsten, P. (2013). Child abuse and neglect among orphaned children and youth living among extended families in sub – Saharan Africa: what have we learned from qualitative inquiry? *Vulnerable children and youth studies*, 8(4), 338 – 352.
- Moyi , P (2010). Household characteristics and delayed school enrolment in Malawi. *International journal of Educational Development* 30 (3), 236 – 242
- Mugenda,O.M & , Mugenda, A.G.(1999). *Research Methods, Quantitative and Qualitative*. Nairobi: Jomo Kenyatta Foundation.
- Mugenda, O.M and Mugenda, A.G (2003). *Research Methods; Quantitative and Qualitative Approaches* .Nairobi: Acts Press.
- Ministry Of Finance, Central Bureau of Statistics. (2001). *the 1998/99 Child Labour Report*. Nairobi: Government printers.
- Njeri, M.F (2018). *Impact of child labour on pupils' participation in primary education in Kirinyanga central sub- county Kenya (Doctoral dissertation Kenyatta university)*
- Nyongesa, B. J. (2007). *Educational 1235 organization and management*. Nairobi: Jomo Kenyatta Foundations.
- Orazem, P.F, & Gunnarsson, L.V (2004). *Child labour, school attendance and performance. A review (no 1043- 2016- 85344)*
- Okumbe, J.A (1999) *Educational Management theory and practice*.
- Orodho, J.A (2005). *Techniques of writing Research proposal and reports in Educational and Social Sciences*, Nairobi: Kanejja printers.
- Orodho, J.A (2009).*Elements of Education and Social science Research*. Maseno: Kanezja Publishers.
- Parikh, A, & Sadoulet, E. (2005). *The effect parents occupation on child labour and school attendace in Brazil (No. 1557- 2016-132827)*.

- Putnick, A. & Bornstein, M.H (2015). Is child labour a barrier to school enrolment in low and middle – income countries? *International journal of Education development*, 41, 112 – 120.
- Randall, s, & Coast, E, (2015). Poverty in African households: the limits of survey on a census representation. *The journal of Development studies*. 51 (2), 162-177
- Ringera, M. (2011). Efficacy of Free Primary Education in withdrawing child from child labour in Kiambu district. Retrieved from <http://>.
- Seshie – Masser, H.A & Oduro, A.D (2016). Delayed primary school enrolment among boys and girls in Ghana. *International journal of Educational development*, 49, 107 – 114.
- Stachowick, J. (2008). Pilot study, retrieval Sept. 24, 2011 from [http://uis/edu/cti/writing/document/cliths pdf](http://uis/edu/cti/writing/document/cliths.pdf).
- Stern, k, & Sodarman, w. (1997). *Guiding Children’s Social Development Third Edition*, United States of America.
- Tuwei, C, D (2017). An analysis of child labour laws in Kenya; a quest for the best interest of the child (Doctoral dissertation, Strathmore University)
- Zani, A. (1993). *Child labour on streets of Mombasa* (University of Nairobi (unpublished) MA Thesis.

APPENDICES

Appendix I:

Letter of Introduction.

The principal,

RE: DATA COLLECTION.

I am a student from University of Nairobi, pursuing a Master's Degree in Education. I am conducting a study to investigate the Impact of child labour on boys' and girls' participation in public day secondary schools in Kiminini Sub County, Trans-Nzoia County. The data collected is purely for academic reasons and will be treated with utmost confidentiality. This is to request you to allow me to collect the data from your school.

Thank you for your cooperation.

Yours faithfully

Betty N. Wakwoma.

**Appendix II:
Questionnaire for Students.**

Dear Respondent,

This a questionnaire for students on the impact of child labour on boys' and girls' participation in public day schools in Kiminini Sub County, Trans-Nzoia County. The questionnaire is collecting data for purely academic purposes. All information will be treated with strict confidentiality. Kindly respond accurately and honestly as you can. Thank you.

Instructions: Do not write your name anywhere on this questionnaire, kindly tick or answer in the space provided.

SECTION A:

Demographic data of the respondent.

1. Kindly indicate your sex Male Female
2. Kindly indicate you age
14 -18years 19 – 20 years over 20 years
3. Kindly indicate your class
Form 1 Form 2 Form 3 Form 4

SECTION B: IMPACT OF CHILD LABOUR ON BOYS' AND GIRLS' SCHOOL ATTENDANCE.

6. a) Does the work you do hinder you from attending school?
Yes No
- b) If yes, how often are you absent from school? _____
7. In which ways do child labor influence boys and girls school attendance?

8. To what extent does child labour influence boys' and girls' school attendance?

Low Extent [] Moderate extent [] Great extent []

SECTION C: IMPACT OF CHILD LABOUR ON BOYS' AND GIRLS' LEARNING ACHIEVEMENTS.

9. Does the work you do interrupt with your completion of assignments?

Yes No

10. In which ways does the work you do outside school affect your academic performance?

Doing class work Doing home work

Doing exams

11. To what extent do you think child labour influence boys' and girls' learning achievements?

Low Extent [] Moderate extent [] Great extent []

SECTION D: IMPACT OF CHILD LABOUR ON BOYS' AND GIRLS' COMPLETION RATES.

12. a) Have you ever repeated any class?

Yes () No ()

b) If yes, which reason caused you to repeat?

13. Do you think child labour hinders students from completing studies?

Yes [] No []

14. To what extent do you think child labour influenced boys' and girls' completion rates

Low Extent [] Moderate extent [] Great extent []

SECTION E: INFLUENCE OF SCHOOL INTERVENTION MEASURES TO MITIGATE THE IMPACT OF CHILD LABOUR ON BOYS' AND GIRLS' PARTICIPATION IN PUBLIC DAY SECONDARY SCHOOL EDUCATION.

15. Kindly indicate your view by ticking on the following interventions measures against Child labour.

Intervention measures	Strongly Agree	Agree	Disagree	Strongly disagree
Educate parents on the dangers of child labour				
Take action against parents who engage children in child labour				
Punish any employer who employs children				
Support orphaned children				

Thank you for your co-operation.

Appendix III:
Questionnaire for Teachers

Dear Respondent,

This is a questionnaire for teachers on the impact of child labour on participation of boys' and girls' in public day secondary schools in Kiminini sub-county, Trans-Nzoia County. The questionnaire is collecting data for purely academic purpose. All information will be treated with strict confidentiality. Kindly respond accurately and honestly as you can. Thank you.

Instructions.

- i. Do not write your name anywhere on this questionnaire
- ii. Kindly tick or answer in the space provided.

SECTION A: DEMOGRAPHIC DATA OF THE RESPONDENT.

1. Kindly indicated your sex. Male Female
2. Kindly indicate your age _____
3. How long have you taught in this school? _____
4. Are you a resident of Kiminini Sub County?
Yes No

SECTION B: IMPACT OF CHILD LABOUR ON BOYS' AND GIRLS' SCHOOL ATTENDANCE.

5. a) Does child labour hinder boys and girls from attending school?
Yes No
6. In which ways do child labor influence boys and girls school attendance?

7. To what extent does child labour make students to miss school?

Occasionally Frequently Hardly

8. The following are other effects of child labour on students. Kindly indicate by ticking whatever you agree, strongly agree or disagree with regards to your students.

	Agree	Strongly agree	Disagree
Child labour causes absenteeism			
Child labour cause students to come late to school			

SECTION C: IMPACT OF CHILD LABOUR ON BOYS' AND GIRLS' LEARNING ACHIEVEMENTS.

9. Does the work children do interrupt with their completion of assignments?

Yes No

10. The following are other effects of child labour on students. Kindly indicate by ticking whatever you agree, strongly agree or disagree with regards to your students.

	Agree	Strongly agree	Disagree
Students don't complete their assignments due to child labour			
Working causes fatigue in students therefore leading to poor concentration in class.			
Child labour denies students time for revision.			

SECTION D: IMPACT OF CHILD LABOUR ON BOYS' AND GIRLS' COMPLETION RATES.

11. Do you think child labour hinders students from completing studies?

Yes [] No []

12. Are there students who have dropped out of school due to child labour?

Yes No

b) If yes, which gender has dropped most out of school due to child labour?

.....

SECTION E: INFLUENCE OF SCHOOL INTERVENTION MEASURES TO MITIGATE THE IMPACT OF CHILD LABOUR ON BOYS' AND GIRLS' PARTICIPATION IN PUBLIC DAY SECONDARY SCHOOL EDUCATION.

13. Are there school intervention measures to mitigate the impact of child labour?

Yes [] No []

14. Do you think school intervention measures to mitigate the impact of child labour on boys' and girls' participation in public day secondary school education?

Yes [] No []

15. The following are suggestions on measures to be taken to reduce child labour. Kindly indicate your suggestions by ticking where you agree.

SUGGESTION	TICK HERE YOUR SUGGESTION
Take action against parents who engage children in child labour	
Educate parents on the dangers of child labour	
Support orphaned children	
Make secondary school education totally free	
Punish any employer who employs children	

Thank you for your cooperation.

Appendix IV:
Questionnaire for School Principals.

Dear Respondent,

This is a questionnaire for principals on the impact of child labour on participation of boys' and girls' in public day secondary schools in Kiminini sub-county, Trans-Nzoia County. The questionnaire is collecting data for purely academic purposes. All the questions will be treated with strict confidentiality. Kindly respond accurately and honestly as you can. Thank you.

Instructions

Kindly answer all questions as indicated by either filling in the blanks or ticking the option that applies.

SECTION A:

Demographic Data of the Respondent

1. Name (optional) _____
2. Kindly indicate your age _____
3. Kindly indicate your sex. Male Female
4. How long have you been in the teaching profession?
Less than 6 years [] More than 6 years []
5. How long have you been a principal in this school?
Less than 3 years [] More than 3 years []

SECTION B: IMPACT OF CHILD LABOUR ON LEARNING ACHIEVEMENTS.

6. Kindly how would you rate the academic performance of your school?

Very good Good Average Poor

7. Does work children do out of school, affect their academic performance?

Yes No

SECTION C: IMPACT OF CHILD LABOUR ON SCHOOL ATTENDANCE.

8. a) Does work children do out of school affect school attendance?

Yes No

b) If yes, to what extent does child labour make the students miss school.

Occasionally Frequently Hardly

9. Which gender is more affected with child labour?

Boys Girls Both are equally affected

SECTION D: INFLUENCE OF CHILD LABOUR ON COMPLETION RATES.

10. a) Are there cases of students who have dropped out of school in the last 5 years (2014-2018) in your institution due to child labour?

Yes No

b) How many boys and girls on average drop-out of school each year?

Boys Girls

11. The following are factors that are responsible for school dropout. Kindly indicate by ticking whatever you agree, strongly agree, disagree or strongly disagree with regards to your students.

Factors responsible for school dropout.	Agree	Strongly agree	Disagree
Orphan hood			
Poverty			
Child labour			
Early marriage			
Pregnancies			
Negative attitude towards education by parents			

SECTION E: INTERVENTION MEASURES TO MITIGATE CHILD LABOUR IN KIMININI SUB-COUNTY.

12. Kindly, what measures have you taken to mitigate child labour in your school, as a school manager?

13. Kindly what suggestions can you give that would help mitigate child labour in Kiminini Sub-County?

Thank you for your co-operation.

Appendix V:
Questionnaire for Parents

Dear respondent,

This is a questionnaire for parents on the impact of child labour on participation of boys' and girls' in public day schools in Kiminini sub county, Trans-nzoia County. The questionnaire is collecting data for purely academic purposes. All information will be treated with strict confidentiality. Kindly respond accurately and honestly as u can. Thank you.

Instructions

Answer all questions as indicated by either feeling in the blanks or ticking the option that applies.

SECTION A:
DEMOGRAPHIC DATA FOR THE RESPONDENT.

1. Name(optional)_____
2. Kindly indicate your age_____
3. Kindly indicate your occupation_____
4. a) Kindly how many children do you have? _____

b) How many are in school?

 Primary _____

 Secondary_____

SECTION B: IMPACT OF CHILD LABOUR ON BOYS' AND GIRLS' SCHOOL ATTENDANCE.

5. a) Does child labour hinder boys and girls from attending school?

Yes No

6. In which ways do you think child labor influences boys and girls school attendance?

7. To what extent does child labour influence boys' and girls' school attendance?

Low Extent [] Moderate extent [] Great extent []

SECTION C: IMPACT OF CHILD LABOUR ON BOYS' AND GIRLS' LEARNING ACHIEVEMENTS.

8. Does the work influence students from completing assignments?

Yes No

9. In which ways do you think child labour affects students learning achievements?

.....

10. To what extent do you think child labour influence boys' and girls' learning achievements?

Low Extent [] Moderate extent [] Great extent []

SECTION D: IMPACT OF CHILD LABOUR ON BOYS' AND GIRLS' COMPLETION RATES.

11. Do you think child labour hinders students from completing studies?

Yes [] No []

12. In which ways do you think child labour influence boys' and girls' completion rates?

.....
.....

13. To what extent do you think child labour influenced boys' and girls' completion rates

Low Extent [] Moderate extent [] Great extent []

**SECTION D: INTERVENTION MEASURES TO REDUCE CHILD LABOUR
IN KIMININI SUB – COUNTY.**

14. The following are suggestions on measures to be taken to reduce child labour. Kindly indicate by ticking your suggestions.

Measure	Tick
Educate parents on the dangers of child labour	
Take actions against parents who engage children in child labour	
Punish any employer who employs children	

Thank you for your cooperation.

Appendix VI:

Interview schedule for sub-county children officer.

1. Name (optional)_____
2. Kindly what is your age _____
3. Kindly what is gender Male Female
4. How long have you been involved in children services? _____
5. Are there cases which have been reported to your office of children involved in child labour? Yes No

SECTION B: IMPACT OF CHILD LABOUR ON BOYS' AND GIRLS' SCHOOL ATTENDANCE

6. What kind of work do children do at home and outside home that prevents them from going to school?

7. Which gender is most affected by child labour?

Boys Girls

8. Are cases reported in your office where students have dropped out of school due to child labour? Yes No

9. In which ways do you think child labor influence boys and girls school attendance?

SECTION C: IMPACT OF CHILD LABOUR ON BOYS' AND GIRLS' LEARNING ACHIEVEMENTS

10. In which ways do you think child labour influence boys' and girls' learning achievements?

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

SECTION D: IMPACT OF CHILD LABOUR ON BOYS' AND GIRLS' COMPLETION RATES

11. In which ways do you think child labour influence boys' and girls' completion rates?

.....
.....

SECTION D: INTERVENTION MEASURES TO REDUCE CHILD LABOUR IN KIMININI SUB – COUNTY.

12. What policies/laws on children rights, welfare and protection are in place in Kenya today?

.....
.....

13. What recommendations would you give that will help reduce child labour in Kiminini Sub-County

.....

Thank you for your co-operation.

**Appendix VII:
Research permit**




REPUBLIC OF KENYA
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **840110** Date of Issue: **10/October/2019**

RESEARCH LICENSE



This is to Certify that Ms. BETTY WAKWOMA of University of Nairobi, has been licensed to conduct research in Transnzoia on the topic: INFLUENCE OF CHILD LABOUR ON BOYS' AND GIRLS' PARTICIPATION IN PUBLIC DAY SECONDARY SCHOOLS IN KIMINI SUB-COUNTY, TRANSNZOIA COUNTY, KENYA, for the period ending : 10/October/2020.

License No: **NACOSTI/P/19/2013**

840110
 Applicant Identification Number


Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code


NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation
off Waiyaki Way, Upper Kabete,
P. O. Box 30623, 00100 Nairobi, KENYA
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077
Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke