

**THE INFLUENCE OF CHILD LABOUR PRACTICES ON
PRIMARY SCHOOL ATTENDANCE IN KANGETA DIVISION,
MERU COUNTY KENYA**

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**A research project submitted in partial fulfillment of the requirements
for the award of a Master of Education of the University of Nairobi**

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DECLARATION

Declaration by the Candidate

This research project is my original work and has not been presented for a degree in any University.

Signature.....Date.....

Kinya Joyce Koronya
E56/66161/2010

Declaration by the supervisor

This research project has been submitted to the University with my approval as University Supervisor

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DEDICATION

I dedicate this research project to my beloved husband, Abraham Koronya and children who had to put long hours with my absence in the course my studies. Their patience, understanding and support enabled me accomplish my dream.

May God bless you.

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I recognize the appreciation and contribution of the officers based at Igembe South District Education Office and headteachers Kageta Division for the contribution they made to make this project a success.

To all friends, colleagues and any other person whose input towards this course has made study a success I will for ever be grateful and indebted to you.

ABSTRACT

The study investigated the influence of child labour practices on primary school attendance in Kangeta Division, Meru County. The objectives of the study were to establish the influence of cultural labour practices on primary school attendance, to determine the influence of family income on child labour practices, to assess the influence of family size on child labour and to examine the influence of child laws enforcement on primary school attendance. The research design for the study was descriptive research design and the target population for the study was the primary school pupils in Kangeta Division. Data was collected by the use of questionnaire and was analyzed using Statistical Package for Social Sciences software programme. The study established that culture influence primary school attendance to a certain extent. The study recommends that sensitization should be done through effective civic education to minimize influence of cultural labour practices and improve school attendance. There should also be proper management of school to ensure that annual allocation of grants cater for the provision of pens and books so that pupils do not miss school to go to work in order to buy these items.

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ACRONYMS AND ABBREVIATIONS

HIV	:	Human Immuno Deficiency Virus
AIDS	:	Acquired Immune Deficiency Syndrome
UNICEF	:	United Nations Children's Funds
GOK	:	Government of Kenya
SPSS	:	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Children of different ages perform “work” of different types, for different reasons, and under different conditions. It is extremely important to be aware of the differing perceptions, and accompanying definitions, of “child labour” when collecting, analyzing, and comparing data from various sources. The ILO Convention No. 138 on the Minimum Age, (C. 138) provides the most comprehensive and authoritative international standards on minimum age for admission to employment or work. Prior to the adoption of C. 138, ILO conventions addressed minimum ages only for specific types of employment. Convention 138 requires countries to set a minimum age for employment or work, which ideally should not be less than the age for completing compulsory schooling and in any event, should not be less than fifteen years of age. It obligates countries to pursue a national policy aimed at effectively eliminating child labour (Edmonds, 2005).

The convention was designed to allow flexibility among countries with differing social and economic structures and is aimed at encouraging the progressive improvement of standards and of promoting sustained action to attain the objective. As a result, different minimum ages have been established both between countries and within a single country, between different types of work or over time. They range from as low as twelve years for “light work” in developing countries to eighteen years for “hazardous work” in any country (Patrinos, 2008).

The issue of small children toiling long hours under dehumanizing conditions has precipitated an intense debate concerning child labour. As during the midst of the 19th century industrial revolution, policymakers and the public have attempted to come to grips with the causes and consequences of child labour. Coordinating a policy response has revealed the complexity and moral ambiguity of the phenomenon of working children. In the midst of the 19th century, child labour became more visible because children were drawn into an industrial setting. Currently, child labour has become more visible because of the increase in the number of industries producing goods for export (ILO, 1996).

Globally over 80 million or 41% of children under the age of 14 years are practicing child labour. This is according to International Organization (ILO, 2002). Poverty appears to be the major reason for child labour. Child labour refers to any situation where a child provides work in exchange for payment. As the poorest continent, Africa has a higher incidence of child labour, which is further differentiated within the continent itself. Child labour is the result of connections between socioeconomic and cultural factors, although the exact nature of these connections varies significantly between households, countries, regions, and communities. In poor households, the struggle to survive makes it very difficult for parents to invest in their children's education. In sub-Saharan Africa, child labour is primarily a rural phenomenon, mostly concentrated in large households (Andvig et al., 2001; Bhalotra, 2003). Previous studies have found that child labour participation rates are highest in East Africa, followed by Central Africa and lastly by West Africa because of poverty (Admassie, 2002; Bass, 2004). Child labour is contentious in Kenya; because it is a human rights issue afflicting over 1.9 million children in age-groups 6 years to 7

years. These children are supposed to be attending primary school education as opposed to being subjected to exploitation and hazardous in work places.

Countries in which a large share of children is working are on average, poor countries and sending their children into the labour force is the family's last income earning resort. As soon as income increases, the children are withdrawn from the labour force (Basu, 1999). There are also cultural factors and norms that pull children toward the labour force. It has been found that children of both sexes do more of women's than men's tasks. Traditionally, children in most African tribes for which ethnographic evidence exists tend to do a larger share of the work in African homesteads than children elsewhere because women shoulder a larger share of the economic tasks in African agriculture (Bradley, 1993).

Overall, there is negative association between education and child labour as it places priority over education. The fact that the time spent at school by children sometimes has high alternative costs may call for several adjustments from the school system in order to avoid making child labour an important cause for dropping out of school (Fallon and Tzannatos, 1998). Compulsory primary education is an important way to reduce child labour. The main reason is that, without it, the teachers are in a much weaker position to convince parents to allow children adequate time for doing schoolwork. It is also a natural starting point for countries to develop more proactive government policies and it makes it more difficult for governments to increase the financial costs borne by the parents when the government in question finds itself in financial difficulty (Jens, 2001).

Kenya have attributed the` problem of child labour to increasing poverty (Republic of Kenya, 2001). The poor have few options when it comes to protecting themselves against loss of income. Children may be sent to work to reduce the potential impact of loss of family income due to poor crop yields, job losses, death of a bread winner, among others. Theoretically those households with a lack of credit will choose to send their children into the labour market (Baland and Robinson, 2000). Poverty is the main, if not the most important factor compelling parents to deploy their children into work obligations (Admassie, 2002). Researchers argue that child workers make significant contributions to family incomes, ensuring family survival (Bhalotra. S. and C. Heady 2001).

However, some factors like low regard for education may be the result of attitudes acquired over the long run as abject poverty is transmitted from one generation to the next. Child labour perpetuates poverty across generations and parent who was a child labourer is much more likely to send his or her own child to work (Emerson and de Souza, 2000).

1.2 Statement of the Problem

Child labour is a major problem around the world and exact nature of this phenomenon varies significantly between households, countries, regions, and communities. The growing numbers of working children has been linked to many factors including economic stagnation, poverty, famine, orphan hood and the rapid spread of HIV/AIDS (Admassie 2002: Advig et al 2001). In Eastern part of Kenya where khat (miraa) farming and trade takes place, child labour is practiced due to various reasons and this means that in some areas children leave school. This study

therefore investigated the influence of child labour practices on primary school attendance of pupils in Kangeta Division in Meru County Kenya.

1.3 Purpose of the Study

In poor rural areas of Eastern province in Kenya and in particular Kangeta Division in Meru County, the major source of employment is subsistence agriculture, where enforcement of the laws is difficult and parents have little incentive to reduce child labour. The purpose of this study was therefore to investigate the influence of child labour practices on primary school attendance of pupils in Kangeta division in Meru County.

1.4 Objectives of the Study

The study was guided by the following objectives:-

- i. To establish the influence of cultural labour practices on primary school attendance of pupils in Kangeta division in Meru County.
- ii. To determine the influence of family income on child labour practices in Kangeta division Meru County.
- iii. To asses the influence of family size on child labour practices in Kangeta division in Meru County.
- iv. To examine the influence of child laws enforcement on primary school attendance of pupils in Kangeta division in Meru County.

1.5 Research Questions

- i. How does cultural labour practices influence primary school attendance of pupils in Kangeta division in Meru County?
- ii. In what ways does family income influence primary school attendance of pupils in Kangeta division in Meru County?
- iii. How does family size influence primary school attendance of pupils in Kangeta division in Meru County?
- iv. In what manner does enforcement of child laws influence primary school attendance of pupils in Kangeta division in Meru County?

1.6 Significance of the Study

The information gained may help in making recommendations to the Ministry of Education. This study may help the Ministry of Education in its mission to establish, maintain and improve educational standards. The government of Kenya may enhance the legislative effectiveness through managing the community attitudes on child labour practices.

The study may benefit the teachers in that it may enable them to understand the motivation to child labour among their community members and put in place other motivations to attract children to school from labour while the Kenya Institute of Education may develop curriculum that may help in the reviewing of the learning schedules that could adopt to the community practices to deter child labour. The study may help the Ministry of Education in the formulation of sound education policies and strategies in training and development of teachers in guidance and counseling within such communities.

1.7 Limitations of the Study

One limitation of this study was that the respondents may not truthfully respond to the questions posed as they related to very sensitive issue of family background and basic needs which they may not have been at ease discussing. To minimize this, the researcher assured respondents of strict confidentiality.

1.8 Delimitations of the Study

The study did not interview pupils below standard eight. This is because they would not give the right information as they may not have participated in child labour in order to understand what it is. The study was conducted in Kangeta division in Meru County. The researcher was required to befriend the affected children so that they would cooperate and give the right information.

1.9 Assumptions of the Study

In order to carry out the study as anticipated it was assumed that:-

- i. The teachers would be free to respond to all the questions.
- ii. The class teachers would appreciate the importance of the study and cooperate accordingly.
- iii. The study would be an eye opener to the government and the stakeholders in education sector on the way forward in addressing child labour practices in their localities.

1.10 Definition of Significant Terms Used

Child labour: In this study child labour refers to any form of paid work done by a school going primary school pupil.

- Attitude:** This refers to unobservable behaviour towards child labour.
This is how people who are directly or indirectly involved in the child education at different levels behave openly in contempt of educational needs of the child.
- Culture:** This refers to societal practices as a result of beliefs practiced over a long period of time. These are the dos' and don'ts that society has on child labour in place of education.
- School attendance:** This refers to regular and uninterrupted schooling of primary school pupils by child labour; this is the ability for the pupils to attend schooling as the required by the children's act.
- Influence:** In this study influence refers to the effect that child labour has on primary school attendance of pupils.
- Family income:** In this study family income refers to the amount of money that a household earns which determines whether or not child labour will be practiced.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents a review of related literature and also presents the conceptual framework guiding the study.

2.1 Child Labour from a Global Perspective

The literature on child labour is limited, scattered and tends to come from outside the economic discipline with an emphasis (if any data are used at all) on case studies, legislation or surveys that are limited in their geographical and behavioral coverage. One survey of research on child labour in sub-Saharan Africa (Andvig, 2001) concludes that very little research addresses children's work directly. This is true even in social anthropology, a field that has studied African communities systematically for more than 70 years (Andvig et al., 2001).

Nevertheless, valuable empirical research has been taking place over the years. According to Andvig, (2001) there are basically two different sources of information. Some studies are based on large household surveys, mostly analyzed by economists and demographers; others are from scattered anthropological work, often based on information gained through participatory observation. Most of the exploration of child labour based on household surveys is fairly recent, while most of the anthropological work dates to the 1970s and 1980s.

Fallon and Tzannatos (1998) describe child labour as one of the most devastating consequences of persistent poverty. The incidence of child labour decreases as the income and resources of households increase (Admassie, 2002; Grootaert and Patrinos, 1999; Jensen and Nielsen, 1997; Patrinos and Psacharopoulos, 1997). Emerson and de Souza (2000) also observed that child labour perpetuates poverty across generations; parents who were child workers have a higher probability of sending their children to work. The poverty argument for child labour has not gone unquestioned. Using data from Ghana and Pakistan, Bhalotra and Heady (2003) found out that households with greater land holdings tend to make their children work more. Since large land holdings would mean greater wealth, poverty does not lead to more child labour. A child's age, gender, birth order, and relationship to the head of household also affect this decision (CAS and UNICEF, 1999; Lloyd and Blanc, 1996; Lloyd and Desai, 1992; Manda et al., 2003). Older children are more likely to work because they are more physically developed, can obtain higher wages, and face higher schooling costs, on average, girls work more.

The growing body of literature regarding the relationship between child labour and children's education has demonstrated an overwhelmingly negative effect, although different measures of education namely enrollment, attendance (days absent, lateness to school), grade repetition, years of schooling attained, and reading competence have been used. Thus, scholars have consistently noted a trade-off between child labour and human capital measures. The general consensus is that child labour has a detrimental effect on children's education.

Child labour cannot be approached separately from the issue of education. Enrollment in school is influenced by direct and opportunity costs. Schooling has become more costly and less rewarding in sub-Saharan Africa (Odaga & Heneveld, 1995). The poor economic performance and structural adjustment programs have forced governments to cut social spending and introduce cost-sharing in education and health care.

Households have been forced to pay fees and buy textbooks, chalk, and other learning materials. The poor economic performance has made it difficult for economies to absorb school leavers. Therefore, despite the campaign to increase school enrollment, education is no longer a guarantee of formal employment. In sub-Saharan Africa, schools face great challenges of low enrollment, high dropout rates, high cost and inaccessibility, poverty, ill-health, and, lately, HIV/AIDS. To make it worse, teachers are often poorly trained, schools inadequately equipped, and curricula biased and irrelevant. African governments acknowledge that although they have made significant advances over the years in expanding access and enrollment, particularly for girls, the school experience is not preparing girls sufficiently for the challenges of living in the new century.

In explaining the roots of the child labour problem, UNICEF (1997) partly blames the lack of relevant education: “Education has become part of the problem. It has to be reborn as part of the solution” (UNICEF). The supply of quality schooling has a great impact on who attends schools in developing countries; the supply factors include distance to school, poor roads, and lack of an efficient public transport system (Wolfe & Behrman, 1984). Expansion of schools reduces one of the constraints on household enrollment decisions.

According to UNICEF (2000), girls may experience both direct physical threats and more subtle assaults on their confidence, self-esteem and identity. The distance between home and school may be a problem for girls who face harassment and assault on the way to school, either on public transport or along deserted rural roads. In their study of four rural schools in Malawi, Davison and Kanyuka (1992) found that social and cultural expectations are transmitted in schools, especially by the male teachers; therefore, girls are not expected to perform academically at the level of boys, nor are they expected to achieve at the same rate. Several teachers in the study expected girls to benefit less from education, these teachers felt less need be invested in their female pupil's education. Research has shown the importance of the type of school a child attends in influencing educational outcomes (Grootaert & Kanbur, 1995). "Child labour: A review" background paper for the 1995 World Development Report of labour" Studies of the effect of educational inputs on academic achievement have produced mixed results in developed and developing countries.

Heyneman and Loxley (1983) found that the portion of explained variance in achievement that can be attributed to family background was generally much smaller in developing countries and that school quality generally played a larger role. Many researchers continue to study the role of school factors and family background on schooling. Previous research on the effects of child labour on schooling in developing countries has focused mainly on the impact of child labour on school enrollment or attendance (Emerson Patrick and Sounza Andre, 2002).

Patrinos and Psacharopoulos (1997) found that schooling and child work are not mutually exclusive activities and could even be complementary activities. There is stronger evidence that child labour lowers time spent in human capital production, even if it does not lower school enrollment per se. Research shows that the education sector in sub-Saharan Africa continues to lag behind the rest of the world (Samoff, 1999). To address the issues facing education in sub-Saharan Africa requires a clear understanding of the origins of the problems that face education in this region.

2.2 Cultural labour practices

The parents' decision about whether to send their child to work can be influenced by social norms. If the norm says that children should not be sent to work then doing so imposes a cost to the parents. (López-Calva 2002b). "A social stigma of child labour" points out two reasons to why child work often is viewed as bad. One is that people may think that it is morally unacceptable. Another is that child work might deteriorate the labour market conditions for the adult workers.

López-Calva (2002) "Social norm, coordination, policy issues in the fight against child labour" sets up a model where sending the child to work is associated with a social cost for the parents. The size of the cost depends on how many others that are breaking the norm. A higher rate of working children gives a lower social cost induced by sending a child to work. The norm is taken as given by the parents and is not influenced by a single household's decision. Patrinos and Shafiq (2008) "Family size, school and child labour in peru" argue that sending a child to work does not have to be seen as bad and that in some situations the norm may even approve of child work.

Strulik (2008) argues that the choice about schooling might be more affected by social norms since this decision is more visible to others. Strulik's model assumes that social norms affect the work decision only through schooling, where more time for school means less time available for work. The norm depends on how large share of the others in the neighborhood that sends their children to school. Strulik allows for the possibility that it may be socially preferable not to send the child to school.

2.3 Family income

In their seminar paper Basu and Van (1998) argue that sometimes poverty gives parents no choice but to send their children to work. The authors developed the substitution and the luxury axioms, which they build their model on. The substitution axiom states that an employer treats adult labour and child labour as substitutes.

The norm is that parents only send their children to work if the income without child labour is under some subsistence level. This norm implies that a raise in income does not have any effect on the incidence of child labour when the wage level is too low for the families to survive without letting the children work. To influence the incidence of child labour the income has to rise above the subsistence level. The model gives two stable equilibrium for the economy. In the "good equilibrium", the adult wage is so high that the family can survive on income from adult labour and no children have to work. In the "bad equilibrium", the wage is so low that the income from adult labour is not enough to get the family an income over the subsistence level. Hence, the parents have to send their children to work. Even if parents do not get a disutility from sending their children to work there are other explanations to why we expect a negative relationship between family income and the child's probability to

work. If decreasing marginal utility of income is assumed, a higher family income reduces the utility from income generated by children, making it less probable that the parents send their children to work. A higher income also makes it possible for the family to afford things that can substitute child work. For instance, having access to a water source in the household will no longer make it necessary to walk long distances to get water. A higher income can also be used to purchase items that increase the child's productivity in other activities. For example, text books increase the child's productivity in school (Edmonds and Pavcnik 2005).

A decision about how much the child is going to work can be analyzed as a negotiation between the parents. Basu (2006) assumes that the household maximizes a weighted sum of the utility of the husband and the wife. How much weight the different persons get depends on the balance of power, which is determined by variables such as the wage rate for women, cultural factors among others. How much power the respective part has determines how much influence they have when deciding how to use the extra income generated by a working child. It is assumed that both parents consider child labour as bad and that they have different opinions regarding how to spend money.

Basu (2006) shows that, starting from a situation where the mother has no power, child labour decreases when the mother's power increases. The negative relationship holds up to a certain point, after which the amount of child labour increases. This gives a u-shaped relationship between one parent's power and the amount of child labour. This is because if the parents have different preferences on how to spend the money but have equal power, each parent only gets some part of the gain from the

child labour. Both do however feel the pain from sending the child to work. In contrast, if one of them has all the power, this individual gets full control over how to spend the extra income and is thereby more prone to send the child to work. If one of the parents regards child work as worse than the other parent, the extreme where this parent has all the power leads to less child labour than when the other parent has all the power.

Another important characteristic of the parents is their level of education. It has been shown that parents with higher education have a lower probability of sending their child to work and a higher probability of sending them to school. This effect sometimes includes an income effect since more education often leads to a higher income. The relationship does however seem to consist even when income is controlled for. Bhalotra and Tzannatos (2003) argue that the coefficient for education can be interpreted as the parents' attitudes to work, aspirations for the child's future, and time preferences.

2.4 Family Labour Size and Its' Influence on Child Labour Practices

The size of the family is often included as an explanatory variable when analyzing how the child's labour is divided. A larger family means fewer resources per child. Emerson and Souza (2007) discuss how the quality and quantity of children comes at the expense of each other. If the quality of children increases, the shadow cost of having more children increases, which decreases the demand for children. This would reduce the shadow price of quality, which increases the demand for quality. If a larger family means fewer resources per child, more siblings reduce the child's probability to be in school and increase the probability that the child is working. The empirical

results have however been mixed. Patrinos and Psacharopoulos (1997) argue that we have to take the activities of the siblings into consideration. Having siblings that are too young to be in school means that someone has to take care of and provide for them.

Children from the same household often work different amounts of time. One explanation may be that parents have different preferences for their children. Edmonds (2006) set up a model that gives different labour supply for siblings even when the parents care equally about them. The child's time is assumed to be divided between work and education. Edmonds shows that if one compares two siblings in a family the ratio of their marginal product of labour in household production should equal the ratio of their marginal return to education. This can be used to explain differences in labour supply between siblings of different age and sex. If the productivity in household work increases when the child gets older, the older child gets a comparative advantage in household production. This makes the difference in labour supply between siblings to increase with age difference.

Buchmann (2000) interviewed mothers in Kenya where by 26 percent stated that boys are smarter than girls and also the job market is worse for women than for men. This would give boys a comparative advantage in education. Buchmann found out that daughters of parents who think the job opportunities are more limited for women have a lower probability to be enrolled in school. The belief that boys are smarter than girls did however not influence the probability for girls to be in school.

2.5 Child Labour Laws and its influence on child labour practices

According to Basu, K. & Tzannatos, Z. (2003). Brazil has witnessed dramatic progress towards eliminating child labour and achieving universal basic school enrolment in the last two decades. Indeed, in the period from 1992 to 2008, economic activity among 7-15 year-olds fell by more than half, from 18 percent to seven percent, while school attendance rose from 85 percent to 97 percent. What were the factors underlying this success? Was it driven primarily by policy? And, if so, which policies were most influential? Or, alternatively, was the progress more a product of demographic trends or of broader changes in the Brazilian macro-economy and labour market?

The empirical evidence corroborates other research pointing out to the central role of policy in the decline in child labour and in the increase in school attendance over the 1992-2008 periods. These shows that the decline in child labour in Brazil did not happen by itself – only a small proportion can be explained by changes in the population structure unrelated to policy – while much of the decline can be traced to active efforts across a range of policy areas.

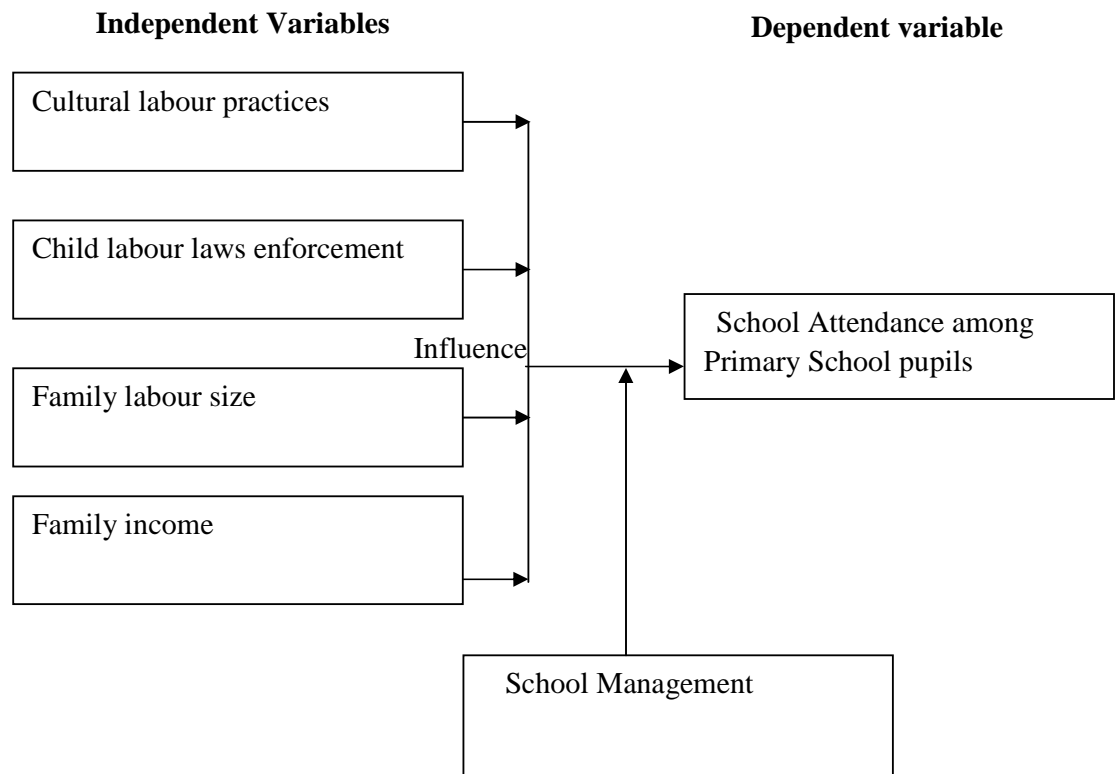
According to the children's Act No. 8 of 2001 law of Kenya, every child shall be entitled to education the provision of which shall be the responsibility of the Government and the parents. The act further states that every child shall be entitled to free basic education which shall be compulsory in accordance with Article 28 of the United Nations Convention on the Rights of the Child. The act is clear that; every child shall be protected from economic exploitation and any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's

health or physical, mental, spiritual, moral or social development. No child shall take part in hostilities or be recruited in armed conflicts, and where armed conflict occurs, respect for and protection and care of children shall be maintained in accordance with the law (Republic of Kenya 2001).

2.6 Conceptual Framework

The conceptual framework presents the dependent variable and the independent variables for the study.

Figure: 2.1 Conceptual Framework



Relationships between variables

Cultural labour practices: The cultural labour practices have an influence on school attendance especially where the labour traditions are not supportive of education, then

school attendance is negatively affected and where they are supportive school attendance is positively affected.

Child labour law enforcements: Where child labour laws are enforced by government officers and other authorities there is regular school attendance of pupils. Where these laws are not enforced school attendance of pupils is not regular.

Family labour size: In families that have many children there is a sacrifice of some children who are discriminated against regular school attendance, for example those children who seem to be good at miraa or coffee picking are sent to the respective farms. Those who are not good in any of those are allowed to attend school regularly.

Income: Families that are economically stable in terms of money facilitate regular school attendance of their children because they are able to provide school uniform and sanitary towels for girls among others. Children from poor families lack support from their parents and they feel shy to attend to school and especially when there are co-curricular activities because they lack the required school attires and money to spend during competitions.

2.7 Summary of the literature

Several empirical studies have examined the determinants of child labour and schooling in rural Africa and in Kenya. Amongst the recent empirical studies focusing on child labour in sub-Saharan Africa (Andvig, 2001) and often on schooling attendance as well Canagarajah and Coulombe (1998), Grootaert (1998) and Coulombe (1998). These empirical works, consisting of case studies make use of large-scale representative household surveys that have the advantage of providing information about children who do and do not work, thereby making it possible to investigate the decision to work by households. However not much has been done to

investigate the same population within Kangeta Division where the temptation, tradition and attitudes have tended to influence child labour in the Miraa/khat business at the expense of school attendance despite the governments commitment to fight the vice through legislation of child rights and enforcement of child labour laws. The present study therefore investigated the influence of child labour practices on primary school attendance in Kangeta division, Meru County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The section contains details regarding the procedures used in conducting the research study. Pertinent issues discussed in this section include the research design, target population, sample design, sampling procedure, description of instruments used to collect data and techniques used to analyze data.

3.1 Research Design

The research adopted the descriptive research design because it determines and reports the way the phenomena is or answers question concerning the current status of the subjects of the study. It also ensures that the data collected is relevant to the questions raised (Mugenda and Mugenda, 2003). In this study the researcher described the influence of child labour on school attendance. The researcher could only describe the current and past as the future was highly un predictable.

3.2 Study Locale

The study was conducted in Kangeta Division of Meru County. The area is rich in agriculture and Miraa (khat) is the main cash crop. Children are attracted to miraa harvesting and trade because they make a lot of money within very few hours and this makes most of them leave school as the said cash crop is in season throughout the year. The rationale for choosing Kangeta Division is that there have been reported cases of children not attending school as a result of child labour practices.

3.3 Population of the Study

Population refers to the larger group from which the sample is taken. The target population of the study was all the primary school pupils in Kangeta Division. The accessible population was 1,162 standard Eight (8) pupils in, 372 teachers and 110 school committee members as shown in Table 3.1.

Table 3.1: Sample Population

Category	Population	Percentage
Standard eight pupils	1162	$\frac{1162}{1644} \times 100 = 71$
School committee members	110	$\frac{110}{1644} \times 100 = 7$
Teachers	372	$\frac{372}{1644} \times 100 = 22$
Total	1,644	$\frac{1644}{1644} \times 100 = 100$

3.3 Sample Size

Mugenda and Mugenda (2003) suggest that for descriptive research, 30 cases or more are required. For descriptive studies, Gay (1989) suggests that ten percent of the accessible population is enough. In this case the researcher used 10% out of which a sample of 116 standard eight, 11 members of the school committees and 37 teachers was sampled as shown on Table 3.2.

Table 3.2: Sampling Frame

Category	Population	Sample	Percentage %
Standard eight pupils	1,162	116	10%
Teachers	372	37	10%
School committee members	110	11	10%
Total	1,644	164	10%

In total 116 standard eight pupils, 11 members of school committee and 37 teachers were sampled to participate in the study.

3.4 Instruments for Data Collection

Data for this study was collected from standard eight pupils in primary schools and teachers. The study utilized a questionnaire to collect data. Structured questionnaires were preferred because they were accompanied by a list of all possible alternatives from which the respondents selected an answer that best described the situation. Unstructured questions were also used because they gave the respondent complete freedom of expression (Mugenda and Mugenda, 2003).

The questionnaires were developed to address a specific objective and research questions of the study. The questionnaires were self administered whereby the respondents were asked to complete it themselves. The questionnaires were delivered to the respondents and the researcher personally made follow up to ensure high response rate within two weeks.

3.5 Reliability and validity of the study

Data validity refers to the degree to which results obtained from analysis of data actually represents phenomenon under study, To achieve content validity, the researcher sought assistance from the expert (supervisor) on various sections in the questionnaire which was the primary instruments for data collection. Adjustment was made to accommodate the recommendations before final administration of the instrument (Mugenda & Mugenda, 2003).

Data reliability is the degree to which research instrument yield consistent results or data after repeated trials Mugenda and Mugenda (2003). To achieve this, the questionnaire was designed with systematic and comprehensive questions to enable respondents to answer them without much reference. A pilot study was carried out with ten (10) pupils, two teachers and two parents who were not be part of the selected sample population. The findings from the pilot study assisted the researcher to fine tune all the instruments well in advance.

3.6 Ethical Considerations of the Study

The informants were identified and objectively selected as the subjects to provide information for this study. Informants were kindly requested to provide the information needed for successful completion of this study. Any information given was kept strictly confidential and also anonymous and utilized only for the purposes for which it was intended.

3.7 Data Analysis technique

The data generated from the study was analyzed on the basis of questions and specific objectives by use of both quantitative and qualitative techniques. The collected data by way of questionnaire was organized to answer set objectives in the study. Data organization started with coding of the question items, then coded data was tabulated in excel and analyzed using Statistical Package for Social Sciences (SPSS) software program version 17. The results of the survey were presented using tables, and charts.

CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This study sought to establish the influence of child labour practices on primary school attendance in Kangeta division. This chapter deals with the findings of the research and their implications. The finding serves to answer the research questions and to meet the research objectives. The results of data analysis are presented in frequency tables, graphs and charts.

4.2 Background Information

Tables 4.1, 4.2 and 4.3 represents background information on the gender of committee members, teachers and pupils. Tables 4.4 and 4.5 represent the number of years the parents had served as a committee member and the number of children they had in primary school.

Table 4.1: Gender of committee members

Gender of committee members	Frequency	Percent (%)
Male	8	73
Female	3	27
Total	11	100

From table 4.1 on gender of committee members, majority (73%) were males respondents while 27% were females. This shows that there is gender inequality in electing school committee members.

Table 4.2: Gender of teachers

Gender of teachers	Frequency	Percent (%)
Male	13	35
Female	24	65
Total	37	100

From Table 4.2 on gender of teachers, it was observed that the majority (65%) were females while 35% males. This shows that the schools in the area are dominated by female teachers.

Table 4.3: Gender of pupils

Gender of Pupils	Frequency	Percent (%)
Male	41	35
Female	75	65
Total	116	100

Table 4.3 shows that majority of pupils (65%) were females while (35%) were males. This shows that females dominate the primary schools in the area. This is an indication that probably boys are engaged in child labour practices.

Table 4.4: Years as a committee members

Years as a School Committee Member	Frequency	Percent
below 2yrs	4	36
3-4 yrs	3	27
5-8 yrs	4	36
Total	11	100

From the Table 4.4 on years served as committee members, it was observed that majority (36%) of the respondents had served below two years and between 5-8 years while 27% had served for between 3-4 years. This shows that 36% who had served as committee members for between 5-8 years had been re-elected on a second term of 3 years.

Table 4.5: Number of children in primary schools

How many children do you have in primary school	Frequency	Percent
2	5	46
3-4	3	27
over 4	3	27
Total	11	100

From Table 4.5 on the number of children the respondents had in primary school it was observed that majority (46%) of the respondents had 2 children in primary school while 27% had between 3-4 and 4 children in primary school. This shows that 46% of the respondents had young families with children below school going age.

Figure: 4.1. Years worked in this school

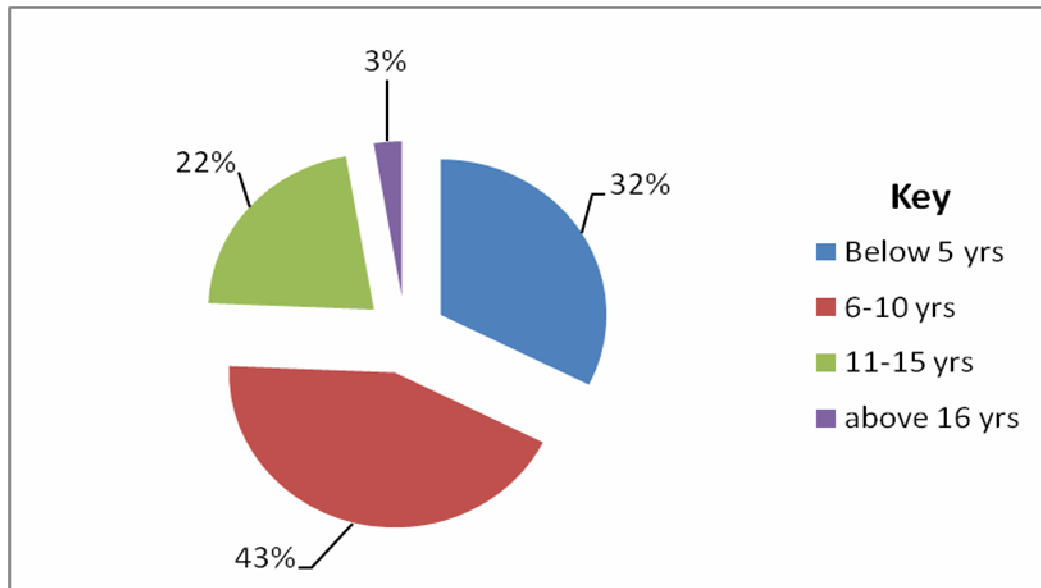


Figure 4.1 shows that majority (43%) of the teachers had worked between 6-10 years, 32% had worked below 5 years, and 22% between 11-15 years while 3% had worked above 16 years. This shows average years worked for was a minimum period of 5 years. This shows that teachers had adequate experience in both teaching and administration to explain the influence of child labour practices on school attendance.

Table: 4.6. Age of teachers

Age Bracket of teachers	Frequency	Percent
below 25 yrs	3	8
25-30 yrs	8	22
31-35 yrs	9	24
36-40 yrs	5	14
41-45 yrs	8	22
Over 45 yrs	4	11
Total	116	100

From Table 4.6 about age bracket of teacher, it was observed that majority (24%) were between age 31-35 years, 22% between 25-30 years and 41-45years, 11% over 45 years and 8% below 25years. This shows that most of the teachers in the area were over 25 years.

Table 4.7: Age of pupils

Age of Pupils	Frequency	Percent
below 12 yrs	13	11
13 yrs	23	20
14 yrs	22	19
15 yrs	23	20
16 yrs	23	20
17 yrs and over	12	10
Total	116	100

According to Table 4.7 majority of the pupils were aged 13years and between 15-16 years, 19% 14 years, 11% below 12 years and 10% above 17 years. This shows that some of the respondents were past the age of being in primary school. This is an indication that those pupils are engaged in other activities which hinder them from completing primary school at 13 years and below. Those children probably are engaged in child labour practices.

Figure: 4.2. Participation in Guidance and Counseling in the Primary School

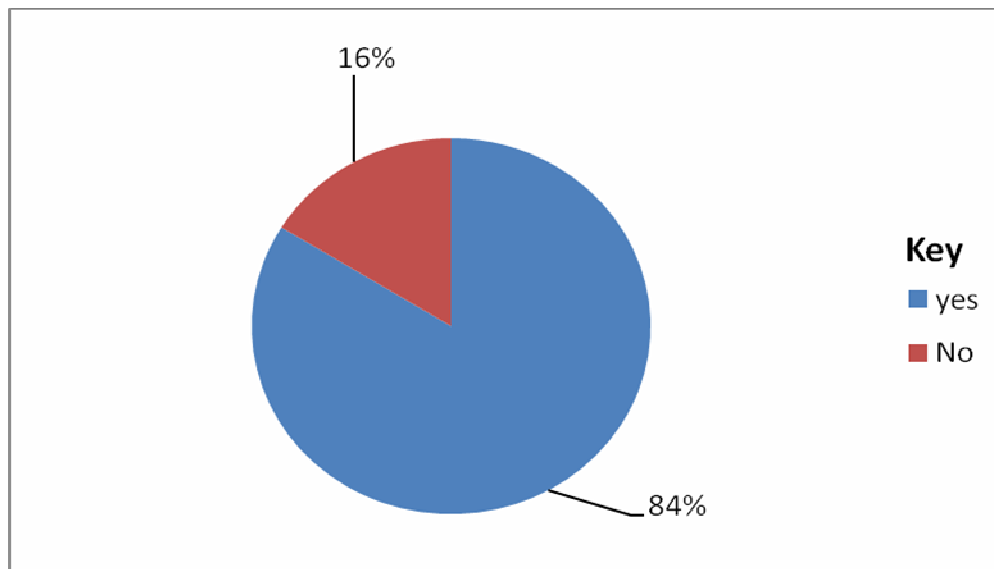


Figure 4.2 shows majority (84%) of the teachers participated in guidance and counseling while 16.2% did not. This shows that most of the respondents were aware of the influence of child labour practices on primary school attendance of pupils.

4.3 Influence of cultural labour practices on Primary School Attendance

This section presents the influence of cultural labour practices on school attendance among primary school pupils.

Table: 4.8. Influence of cultural labour practices as reported by committee members

Cultural labour practices influence school attendance among primary school pupils		
	Frequency	Percent
Strongly agree	5	46
Agree	6	54
Total	11	100

Table 4.8 on the shows that majority (54%) of the committee members agreed while 46% strongly agreed that cultural labour practices influence school attendance. This show that cultural labour practices are prevalent in the area hence impact negatively on primary school attendance.

Table 4.9: Are children expected to provide food to the family as reported by teachers

In your culture are children expected to provide food for the family?		
	Frequency	Percent
Yes	12	32
No	25	68
Total	37	100

Where the teachers were expected to say whether children are expected to provide food for the family, it was observed that majority (68%) said no while 32% said yes. This shows that there is much poverty in the area that may require children to practice

child labour in order to supplement what the parents provide. This is shown in Table 4.9.

Table 4.10: Influence of cultural labour practices as reported by teachers

Cultural labour practices influence school attendance among primary school pupils	Frequency	Percent
Strongly agree	7	20
Agree	24	65
Not sure	2	5
Disagree	2	5
Strongly disagree	2	5
Total	37	100

From the Table 4.10, it was observed that majority (65%) of the respondents agreed, 20% strongly agreed, 5% disagreed, strongly disagreed and others were not sure. This shows that cultural labour practices influences on primary school attendance.

Table 4.11: Are children expected to provide food as reported by pupils

In your culture are children expected to provide food for the family?	Frequency	Percent
Yes	66	57
No	50	43
Total	116	100

It is observed that majority (57%) of the respondents said yes while 43% said no. This is an indication that the culture of the area influence child labour practices and this affect primary school negatively. The findings are shown in the Table 4.11.

4.4. Influence of Family income on Primary School Attendance.

This section presents the findings on the influence of the family income on school attendance.

Table: 4.12: Influence of Family income- on school attendance as reported by committee members.

Family income influence school attendance among primary school pupils	Frequency	Percent
Strongly agree	9	82
Agree	2	18
Total	11	100

According to Table 4.12, it was observed that majority (82%) of the respondents strongly agreed while 18% agreed. This means that in families where parents do not have regular income, children leave school in order to earn income for the survival of the family. In families where parents have stable income children are provided with basic needs such as books, food, shelter and school items making it possible for them to attend school regularly.

Table 4.13: Are children expected to work for money as reported by teachers.

Children in village expected to work for money	Frequency	Percent
Yes	10	27
No	27	73
Total	37	100

Table 4.13, shows that majority (73%) of the respondents said no while 27% said yes. This shows that child labour is influenced by many underlying factors which include family income, family size, law enforcement and cultural labour practices among others.

Table 4.14: Children working for money miss to come to school as reported by teachers.

Children working for money miss to come to school	Frequency	Percent
Yes	36	97
No	1	3
Total	37	100

According to Table 4.14, it was observed that majority (97%) of the respondents reported that children working for money miss to come to school while 3% said no. This shows that child labour has a negative influence on primary school attendance of pupils in the area. This is a problem that calls for policy measures in order to curb or minimize it.

Table 4.15: Influence of family income as reported by pupils

Do you think The Children Who Work For Money Are From Families Where Parents Have No Employment?	Frequency	Percent
Yes	70	60
No	56	40
Total	116	100

Table 4.15 shows that majority 60% of the pupils reported that children who work for money come from poor families while 40% said no. This shows that poverty drives children into child labour practices in order to raise some income for the survival of the family.

Table 4.16: Children who work for money come from families where parents have no business as reported by pupils

Do you think the children who work for money are from families where parents have no business?	Frequency	Percent
Yes	56	48
No	60	52
Total	116	100

From the Table 4.16 on whether children who work for money are from families where parents have no business, it was observed that majority 52% of the pupils replied no while 48% said yes. This is an indication that apart from poverty that

drives children into child labour practices, there are other influences like quick money got from miraa business.

Table 4.17: Children work for money to buy school items as reported by pupils.

Do the children who work for money do it to buy school books/pens/uniform?	Frequency	Percent
Yes	76	66
No	40	34
Total	116	100

From Table 4.17 on whether children work for money to buy school books/pen/uniform, it was observed that 66% of the respondent reported yes, while 34% said no. This shows that children shoulder responsibility of their parents. This compels children to engage in child labour practices at the expense of school attendance.

Table 4.18: Children who work for money miss school because parents cannot support schooling as reported by pupils.

Do children who work for money miss school because their parents can not support their schooling?	Frequency	Percent
Yes	80	69
No	36	31
Total	116	100

According to Table 4.18 on whether children who work for money miss school because their parents cannot support their schooling, majority (69%) of the respondents said yes, while 31% said no. This is a clear indication that parents income is below subsistence level such that they cannot support their children's education and this forces children into labour practices in order to supplement income of the parents.

Table: 4.19: Influence of family income- according to pupils.

Does your parent or guardian have a job or business?	Frequency	Percent
Yes	98	85
No	18	15
Total	116	100

Table 4.19 shows that 85% of parents or guardians had jobs/ business while 15% said no. This shows that most of the parents or guardians were businessmen and women in which they also recruited their children, hence making them leave school.

Table 4.20: Have you ever been asked to work for money?.

Have you as pupils ever been asked to work for money?	Frequency	Percent
Yes	98	85
No	18	15
Total	116	100

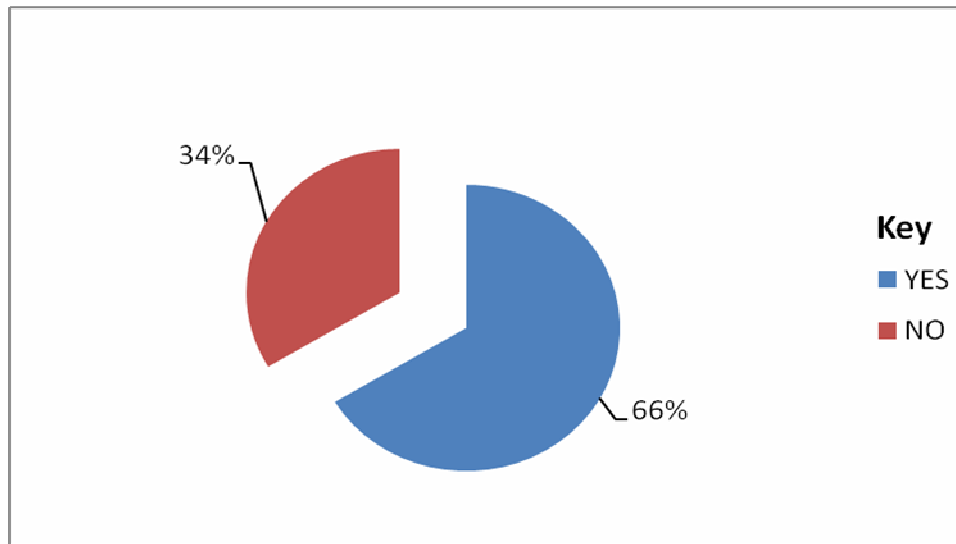
From Table 4.20 on whether respondents have ever been asked to work for money, it was observed that majority (85%) said yes while 15% said no. This shows that child labour practice is rampant in the area which affect primary school attendance.

Table 4.21: Who encouraged you to work for money?.

Who encouraged you to work for money?	Frequency	Percent
My father	28	24
My mother	4	3
My grand mother	22	19
My aunt	3	3
My foster mother	2	2
My self	57	49
Total	116	100

According to Table 4.21, it was observed that the majority of the respondents (49%) were self motivated, 24% were encouraged by their fathers, 19% by grandmothers, 3% by mothers, and aunts and 2% by foster mothers. This shows that business is lucrative which motivate the pupils to engage in child labour practices at the expense of school attendance.

Figure 4.3 Children in Village Expected To Work for Money



From figure 4.3, on whether all the children in the respondents village are expected to work for money, it was observed that majority (66%) of the respondents said yes, while 34% said no. This is a clear evidence that child labour is highly practiced and valued by some people in the area and this pose threat to school attendance.

4.5 Influence of family labour size on primary school attendance

This section presents the influence of family labour size on school attendance among primary school pupils

Table 4.22: Influence of family labour size on primary school attendance according to committee members.

Family labour size influence school attendance		
among primary school pupils	Frequency	Percent
Strongly agree	7	64
Agree	4	36
Total	11	100

According to Table 4.22, on the influence of family size on primary school attendance, it was observed that majority (64%) strongly agreed while 36% agreed. This shows that those large households have some children who miss school in order to engage in child labour to earn extra income.

Table 4.23: Do families with one- three children have their children working for money according to teachers.

Do families with 1-3 children have their children working		
for money?	Frequency	Percent
Yes	8	77
No	29	23
Total	37	100

According to Table 4.23 on whether families with 1-3 children have children working for money, it was observed that 77% (majority) of the respondents reported yes, while

23% said no. This shows that poverty and easy availability of money motivate children into child labour at the expense of school attendance.

Table 4.24: Families with more than five children work for money according to teachers.

Families With More Than 5 Children Work For		
Money	Frequency	Percent
Yes	31	84
No	6	16
Total	37	100

On whether families with more than 5 children work for money, it was observed that majority (84%) of the respondents said yes while 16% said no. This shows that large households have some children used as sacrificial lamb who practice child labour in order for the family to survive. The findings are shown on Table 4.24.

Table 4.25: Influence of family size on school attendance as reported by teachers.

Family labour size influence school attendance among primary school pupils	Frequency	Percent
Strongly agree	5	14
Agree	8	22
Not sure	7	19
Disagree	8	22
Strongly disagree	9	24
Total	37	100

According to Table 4.25, it was observed that majority (24%) strongly disagreed while 22% disagreed and with a equal number agreed, 10% were not sure while 14% strongly agreed. This shows that family labour size does not influence child labour practices.

Table 4.26: Influence of family labour size on school attendance according to committee members.

Number of children in the family	Frequency	Percent
None	13	11
One	23	20
Two	22	19
Three	23	20
Four	23	20
Over five	12	10
Total	116	100

Table 4.26 shows that majority (20%) have one, three and four siblings, while 19% have two, 11% have no siblings and 10% over five siblings. This shows that most of the respondents have large households. This is an indication that some children abscond school or are forced by circumstances in order to look for income to sustain families.

Table 4.27: Families with more than five children work for money as reported by pupils.

Do You Think families With More Than 5 Children		
Work For Money?	Frequency	Percent
Yes	89	77
No	27	23
Total	116	100

From Table 4.27 on whether families with more than 5 children work for money, It was observed that majority (77%) said yes while 23% said no. This shows that child labour is highly practiced in large households.

Table 4.28: Do families with one to three children have their children working for money according to pupils.

Do Families With 1-3 Children Have Their Children		
Working For Money?	Frequency	Percent
Yes	89	77
No	27	23
Total	116	100

According to Table 4.28 on whether families with 1-3 children have their children work for money, it was observed that 77% (majority) reported yes, while 23% reported no. This shows that apart from families being large there are other factors

that drive children into child labour and that is why even small households have some children practicing child labour.

Table 4.29: Do the families with more than five children have some children miss school to work for money as reported by pupils.

Do The Families With More Than 5 Children Have		
Some Children Miss School To Work For Money?	Frequency	Percent
Yes	72	62
No	44	38
Total	116	100

Table 4.29 on whether families with more than 5 children have some children missing school to work for money, it was observed that majority (62%) of the respondents said yes while 38% said no. This shows that poverty in large households drives parents to sending children to work for the survival of the family.

4.6. Influence of child labour laws enforcement on primary school attendance

This section presents findings on the influence of child labour laws enforcement on primary school attendance.

Table: 4.30: Influence of child labour laws enforcement on school attendance as reported by teachers

Are you aware That Children Should Not		
Work For Money?	Frequency	Percent
Yes	31	84
No	6	16
Total	37	100

Table 4.30 shows that majority (84%) of the respondents were aware that children should not work for money while 16% said no. This is an indication that people understand child labour laws but do not implement them on the ground for various reasons. The reasons include economic stagnation, poverty, famine, orphanhood and the rapid spread of HIV/AIDs pandemic.

Table 4.31: Has the fear of police or chief arresting children who work for money made pupils to go to school everyday as reported by teachers.

Has the fear of Police Or Chief Arresting		
Children Who Work For Money Made Pupils		
Go To School Every Day?	Frequency	Percent
Yes	8	22
No	29	78
Total	37	100

It was observed from Table 4.31 that majority (78%) of the respondents said no while 22% said yes. This shows that children are motivated to child labour practices than school and that is why they do not go to school every day even after their friends or some of them have been arrested.

Table 4.32: Do police or chief arrest people who give children work for money according to teachers.

Do the Police Or Chief Arrest People Who Give		
Children Work For Money?	Frequency	Percent
Yes	29	78
No	8	22
Total	37	100

Table 4.32 shows that 78% of respondents reported that police arrest people who give children work for money, while 22% said no. This shows that there are efforts by the administration to curb child labour although it is still rampant in the area.

Table 4.33: Child labour law enforcement on school attendance according to teachers.

Child Labour Laws Enforcement Influence		
School Attendance Among Primary School		
Pupils	Frequency	Percent
Strongly agree	5	14
Agree	8	22
Not sure	7	19
Disagree	7	19
Strongly disagree	10	27
Total	37	100

On whether child labour laws enforcement influence school attendance among primary school pupils, it was observed in Table 4.33 that majority (27%) of the respondents strongly disagreed, 22% agreed, 19% disagreed, with an equal number not sure while 14% strongly agreed. This is an indication that child labour practices is rampant in the area despite the effort by the administration to curb it.

Table: 4.34: Effectiveness of child labour laws enforcement according to pupils.

Are you aware that children should not work for money?	Frequency	Percent
Yes	76	66
No	40	34
Total	116	100

On whether the respondents are aware that they should not work for money, it was observed that majority (66%) said yes while 34% said no. This shows that people and by extension children understand the law but do not comply. This is shown in Table 4.34.

Table 4.35: Do children who work for money hide from the chief or police when working as reported by pupils.

Do children who work for money hide from the chief or police when working?	Frequency	Percent
Yes	68	57
No	48	43
Total	116	100

On whether children who work for money hide from the Chief or Police when working, it was observed that majority (57%) said yes while 43% said no. This shows that law enforcement or community policing in the area is difficult because the community is not cooperative to the authority as children who practice child labour hide in the villages. The findings are summarized in Table 4.35.

Table 4.36: Do the police or chief arrest people who give children work for money according to pupils.

Do the police or chief arrest people who give children work for money?	Frequency	Percent
Yes	75	65
No	41	35
Total	116	100

According to Table 4.36 on whether police arrest people who give children work for money; it was observed that majority (65%) said yes, while 35% said no. This shows that there is effort of the administration to curb child labour although it is rampant in the area.

Table 4.37: Has the fear of police or chief arresting children who work for money made pupils go to school every day as reported by pupils.

Has the fear of police or chief arresting children who work for money made pupils go to school every day?	Frequency	Percent
Yes	71	61
No	45	39
Total	116	100

On whether the fear of police or chief arresting children who work for money made pupils to go to school everyday, it was observed that majority (61%) said yes, while 39% said no. This is an indication that there is some improvement on school attendance.

Table 4.38: Influence of child labour laws enforcement on school attendance among primary school pupils as reported by committee members.

Child labour laws enforcement influence school attendance among primary school pupils	Frequency	Percent
Strongly agree	8	72
Agree	3	28
Total	11	100

According to Table 4.38 on whether child labour law enforcement influences school attendance, it was observed that majority (72%) strongly agreed while (28%) agreed. This shows that child labour law enforcement influence school attendance in a positive way.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter presents the summary of the findings and the detailed discussion of the influence of each of the independent variables on the dependent variable and relating them to the literature reviewed. The chapter also gives conclusion of the study findings and make recommendations based on the research findings.

5.2 Summary of the Study

The purpose of the study was to establish the influence of child labour practices on primary school attendance and was conducted in Kangeta Division, Meru County Kenya. The area is known for Khat growing which engage child labour at the expense of school attendance. The study was guided by the following research objectives:-

- i. To establish the influence of cultural labour practices on primary school attendance of pupils in Kangeta Division in Meru County.
- ii. To determine the influence of family income on child labour practices in Kangeta Division in Meru County.
- iii. To asses the influence of family labour size on child labour practices in Kangeta Division in Meru County.
- iv. To examine the influence of child labour laws enforcement on primary school attendance in Kangeta Division in Meru County.

The study utilized questionnaires to collect data. Data was collected from school going standard eight pupils, teachers and committee members. The questionnaires

were developed to address specific objectives and research questions of the study. The data generated from the study was analysed on the basis of research questions and objectives by use of quantitative and qualitative techniques. Statistical Package for Social Sciences (SPSS) version 17 software programme was used to analyse data and results were presented using tables and charts.

5.3 Summary of the major findings

The following is a summary of the major findings.

5.3.1 On the influence of cultural labour practices on primary school attendance

It was established that cultural labour practices influenced school attendance. Most of the children were expected to provide food for family and this made some to engage in child labour to get money.

5.3.2 On the influence of family income on child labour practices

Most children worked for money to support schooling. In some incidences some children were asked to work for money but in this research, this was self motivated.

5.3.3 On the influence of family size on child labour

On the influence of family size on primary school attendance, it was observed that it was an important factor influencing child labour. Most parents with more than 5 children asked or forced some of them to work for money. It was also established that even those with small families were affected by poverty where by it was established that some were practicing child labour at the expense of school.

5.3.4 On the influence of child labour law enforcement on primary school attendance

The study established that police or chiefs arrested people who gave children work for money although children who worked hid from the chief or police when working.

5.4 Conclusions

Cultural labour practices among other factors influences primary school attendance. This is because children are expected to provide food for the family. Children who work for money miss school because parents cannot support their schooling and most children work for money in order to buy school items like books/pens or uniforms. The study concludes that family income to some extent influence school attendance. This is because majority of the children who work for money were self motivated to work.

On the other hand, family size did not have any significant influence on primary school attendance. This is because all children from all family sizes were engaged in child labour. Finally, child labour practices seem to be rampant in the area as police arrested people who gave children work for money forcing some pupils to go to school every day.

5.5 Recommendations

The study findings show that there is influence of cultural labour practices, family income and child labour law enforcement on primary school attendance. The study recommends sensitization of all stake holders in education through effective civic education by Ministry of Education to reduce or eradicate the influence of cultural

labour practices and improve school attendance. There should also be proper school management to ensure that annual allocation of grants cater for the provision of pens and books so that pupils do not miss school to go to work in order to buy these items. On enforcement of child labour laws, it is important that the government educates the public in order to reduce the instances of them obstructing law enforcement through hiding of children who are supposed and by virtue of their age to be in school.

5.6 Suggestion for Further Studies

Since the study explored the influence of child labour practices on primary school attendance in Kangeta division, Meru County, Kenya, the study recommends that;

- i. Similar study should be done in other areas in Kenya for comparison purposes and to allow for generalization of the findings on the influence of child labour practices on primary school attendance.
- ii. A further study is required to investigate the effect of management of Free Primary school funds on the primary school attendance. This is because it has been found out that students' who have fee problems rarely attend school. This allegations need to be confirmed through a related investigative study.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR THE PUPILS

Dear Respondents

You are kindly requested to answer the questions as honestly as possible. You are requested not to write your name anywhere in this questionnaire so that your responses remain anonymous and confidential. Kindly put a tick in the spaces provided or from the choices given.

SECTION A: Background Information

1. Gender Male Female

2. What is your age?

Below 12 13 14 15 16 over 17

3. How many other children are you in your family?

None one two three Four over five

4. Who takes care of you at home?

My Parents	<input type="checkbox"/>
My Father alone	<input type="checkbox"/>
My mother alone	<input type="checkbox"/>
My grand mother alone	<input type="checkbox"/>
My aunt alone	<input type="checkbox"/>
My sister alone	<input type="checkbox"/>
Other relatives alone	<input type="checkbox"/>

5. Does your parent or guardian have a job or business?

Yes No

6. Have you as pupils ever been asked to work for money?

Yes No

7. If yes in question 6 who encouraged you to work for money?

My parents	
My Father	
My mother	
My grand mother	
My aunt	
A foster mother	
My self	

Do respond with either a yes or no to the following questions	Yes	No
8. Cultural labour practices		
Are all children in your village expected to work for money?		
In your culture are children expected to provide food for the family?		
Do the children working for money miss to come to school?		
9. Child Labour Laws Enforcement		
Are you aware that children should not work for money?		
Do children who work for money hide from the chief or police when working?		

Do the police or chief arrest people who give children work for money?		
Has the fear of police or chief arresting children who work for money made pupils go to school every day?		
10. Family Labour Size		
Do you think the families with more than 5 children work for money?		
Do families with 1-3 children have their children working for money?		
Do the families with more than 5 children have some children miss school to work for money?		
11. Family income		
Do you think the children who work for money are from families where parents have no employment?		
Do you think the children who work for money are from families where parents have no business?		
Do the children who work for money do it to buy schooling books/pens/uniform?		
Do the children who work for money miss school because their parents can not support their schooling?		

APPENDIX II
QUESTIONNAIRE FOR THE TEACHERS

Instructions

Dear Respondents

You are kindly requested to answer the questions as honestly as possible. You are requested not to write your name anywhere in this questionnaire so that your responses remain anonymous and confidential. Kindly put a tick in the spaces provided or from the choices given

SECTION A: Background Information

1. Gender Male Female

2. Years worked in this school

Below 5 6 to 10 11 to 15 above 16

3). Position: Teacher Education Officer

4). Age Bracket in Years

Below 25 25 - 30 31 - 35 36 - 40 41 - 45 or 45

5). Do you participate in any guidance and counseling in the primary school calendar?

Yes No

Section B: Cultural labour practices

7. Are all children in your village expected to work for money?

Yes No

8. Do the children working for money miss to come to school?

Yes No

9. In your culture are children expected to provide food for the family?

Yes No

Section C: Child Labour Laws Enforcement

10. Are you aware that children should not work for money?

Yes No

11. Has the fear of police or chief arresting children who work for money made pupils go to school every day?

Yes No

12. Do the police or chief arrest people who give children work for money?

Yes No

13. Do children who work for money hide from the chief or police when working?

Yes No

Section D: Family Labour Size

14. Do the families with more than 5 children have some children miss school to work for money?

Yes No

15. Do families with 1-3 children have their children working for money?

Yes No

16. Do you think the families with more than 5 children work for money?

Yes No

Section E: Family income

17. Do you think the children who work for money are from families where parents have no employment?

Yes No

18. Do the children who work for money miss school because their parents can not support their schooling?

Yes No

19. Do the children who work for money do it to buy schooling books/pens/uniform?

Yes No

20. Do you think the children who work for money are from families where parents have no business?

Yes No

Section F: School Attendance among Primary School Pupils

To what extent do you agree with the following statements on school attendance among primary school pupils?

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Cultural labour practices influence school attendance among primary school pupils					
Child labour laws enforcement influence school attendance among primary school pupils					
Family labour size influence school attendance among primary school pupils					
Family income influence school attendance among primary school pupils					

Thanks for the co-operation

APPENDIX III

QUESTIONNAIRE FOR THE SCHOOL COMMITTEE MEMBERS

Dear Respondents

You are kindly requested to answer the questions as honestly as possible. You are requested not to write your name anywhere in this questionnaire so that your responses remain anonymous and confidential. Kindly put a tick in the spaces provided or from the choices given

1. Gender

Male Female

2. Years as a School Committee Member

Below 2yrs 3to 4 yrs 5 to 8yrs above 8yrs

3. How many children do you have in primary school?

Below 2 3-4 over 4

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Cultural labour practices influence school attendance among primary school pupils					
Child labour laws enforcement influence school attendance among primary school pupils					
Family labour size influence school attendance among primary school pupils					
Family income influence school attendance among primary school pupils					

APPENDIX IV
RESEARCH PERMIT

PAGE 2 PAGE 3

Research Permit No. **NCST/PCD/12A/013/58**

Date of issue **22nd May, 2013**


Fees received **KSH. 1000**

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Joyce Koronya Kiinya
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi.
has been permitted to conduct research in

Igembe South	Location
Eastern	District
	Province

on the topic: The influence of child labour practices on primary school attendance in Karzeta Division in Meru County, Kenya.

For a period ending: 31st July, 2013.



(Signature)
Secretary
National Council for
Science & Technology

CONDITIONS

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

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GPK605513mt10/2011 **(CONDITIONS—see back page)**

APPENDIX V

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/12A/013/58**

Date: **22nd May 2013**

Joyce Koronya Kinya
University of Nairobi
P.O Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated **10th May, 2013** for authority to carry out research on "*The influence of child labour practices on primary school attendance in Kangeta Division in Meru County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Igembe South District** for a period ending **31st July, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Igembe South District** before embarking on the research project.

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


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Igembe South District

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".