

**CHILD LABOUR AND ITS EFFECTS IN PUBLIC PRIMARY SCHOOLS IN
DADAAB SUB COUNTY, KENYA**

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Requirements for the Award of the Degree of Master of Arts in Sociology of
Chuka University**

CHUKA UNIVERSITY

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DECLARATION AND RECOMMENDATION


Declaration

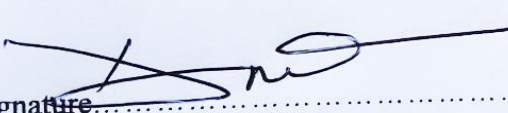
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DEDICATION

I dedicate this work to my family; my beloved wife and children who have supported me endlessly. Their patience and understanding have been my inspiration.

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I sincerely thank the Almighty God for granting me physical, mental and spiritual well being as I carried out this study. I also owe a lot of gratitude to my supervisors: Dr Anne Sande and Professor Dickson Nkonge for their invaluable professional guidance, understanding and encouragement throughout the study.

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ABSTRACT

Child labour has remained a global challenge. It is estimated that about 218 million children in the world aged between 5-7 years currently work under conditions that are considered illegal, hazardous, or extremely exploitative. The persistence of child labour posed threat to children's education, especially in primary schools in both arid and semi-arid areas. The purpose of the study was to examine the effect of child labour in public primary schools in Dadaab Sub-County, Kenya. The objectives of the study were to; determine the prevalence, establish factors that increase child labour and its effects on schooling in Dadaab Sub-County. Descriptive survey design was used. The study population 31 198 people; household heads, teachers, community leaders, pupils and officers in relevant Government offices. A sample size of 384 people was used. The study used cluster, random, purposive and snowball sampling methods. Data was collected using questionnaires, interviews, observations and Focus group discussion instruments and methods. Data from the field was analyzed using both quantitative and qualitative methods. The quantitative data was analyzed using both descriptive and inferential statistics. The qualitative data was summarized and analyzed using themes and narratives. Results were presented using tables, charts and graphs. The results showed that majority (58.6%) of the children were involved in child labour in the study area. About 61.3% of the child labourers were males. The distribution of child labourers in the three divisions of Dadaab Sub County was; 58% in Dadaab Sub County, 22% in Dertu division and 20% in Liboi division. The most prevalent child labour activities identified were; House helps activities (32%), Errand running (24%), Selling Sweets (17%) and Herding (10%). Majority (74%) of the child labourers were aged 12-17 years. Child labour in the study area was caused by; household characteristics (household size, proximity to business centers, household head status, literacy, income and religion), school characteristics (inadequate staff, extra school levies, insecurity in school environment and poor relations between schools and communities) and pupil characteristics (peer pressure, health challenges, lack of parents, domestic work, attraction to waged labour, family errands and care for siblings). There was a progressive drop (21%) in enrolment of pupils in the primary schools in the study area between the years 2013-2017. About 67% of the respondents pointed out that child labour negatively affected academic performance in primary schools. It was concluded that there is high prevalence of child labour in Dadaab Sub County. Household characteristics, school characteristics and pupil characteristics contributed in causing child labour in the study area. Child labour had a negative impact to schooling by causing reduction in primary school pupil enrolment as well as negatively affecting their academic performance. The results will guide policy makers and future researchers on the subject of Dadaab sub County.

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ACRONYMS

AED:	Academy for Education
AIDS:	Acquired Immune Deficiency Syndrome
CRC:	Convention on the Rights of the Children
DHS:	Domestic Household Survey
FAWE:	Forum for African Women Educationalists
FPE:	Free Primary Education
GNP:	Gross National Product
HDR:	Human Development Report
HIV:	Human Immune Deficiency Virus
ILO:	International Labour Organization
IRIN:	International Research Initiative
KCSE:	Kenya Certificate of Secondary Education
KIDHBS	Kenya Integrated Domestic Household Budget Survey
KNPHC	Kenya National Population Housing Census
MDG's:	Millennium Development Goals
MICS:	Multiple Indicator Cluster Survey
NACOSTI:	National council for science and technology
NESP	National Education Sector Plan
NGO:	Non – Governmental Organizations
SIMPOC:	Statistical Information Monitoring Plan on Child labour
SPSS:	Statistical Package for Social Sciences
UN:	United Nations
UNDP:	United Nations Development Program
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNGEI:	United Nationals Girls Educational Initiative
UNICEF:	United Nation Children Education Fund

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Child labour is a global problem and it has become an area of growing interest to many researchers. It negates efforts to attain full potentials in physical, mental, socio-economic and cultural development of children (ILO 2010). Cockburn (2001) postulates that, in recent decades the growing gaps between the rich and poor in the world have forced millions of young children out of school and into work. It is estimated by ILO (2018) that 152 million children aged between 5 and 17 years are in child labour. About 73 million of them currently work under conditions that are considered hazardous, illegal or extremely exploitative. Underage children are engaged in various types of jobs around the world, in most cases, because they and their families are extremely poor. Many of the children work in commercial agriculture, fishing, manufacturing, mining, and domestic service. There is evidence that some children work in illicit activities like trading in drugs and prostitution or other traumatic activities such as serving as soldiers (UNICEF, 2013 and ILO, 2018).

Child labour is not a recent phenomenon but it has been in existence for over the centuries not only in the impoverished areas of developing countries, but also in developed countries until the beginning of the 20th century (Post, 2001). Child Labour is a social problem associated with the rise of industrial production. It appeared in earlier ages in agricultural societies, but during the industrial revolution of the 18th century in Great Britain it was especially conspicuous and began to be opposed (Shahrokhi, 1996). In mines, children were to crawl through tiny pits to reach the coalface, and also were to operate on the ventilation ports. According to UNICEF, (2008) child labour force grew annually where children were overworked while others had long working hours with more intensity was the dream each child had, and this would mentally challenge them (UNICEF, 2008).

According to ILO (2004) Child labor has deprived children off their childhood, potential and their dignity, and is harmful to physical and mental development. Like ILO, the United Nations Children's Fund describes child labour as work that compromise their physical, mental, social and education development (UNICEF,

2005). Education is well known to expand individual's horizons and to enhance creativity towards more fulfilling lives. Children are integral part in the society; they deserve the childhood rights as it's their in-born human right. UN Convention on the Rights of a Child has ensured that every child in the world has right to survival, development, protection and participation. Government must protect children from work that is dangerous or might harm their health or education (Article 32 UNCRC, 1989). Children are assumed to be a source of hope and inspiration for future. An overwhelming majority of children in the world is deprived as well as denied their fundamental rights, are exploited, abused, and subjected to painful life. (Hindman, 2011).

There have been many declarations at international level which urge governments to provide basic education for all citizens. There was also a shift from looking at the wealth of a nation simply in terms of produce shifted with the introduction of the human development index. UN Conference (1948) Article 26 states; "everyone has a right to basic education". Education for All (EFA) has widely been explored in international forums for example UNESCO Conference at Jomtien, Thailand. The Jomtien conference was followed up with a conference in Dakar in 2000. The Dakar conference led to the development of Millennium Development Goals (MDGs) that in part sought to attain Universal Primary Education (UPE) by 2015. Despite being signatories, most of the objectives set out by these international declarations were not achieved by the African governments (UNESCO, 2013).

Education has been recognized as key to life through Kenya Vision 2030. An educated individual is able to access new opportunities for self-perpetuation and growth (Republic of Kenya, 2008a). When education improves, it translates into innovations and healthcare. Improvements in healthcare are very critical in that, they enable people to live free from diseases and other dysfunctions. Becker, (1993), pointed out that diseases as well as malnutrition usually place a huge crippling effect on families, individuals, societies and a nation's economy. It is also important to note that, education and healthcare are more accessible when individuals have higher disposable incomes. As the argument goes; the higher the income the freer access people have to other opportunities. Usually, education poses a multiplier effect on development as evidenced

over the years has resulted in private and state investment in education being highly encouraged and supported (Becker, 1993).

Withdrawal of pupils from school has been closely related to their engagement in child labour. In this study, child labour refers to any work engagements that interferes with access and participation in school activities. Although work is good for the development of children, some forms of work have negative effects on children due to the way they are structured or what it entails. Accordingly, any form of work that negatively affects children may be considered to be harmful. As presented by (Kiiruet *al*2009), past research in the area of child labour especially in Africa portrayed links between the divisions of labour within the household and child labour. In African households for instance, girls are often expected to undertake all household chores like cooking, washing, cleaning and taking care of siblings. On the contrary in a rural African setting, boys are expected to look after cattle and assist parents as a form of apprenticeship in providing for the family. Such work is often supposed to prepare the individual for parental roles in the future (Kiiruet *al*, 2009). Ndegwa (2009) further demonstrates the link between cultural practices and child labour.

Boys are usually socialized towards becoming providers in the future in the urban areas. This may be an implication that generally in African households, children are expected to perform given tasks as part of the general division of labour within a household. Such engagement of children in domestic work is beneficial however often hampers children's participation in school. Child labour is also assumed as persistent due to trade-off between education and household needs. Odada, (2009) explains that child labour is often viewed as resulting from competing expenditure in a household. Every family has various pressing needs and money is used on priorities; a state which consequently make the parents to measure the opportunity cost of spending on any given item. Even though Kenya introduced FPE, it was not entirely free due to levies and other requirements like school uniform. Poor parents had to make a tradeoff between meeting the basic needs of whole households against paying school levies.

Many children have been led to engage in work in order to supplement household revenues due to household poverty. Kiiru *et al* (2009) explains that the need for children

to work arises from household need due to poverty in households. Many poor households in Nairobi usually have an immediate and urgent requirement for all members of the household to work in order to earn enough for family sustenance Cockburn (2001). In such families, there is a trade-off between long-term benefits that are realizable through education and short-term benefits of children providing labour to meet presenting household needs. Consequently, such parents have no problem with their children dropping out of school, being absent or even repeating class due to poor performance (Manda, 2003).

Reports by Kenya integrated domestic household budget survey (KIDHBS, 2005/2006) have also indicated that a total number of 1,012,184 children were working as child labourers. The report further postulates the gender statistics of child labourers as comprising 533,197 (52.9%) boy and 476,987 (47.1%) girls. In North Eastern a total of 17,476 children work as child labourers KIDHBS (2005/6). There is evidenced by the increasing number of schools going age children both boys and girls evident through herding of Camels, Goats, Sheep and Cattle in the fields and in the streets or residential areas, engaging in some form of child labour like petty trade, begging, garbage collection and sale of scrap metal in Dadaab Sub County. Moreover, with the introduction of free primary education, there is growing concern about performance and absenteeism of pupils in schools in Dadaab Sub County. Though there are many factors that affect school performance by pupils and child labour is singled out as one of the major hindrances to basic education and good grades. There was need to explore child labour and its impact on schooling in the study area. The study was motivated by concern that in spite of efforts by different actors, both at the national and at international level, Kenya still experiences high dropout rates of children from schools and especially in Dadaab Sub County.

1.2 Statement of the Problem

Free primary education for children is one of the strategies that have been used to support the social pillar towards the realization of Kenya Vision 2030. Education is important in development of quality human and social capitals. Many efforts have been made by the Government of Kenya as well as other organizations to ensure that all children attain basic primary education. Despite existence of the free primary education

for all children in Kenya, reports by Kenya Integrated Domestic Household Budget Survey (KIDHBS) indicate high dropout rates of pupils from primary schools. According to KIDHBS (2005/06), about 20,827 children are engaged in child labour in North Eastern Kenya Dadaab being one of the most affected Sub Counties. Previous studies conducted mainly focused on causes and effects of child labour in the community and learning institutions generally. There was scanty information on how primary schools in semi-arid areas are affected by the menace; the study therefore purposed to fill the gap. The information generated will inform policy makers as well as future researchers on the plight of primary schools and child labour in semiarid areas in Kenya.

1.3 Purpose of the Study

The purpose of this study was to examine the effect of child labour on public primary schools in Dadaab Sub County.

1.4 Objectives of the Study

The study was guided by the following objectives;

- i. To determine the prevalence of child labour among public primary schools in Dadaab Sub county
- ii. To establish factors that increase child labour among the public primary school in Dadaab Sub county
- iii. To assess the effect of child labour on schooling in public primary schools in Dadaab Sub county.

1.5 Research Question

The research was guided by the following research questions;

- i. What is the prevalence of child labour among the public primary schools in Dadaab Sub County?
- ii. What factors increase child labour among public primary school in Dadaab Sub County?
- iii. What is the effect of child labour on schooling in public primary schools in Dadaab Sub County?

1.6 Significance of the Study

Global efforts and targets to achieve sustainable development have been established through policy and operational frameworks such as; Vision 2030, Agenda 21, SDGs and constitutions at various state levels. Child labour can be a hindrance to the achievement of the targets of these policies and operational frameworks.

Knowledge about the distribution of child labour factors promoting the practice as well as the impact on primary schools could enhance generation of prevention methods or strategies that can be used by the communities to reduce the practice. Reduction of child labour in communities would allow normal physical and mental child development as well as ability to attend school without distraction and therefore translate into well-developed human and social capitals that will enhance sustainable community development.

The findings of this study will also provide a guide to policy makers in ensuring proper implementation of the free primary education in public primary schools. This is important because education is important in enhancement of social equity for harmonious co-existence in all societies. If children are drop out of school the social fabrics will be weakened. The study will also form a platform for future researchers in the same area of study.

1.7 Scope of the Study

The study was carried out in selected public primary schools, households of the primary school pupils and relevant Government offices in Dadaab Sub County. That is because of the sub county cosmopolitan nature, high poverty levels in the community and low concentration of the primary schools. The accessible population of the study included; primary school teachers, primary school pupils, household heads, interior security officers, children department officers and administrative officers. Data was collected from three divisions namely; Dertu, Liboi and Dadaab.

1.8 Limitations of the Study

The study relied on data collected from teachers, household head, community leaders, children as well as officers from relevant ministries. In order to avoid the limitation of

ambiguity, a pilot study was conducted before the main study. This was important for the identification of errors in the data collection instruments. The data collection instruments were corrected accordingly.

It was noted that child labour practice was a sensitive issue in the study area. There was a likelihood of some respondents to be reluctant or withhold important information required for the study. Some respondents also indicated expectation for handouts. These limitations were countered by assuring the respondents of confidentiality. They were also informed that the results of the study could be useful to policy makers in review of policies about their children as well as implementation of positive changes in their communities.

1.9 Assumption of the Study.

The study was based on the following assumptions;

- i. That child labour has an impact on schooling in Dadaab Sub County
- ii. That the respondents provided accurate and useful information relating to the variables of the study

1.10 Operational Definition of Terms

Child Labour:	Work that is exploitative and inappropriate for a child's age.
Child:	A person aged between 5 and 17 years
Drop Out rate:	The percentage of pupils who leave school prematurely.
Drop Out:	Falling out or withdrawing from school by pupils before completion of an educational cycle.
Educational wastage:	Incidences of pupils unplanned dropping out of school or repetition of classes
Enrolment:	The act of pupils joining or registering into a primary school.
Impact:	Effects of child labour for at least five years
Local leaders:	Community leaders {chief, sub-chief, children rights officers, village elders, district education officer, area education officer}.
Manpower:	Qualified personnel in various fields.
Participation:	Involvement in school activities.
Poverty:	A state of inability to obtain certain minimum level of consumption of food and nonfood item
Prevalence:	The frequency of child labour in a given area
Schooling:	School program and activities

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature based on studies that have been done and are related directly or indirectly to this study. The literature is presented thematically. The various themes captured in this literature review section are child labour, child protection in Kenya and other parts of the world, access to education in Kenya, impact of child labour on pupils' education.

2.2 Forms of Child Labour in Kenya

Child labour has remained a global change for many decades. ILO (2010) postulates that, the menace negates global efforts in enabling children to attain full potentials in physical, mental, socio-economic as well as cultural development. In many countries, children are doing work that goes well beyond everyday chores that are light and safe. Children as young as five years old are employed and working long hours and many children are involved in hazardous work (Fyfe, 1989). The study adopted the International Labour Organization (ILO) Convention definition where child labour is defined as exploitative, harmful, hazardous or in appropriate occupations or work activities in the labour market or their own household involving children that are under 18 years of age.

There seem to be low levels of awareness about the hazards and illegality of child labour in many countries. Various families simply do not realize that making children to work beyond the expected norms compromises children's rights and jeopardizes their schooling and future opportunities as well as the socio-economic development of their communities (Moyi, 2011). According to ILO (2013), not all work done by children is considered as harmful. Engagement in work helps children to develop and learn to be productive members of society. However, engagement in work should not compromise a child's physical, emotional, mental or social development. Any form of work that interferes with normal child growth and development is considered harmful and immoral. There is need to identify and eliminate such forms of child labour that have negative effects the livelihood and development of children. The study will investigate the types of child labour that impact negatively on schooling in Dadaab Sub

County (ILO, 2013). This view is supported by UNICEF (2013), which points out that health work helps in children development. In Kenya, many children participate in such healthy work within the family. Such engagements are part of the overall socialization process by which children learn social processes and engagements that mold them into productive adults.

Children learn the value of contribution by helping their parents in accomplishing tasks within the home or in businesses. As long as such engagements do not interfere with a child's development, they are good for the child (ILO, 2013). Internationally, therefore, work is only described as child labour if children engaging in such work their childhood and development are compromised (ILO, 2010). The same international standard applies in Kenya. As Onyango (1988) explains, "any child in Kenya working in any economic activities which affect their schooling by either making them not to attend school, by making them leave school prematurely or by requiring them to combine school attendance with excessively long and heavy work, is experiencing child labour".

According to Kenya Law Reports (2013) As per the Kenyan law, anyone under eighteen years of age is considered a child. Two important instruments address child labour in Kenya. The Employment Act, 2007 and the Children Act 2001, spell out the need to protect children from child labour. Part VII of the Employment Act expressly indicates that children should be protected against harmful forms of labour. While a child is anyone below eighteen years of age, section 56 of the employment Act, only prohibits hiring of children under thirteen. The employment Act legalizes employment of children between thirteen to sixteen in a learning type of engagement such as internship, apprenticeship or attachment. Such children are only supposed to be engaged in light work that does not interfere with their development. The employment act allows for full employment of individuals from age sixteen. The Employment Act seems to be in contradiction with the Children Act, which clearly spells that a child is under the age of eighteen. However, while children above thirteen years and below eighteen years are still considered as children under the Employment Act, they are considered old enough to be introduced into the labour market as interns, apprentice or employees (ILO 2018). The Act stipulates that such children should only carry out light work especially for learning purposes. However, the Employment Act does not spell out the terms and

conditions that should govern the envisaged kind of employment. The Act does not define what light work constitutes. This implies employers have discretion in determining what light work is. Additionally, the Act does not spell out the rights of children engaged in such forms of labour consequently not providing legal protection for children in such forms of employment (Kenya Law Reports, 2013).

The employment act addresses itself to employment in industrial activity and does not address itself to employment in family endeavors. There is a thin line between children helping in the family and children labour being harnessed for economic gain of parents (Bourdillion, 2015). Given there are no legal restriction for child engagement in the agricultural sector, the service sectors and in domestic work, there are loop holes that allow for exploitation of children in a manner that compromises their future (Moyi, 2011).

In the year 2013, UNICEF estimated that 150 million of children across the world were involved in some harmful forms of child labour. According to UNICEF (2013) estimates, sub-Saharan Africa 1 in 4 children aged 5-17 years provide labour in homes or in productive sectors of the economy. The estimates showed that more boys than girls were involved in child labour. However, such gender differentials arose due to bias in measuring child labour by focusing more on sectors of the economy while neglecting girls 'contribution within homes. Girls' engagement in homes is an invisible form of child labour that is often not measured; 90% of children affected by domestic labour are girls (Sande, 2019).

Child labour across the world takes many different forms. The commitment by nations of the world is to eliminating worst forms of child labour. Such forms of child labour are defined by Article 3 of ILO Convention No. 182. These forms of child labour include slavery, child trafficking, forced labour, use of children as soldiers, child prostitution and involvement of children in pornography related activities (ILO, 2010). Other worst forms of child labour include engaging children in crime, sale or trafficking of drugs, industrial work and any other work that has detrimental effects on development of children (ILO, 2004).

UNICEF (2013) supports the ILO Convention and explains that engagement of children in any form of work that is not age appropriate is morally wrong. However, in classifying child labour, there is need to consider the age of the children involved, the type of work they do, the conditions under which they work, the effects of the work and the objectives of the work (UNICEF, 2013). Child labour was introduced in Kenya by white settlers who had cash crop plantations during the colonial era (Manda, 2003). While there is desire to eradicate all forms of harmful child labour, often, contextual issues lead to difficulties in combating the problem. In Kenya, as explained by Sande (2019), child labour can be associated with high levels of poverty in child headed households due to effects of HIV/AIDS, numerous conflicts that displace children, high prevalence of domestic violence leading to family breakdown and traditional practices such as sending children to herd cattle or marrying them off at an early age. There are differentials in terms of effects of child labour on education along gender lines. According to Ormert (2018) culture and resultant perceptions have played a big role in influencing girl child access to education. Gender roles and patriarchal society values tend to consign women to domestic duties and subsidiary role. This in effect influences parents' attitudes towards girl child education and the attitude of girls towards their studies.

As discussed in ILO (2010b), successive governments in Kenya have used poverty reduction as a broad strategy of tackling child labour. Majority of the initiatives have aimed at reducing adult unemployment to ensure parents can take care of their children. The Jubilee government in its election manifesto promised to come up with social protection programs that would reduce inequality and alleviate chronic poverty. As presented by Sande (2018), the main traditional forms of child labour in Kenya include high involvement in tedious domestic work, children in the streets engaging in waste picking or scavenging in dustbins for survival, heavy use of child labour in agriculture and child prostitution. Children in Kenya are also used in crime, drug trafficking, children used in smuggling illicit goods and minimal industrial engagements (Manda, 2003). Child labour affects negatively on the child as it results into physical injuries, mutilations, long term illnesses, HIV AIDS, pesticide poisoning and growth deficiency (UNICEF 2012).

2.3 Causes of Child Labour

According to the International Labour Organization's official data, an estimated 152 million children were counted as child labourers. (ILO, 2018). Many Scholars (Sande (2018) and Fridah, (2015)), agree that poverty is the main determinant of child labour supply, and that child labour significantly increases the income and the probability of survival of the family. Morris (2004) argues that the primary cause of child labour is parental poverty. That being so, he cautions against the use of a legislative ban against child labour, and argue that it should be used only when there is reason to believe that a ban on child labour will cause adult wages to rise and so compensate adequately the households of the poor children. The contribution of children is most of the time critical since children are sent to work when parents' earnings are insufficient to guarantee the survival of the family, or are insecure so that child labour is used as a means of minimizing the impact of possible job loss, failed harvest and other shocks on the family's income stream (Fyfe, 1989). Poor households also tend to have more children, and with large families there is a greater likelihood that children will work.

In Kenya, Child labour persists in the society due to a number of factors. Manda (2003) explained some of the factors that contribute to child labour as poverty in the villages and slum settlements in towns, diseases like HIV/AIDS, which orphans' children, conflicts such as tribal clashes in Kenya and domestic violence. Poverty in Nairobi remains real as evidenced by the number of people staying in informal settlements. Additionally, high levels of insecurity are a product of poverty and unemployment. The activities of extortionist groups like the Al-Shabab or Mungiki in central Kenya and Nairobi among other prevalence of armed robberies in Dadaab lead to many people losing lives. When such incidences happen, many households loose a breadwinner leading to children engaging in waged or non-waged labour. Kiiru, *et al* (2009). Domestic violence cases lead to divorce and separation cases in the society. Single parents without proper livelihoods encourage their children to work and the earnings are used to improve household livelihood.

Ndegwa (2009) demonstrates that cultural practices like division of labour and early marriages exposes children to child labour. In households, there are culturally stipulated roles for men, for women and for children. In most communities, there are certain tasks

that can only be accomplished by a male member of the household. For instance, cooking is the preserve of females while splitting firewood is often a man's job. Among the Somali community it is the bright child that takes care of the family animals (Onyango, 1988). Consequently, should the mother or father not be able to perform such tasks, they are left for the children in the family e.g. the male child performing the male roles in a household.

Despite the introduction of FPE, which is not entirely free since levies are continually charged, child labour persists. UNICEF (2008) gives other factors that contribute to child labour. One major factor that predisposes children to child labour is parental ignorance of the negative effects of child labour on the development of their children. Parents love their children and would often do anything to ensure children are out of harm's way. However, some parents put children in harm's way out of ignorance.

The other factor contributing to high levels of child labour is inefficient enforcement of the legal provisions pertaining to child labour (UNICEF, 2012). Children on their own may prefer child labour activities due to irrelevant and non-attractive school curriculum. Poverty, unattractive school exercises and high demand for cheap labour by contractors, contribute too many children choosing to work as child labour (UNICEF, 2005). Moreover, even children interested in education often find the going tough due to persistent levies. Moral standards across the globe have plummeted and growth in international sex trade that places great value on child prostitution has increased children involvement in sex trade (UNICEF, 2008).

Finally, many people involve children in child labour due to lack of awareness on child rights the issues outlined by UNICEF are prevalent in Dadaab. Many individuals migrate from time to time in search of pasture for their animals or employment after their primary education (Chuta, 2014). Primary school leavers often do not have the relevant literacy to enable them know what is harmful for their children. They do manual jobs and to supplement the income, they do not see anything wrong with their children working. Thus, the level of the parent's education is a recipe for child labour and HIV AIDS where the orphaned children must fend for their siblings.

2.4 Impact of Child Labour on Education

Basic education is important to a nation's ability to develop and achieve sustainable development (ILO 2010). Research has shown that basic education can enhance sustainable development by increasing human development and social networks and generally reducing poverty levels in the society (Rosalyn 2002). Child labour has been documented as a great hindrance to basic education. Often the primary school children are the main targets for child labour markets. Despite many efforts made by Kenyan Government to reduce the malpractice, it has remained high. Child labour in most arid and semi-arid areas cause absence of the children from school and other learning institutions resulting into negative effects to the education sector.

Almost all (94%) of out-of-school children of primary school age are in developing countries, predominantly in south Asia (35%) and sub-Saharan Africa (40%) (World Bank, 2010). Child labour, education, and poverty have been referred to as a “triangular circle,” meaning that poor children are more likely to work in developing nations and, if children have to work, then they are less likely to attend primary or secondary school, resulting in a pervasive circle of poverty that spans generations (Mugo, 2009).

About 150 million children (100 million of whom are girls) who are enrolled in school will leave before completing elementary school (UNICEF, 2012). Generally, the opportunity schooling cost, i.e. the “implicit cost of the time that children devote to schooling, traveling to school, and doing homework at home and the demands of child labour are highly correlated” (Groves, 2003). If the cost of schooling increases, then the percentage of child labour also increases. There is also a positive correlation between limited household income and child labour and the rate of school dropout (Mugo, 2003). This explains why children from wealthier families are more likely to attend school than children from poorer families (Mohan, (2013).

Duro (2001) argues that working children in Argentina obtained lower scores than non-working children. Guarcello (2005) explored the impact of child labour on school attendance and performance in five countries: Brazil, Kenya, Lebanon, Sri Lanka, and Turkey, and concluded that work reduces the rate of retention, and in some countries the number of hours worked also increased the probability of dropping out. However,

Masud (2003) in his findings concludes that in some countries being a working child does not necessarily affect “actual learning outcomes” such as test scores. This is a rare example suggesting a neutral impact of child labour on achievement.

Access to education is important but pupils’ participation in education is an important factor that determines performance. As discussed by ILO (2013) child labour has an impact on all dimensions of development in children (social, emotional, moral, and physical). Child labour interferes with the mental capacity, thus they are not able to concentrate in class (Manda, 2003). Child labour interferes with the physical health of the children through injuries and exhaustion. When children are injured or exhausted, they cannot enthusiastically engage in classroom activities. Participation in class is a social activity. It requires the children to form friendship and be free enough psychologically as to freely engage their friends. Child labour interferes with this process through causing worries, injuries and denying children time for social bonding with their friends (Manda, 2003).

As discussed by Farrant (1980) learning is a social process. This means that interaction is very important in education. If child labour leads to pupils being pre-occupied, tired, and sleepy or in withdrawal mode, it affects their interaction with friends and teachers. Lack of connection with fellow pupils would result in withdrawal behavior by the children. Child labour affect access to education by denying children the time and energy to attend and actively engage in class activities. Absenteeism affects progressive grasp of concepts and study content (Manda, 2003). This interferes with learning because whenever they miss school they report when classmates are tackling new issues. Poor participation in class has a multiplier effect especially on the Childs performance and motivation to be in school. Poor performance contributes to children resorting to child labour.

Dasiana (2004) argues that there is a positive correlation between dropout rate of pupils and their performance in examinations. His study having focused on the performance of girls, notes that some girls in the rural areas do not perform well in examinations due to environmental factors like poor lighting, domestic duties, and family or community demands on girls so they fail to prepare adequately for examinations. In this regard, he

noted that they tend to fear examinations and dared not to wait until they sit for them hence dropout early.

Achievement levels of pupils determine the child's interest or excitement with the school process. This motivation or excitement with school process then determines whether a pupil passionately participates in school activities or opts to drop out of school. The achievement is directly linked with the extent of participation in the learning process. Those pupils who are free enough to participate and are academically blessed are likely to endure the difficulties that are part of a school unlike low achievers, who are more likely to get frustrated and view education as a waste of time.

The environment around the school and within the school has a major impact on what happens to the learner. According to UNESCO (2012), children in war torn areas or conflict zones are denied education due to the turmoil in the community. Dadaab is not a conflict zone but it is a host to the world's most populous refugee camp. It has many individuals who have sort refuge to it because of conflicts in their countries. In Dadaab, one finds refugees and victims of political clashes that lead to separation of families due to insecurity and prevalence of conflicts.

Additionally, insecurity, kidnapping of children and general robbery in the neighborhood of Dadaab leads to school to retard in development Apart from security concerns in the community around school that affects learning processes, there are extrinsic factors such a harsh climate, way of life of the community, proximity to the market center, religion, and politics that directly effects on the learning environment. Muinde (2009) examined the influence of learning environment on education and found out that if the community around the school is involved in some distracting businesses like brewing illicit beer, students are easily lured to such like malpractices. Drug addiction and alcoholism lead to students leaving school on their own volition but also if caught some decide to quit school and engage in child labour as a way of sustaining their illicit activities. Moyi (2011), attributes girl drop out to an environment that discourages learning by glorifying marriage and girl circumcision. This means that the culture of the community around a school determines whether individuals have interest in participating in learning or not. The activities that go on around learning institutions

are very important. For instance, in Kayole division, scrap metal dealers and garbage dealers are within reach. The availability of these alternative activities, which children participate in rather than going to school, promotes child labour (Fridah, 2015).

Child labour is a developmental challenge in Kenya that gravely impact on children families, communities and nation at large. Child labour is particularly recognized as being harmful to the country's long-term development and industrialization prospect because it lowers long term productivity. Dadaab Sub-County has comparatively a lower population of people and children than other Sub-Counties in Kenya. However previous studies indicate the child labour statistics as relatively high. Children, especially in primary schools in this region are vulnerable to the malpractice.

2.5 Theoretical Framework

The study relied on the Human capital theory as the primary theory informing the research. The human capital theory holds that people are the primary drivers of economic prosperity in a country. Therefore, countries have to approach their citizens as a form of capital (Becker, 1993). Once a country has a critical mass of well-developed individuals, it is best positioned for development. Human development consists in equipping individuals with requisite skills, knowledge, attitudes and values for meaningful engagement in economic development (Becker, 1993).

Human development is critical because it determines quality, innovativeness, levels of productivity and general competitiveness in a country. Schultz, (1971), explained that the main argument in the Human Capital Theory is that education is necessary as a facilitator of capacity building for individuals who engage in production processes that lead to wealth creation in a state. Education helps to equip individuals with skills, knowledge and behavior patterns necessary for engagement in production activities. National development is dependent on how individuals are productively operating in the market. It is for this reason that education and training are emphasized (Becker, 1993). Through education and training individuals, acquire the necessary capacity for participation in the economy. Schultz (1971) argued that education facilitates towards growth of the economy but also enhancing of democracy in a society. Therefore, interference with education negatively affects all spheres of development.

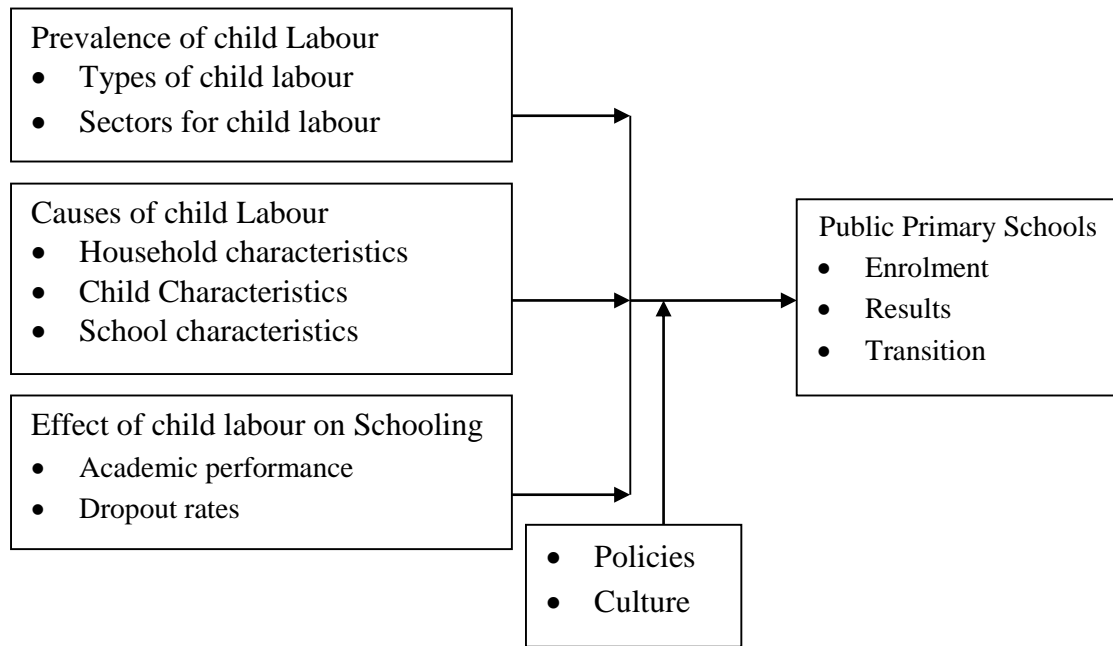
2.6 Conceptual Framework

Orodho (2009) elucidates that a conceptual framework is a diagrammatic or graphical representation of a relationship between different research variables as conceptualized in a study. Two important variables in a study are the independent and dependent variable. Based on Hindman (2011), child labour in the conceptual framework is operationalized as the different forms of harmful labour that children engage in. Prevalence of child labour can be viewed in terms of types as well as sectors of involvement. Child labour includes any harmful work done at home (domestic labour) e.g. family chores that are often tiring thus affecting pupil's concentration on studies. Some children are engaged in waged commercial labour in people's homes or in industries (Hindman, 2011). Other children are exploited through non-waged labour in commercial enterprises (Hindman, 2011).

There are various causes of child labour. Children who lack food at home for instance, may engage in fetching water for a hotel owner in exchange for some food. Irrespective of the forms of child labour, any form of child labour influences engagement in education processes for children (Manda, 2003). Child labour, as per the conceptual framework, leads to increased absenteeism given children attend to work elsewhere rather than attending school and eventually they drop out of school. Child participation in education is hampered by level of absenteeism, being tired and thus not completing class assignments, not doing homework, being sleepy in class and poor participation in co-curricular activities. For those that go to school after engaging in child labour, there is a high likelihood that they are tired, they thus tend to be sleepy in class.

Such factors affect children's participation in class activities and ultimately their performance in class. Poor performance in class discourages pupils who lose interest in schooling. This culminates to poor performance or drop out in school and engaging full time in child labour. It is true to conclude that child labour is among other factors that affect efficiency and equity in education at national level. In this study, child labour is the independent variable while impact on schooling in primary schools in is the dependent variable. The study will examine child labour in terms of prevalence, causes and impacts on schooling in public primary schools in Dadaab Sub County, Kenya. The

intervening variables are policies and cultures related to schooling and children in Dadaab Sub County.



Independent variables

Intervening variable

Dependent variable

Figure 1: Conceptual Framework

Source: Researcher 2019

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter covers the methodology that was used in the study. The chapter discusses the research design, study location, target population, sampling procedures and sample size, data collection instruments, piloting, validity and reliability of the instruments, data collection procedures, analysis procedures and ethical considerations.

3.2 Research Design

The study adopted a descriptive survey research design. This design is appropriate for the study because it is able to give a description of the state of affairs that exists. The design allowed optimum interaction between the researchers and the respondents. Descriptive survey design also was used to investigate a population by collecting sample to analyze and discover occurrences. Kothari (2004) observe that a descriptive survey is a good method of collecting information by administering questionnaires to sample individuals. Mugenda and Mugenda (2009) also noted that a descriptive survey is useful in administering and reporting the way things are. The instruments used in this design were; interviews and questionnaires. The design also enabled the researchers to make descriptions of people's attitudes and opinions towards child labour and schooling in primary schools in the study area.

3.3 Location of the Study

The study location was Dadaab Sub County in Garissa County. Dadaab is an area on the eastern part of Garissa. It is selected because it is rural with little urban setting with many public primary schools. According to KIDHBS (2005/6) 89.8 % of working children were found in rural areas. The area has a large population of refugee communities from many countries especially from Somalia. Dadaab was carved from Lagdera in 2010 as full Sub County. The population is estimated as 150,000 persons as the Kenya census of 2009. The sub-county was also chosen because it is centrally positioned, accessible and is representative of the Garissa County.

Dadaab is a semi-arid region located approximately 100 km from the Kenya-Somalia border. The local population mainly consists of nomadic Somalians. The major

economic activities in the study area is keeping of animals. Perennial drought and insecurity including attacks from Al-shabab and environmental degradation by huge refugee population are some of the major challenges faced by the people living in the area. All these challenges seem to contribute to threats to schooling in especially in public primary schools in the area. The primary school children are more vulnerable often because of tender age as well as having lower negotiating power for self-protection.

3.4 Population of the Study

This study population was 31 198 people comprised of; 20,000 household heads, 11,000 pupils from public primary schools in all the division of Dadaab sub county, a total of 158 teachers and 40 Government officers and community leaders were targeted. Going by the stipulations in the employment act, child labour applies to work imposed on children below the age of sixteen. The population was deemed as adequate in providing the information required for the study.

3.5 Sampling Procedure and Sample Size

This section therefore describes the sampling methods that were used to obtain the samples from the study population. The purpose for sampling was to secure a representative group for the study. Kumar (2011) describes sampling as selection of objects or individuals of a population whose characteristics are representative of the whole population. The research targeted pupils in primary schools, teachers, household heads and officers from relevant departments (education officers, children department officers, security officers, leaders) who formed a total study population of 31 198 people. A sample size of 384 people was obtained according to the sampling statistical table by Krejcie *et al.* (1970).

The sampling methods used to obtain the sample for the study were; cluster, proportionate, random, purposive and snowball. The study population was sampled into four clusters namely; household heads, teachers, pupils, Government officers. Samples from each cluster were then obtained proportionately. Household heads were further sampled both randomly and by snowball methods. The snowball sampling was

important for identification of households where child labour was practiced. Teachers, Government officers and pupils were selected purposively.

Out of 20,000 house hold heads, 225 of them were sampled. About 120 pupils were sampled out of 11,000 pupils. Out of 158 teachers, 24 were sampled and 15 officers were sampled out of 40. To identify the pupils for the survey, class teachers were requested to assist in selection and provision of pupils that could provide objective responses. The overall sample size for the study was 384 people; 225 households, 120 pupils 24 teachers, 15 officers and community leaders from the three division as summarized in Table 1.

Table 1: Summary of Sample Sizes

Target population	Total population	Sample population
Household head	20,000	225
Pupils in public Primary schools	11000	120
Teachers	158	24
Officers	40	15
TOTAL	31 198	384

Source: Sub County Director of Education Office. Data Enrolment of Dadaab Schools and teachers as of January 2016, KIDHBS 2009- for the house hold heads.

3.6 Research Instruments

The study used both qualitative and quantitative research instrumentation. The two paradigm instruments are mixed for better collection as well as proper understanding of the data collected in the study. The following data collection instruments were used: questionnaire and interview guide. Data was also collected using observation and Focus Group Discussion guide (FGD) methods.

3.6.1 Questionnaire for the Teachers

Questionnaire was administered to the teachers in the selected public primary schools in Dadaab Sub- County. This study finds the questionnaire to be appropriate for data collection from the named categories of participants due to their centrality in the study since they are “rich in information” as they spend most of the time with pupils in school and they know learning trends. As advanced by Johnson and Onuegbuzie (2004), questionnaires were important in collecting data from the sample of teachers who could

not be interviewed because of diversity. Since this sampled group was literate, completing the questionnaire required minimal assistance from the researchers. The questionnaire was designed in a manner that ensured anonymity and confidentiality of the respondents.

The questionnaires for teachers in this study comprised of three parts. The sections were organized along the research questions and contained both open and closed-ended questions. The first section comprised the background information while the second section contained questions related to the causes of child labour. In the third section, it addressed the effects of child labour on schooling in public primary schools

3.6.2 Questionnaires for Pupils

The second set of questionnaires were administered to the pupils. The questionnaires were semi-structured with both open and closed-ended questions. Sections of the questionnaire were organized along the research questions and were also in three sections. The first section contained the biography while the second section had questions related to child labour and how it affects schooling while section three addressed the causes of child labour in Dadaab Sub County. The children were objectively guided by the researchers on how to fill the questionnaires. This was because of high likelihood of misunderstanding the questions based on their semi-illiteracy.

3.6.3 Interviews

In order to fully understand the trends of child labour in the sub county, the study employed interview guides to collect data from officers including Sub County Director of Education, Chief Education officers, Curriculum Support staff and Sub County Children's Officer. The interview guide was described by Kumar (2011) as being handy in helping to understand the world from the participants' point of view. Additionally, using the interview guide in the intended study was of added advantage of creating opportunities to get clarifications through prompt and probes that can hardly be achieved with other data collection instruments. The guide followed themes under the three study objectives. The interview guide, therefore, enabled the researchers to

explore and gain explanations on Officer Experiences with issues related to child labour and its effects on schooling in Dadaab Sub County.

3.6.4 Focus Group Discussion (FGD)

Focus Group Discussion guides were prepared for about for three groups of respondents. Each FGD group had 8 members of the respondents. The FGDs were organized and facilitated by the researchers. Members of the first FGD group were; two teachers (male and female), two household heads (male and female), two Government officers, one community leader and one researcher. The structure of the FGDs was deliberately done to allow free discussion among the members. In the study, the FGD guide was structured thematically according to the objectives of the study. The three thematic areas that were addressed in the interview guide were; prevalence of child labour, the causes of child labour and the effects of child labour on schooling in Dadaab Sub County.

Focus Group Discussions are organized to explore a specific set of issues such as people's views and experiences of contraception (Barker & Rich 1992). FGD is important because thoughts and feelings of the group members are clearly determined. Focus groups are distinguished from the broader category of group interviews. This instrument also enables a wide range of data to be generated in a short time and it also gives opportunities to generate other unintended data that may be useful to the study.

3.6.5 Observation Schedule

The researchers used a direct observation approach at every stage of data collection in order to understand the attitudes of the respondents. The researchers were able to derive the untold information using this method. The observation was guided by themes that were in line with the study objectives for purposes of objectivity.

Observation is perceived as a suitable method for collecting information that is untold from the respondents. The observation method overcomes the observations of self-report as the basic source of data (Mugenda and Mugenda 2003). Observation makes it easy for researchers to record actions and interactions as they occur which increases the accuracy of the information. The instrument can allow determination of the moods e.g.

joy, anger etc. The conditions of the children and the types of labour can be established through this method. This method was also applicable where respondents were unwilling to respond.

3.7 Validity of the Research Instruments

To enhance external validity, the items were presented in explicit rather than implicit language. This was done in order to enhance clarity and relevance of the questions in eliciting information about the impact of child labour on schooling in Dadaab Sub County. Additionally, the researcher used source and method triangulations, to ensure credibility. An instrument is considered valid when there is confidence that it measures what it is intended to measure in a given situation (Cohen, *et, al*, 2007). The important types of validity, which were considered for this study include: face validity, content validity, and external validity.

Pre-testing was done on the instrument in two pilot studies in order to confirm the adequacy and validity of the measurement scales. The content validity of the instrument was then tested. The content validity was greater than 0.7 for all the variables. In determining the validity of the questionnaires and interview guides, the researcher presented the instruments to the supervisors who are the experts to assess the questions for face and content validity. The supervisors and other experts addressed all matters that were raised in relation to validity of the instrument. Based on their comments and suggestions, the questionnaires were fine-tuned accordingly.

3.8 Pilot Testing

A Pilot study was carried out in a division outside Dadaab Sub County two weeks before rolling out the main study. The pilot study was in two phases. The first phase was the pilot survey on about 10% of the sample population so as to pretest the research instrument. The population used in the pilot study was not included in the study. The population used for the pilot study was totally 35 people. The pilot population was composed of 20 household heads, 5 teachers, 5 pupils and 5 Government officers. The process was repeated on the same subjects after two weeks.

After piloting the instruments, the researcher calculated the reliability coefficient electronically. The split-half technique was used to yield Cronbach's alpha. In the intended study, the researcher accepted the reliability coefficient which was above 0.7 and deemed as adequate. Consequently, a lower reliability coefficient below 0.7 could have implied that some items were ambiguous leading to inconsistency hence would need to be adjusted. Cohen, et al. (2011) recommend that it is important to carry out a pilot study in order to refine the content and appropriateness of the instrument.

3.9 Reliability of Research Instruments

Cronbach Alpha Coefficient was used to test the reliability which is usually used to measure internal consistency. A reliability coefficient of over 0.7 indicated that the instrument was reliable and could be used for the study. This was in accordance with Creswell (2014) who postulated that reliability referred to the degree to which a particular measuring procedure gives similar results over a number of repeated trials. It is a measure of the degree to which a research instrument produces consistent results after repeated trials. Neuman (2006) gives four methods of assessing reliability, namely split-half, internal consistency, test-retest and equivalent-form. In this study split-half technique was adopted because it requires only one testing session. Moreover, split-half technique eliminates chance error due to differing test conditions as in test-retest or the equivalent-form techniques.

In 2009, Garson advanced that reliability coefficient ranges between 0 and 1 in value. A reliability value of 0.00 means absence of reliability whereas value of 1.00 means perfect reliability. Wadsworth (2006) indicated 0.70 to be an acceptable reliability coefficient but lower thresholds are sometimes used in the literature. According to Gay and Airsian (2009), by convention, a lenient cut-off of 0.60 is common in exploratory research. A common rule of thumb is 0.80 or high for adequate reliability and 0.90 or higher for good reliability. In this study, a reliability coefficient of 0.7 was considered adequate.

Credibility and dependability were used to determine reliability of the interview guide for head teachers, pupils and community leaders. Credibility ascertains that the study reflects the experiences of those being studied (McMillan & Schumacher, 2001) and the

results can be trusted. The researchers took time during the interviews and ensure that the participants explain what they had to share. The data collected from the interview guide was given to the participants to confirm what had been captured was what they would have actually said. The researcher also strived to confirm that data was recorded correctly by calling some of the participants for confirmation. To ascertain the consistency of findings, the researcher will review the raw data, the summary and the findings to check for any inconsistency. This was supplemented by member checking throughout the writing process which was done by going back to the respondents from time to time to ascertain what the researcher would have recorded.

3.10 Data Collection Procedures

The researcher first sought an introduction letter from Chuka University and a research permit from the National Commission for Science, Technology and Innovation, Kenya (NACOSTI). After obtaining the permit from NACOSTI, the researcher then sought permission from gate keepers in Dadaab Sub County before visiting institutions, offices, homes, and religious centers to create rapport with the respondents and explain the purpose of the study as well as administer the questionnaires to the respondents.

Prior, to undertaking the study, the researcher recruited and trained four research assistants adequately. These research assistants had to be graduates from the University, preferably social workers by career. They were expected to be conversant with the subject matter of child labour that was being studied. The researcher ensured that the research assistants were residents of Dadaab Sub County and therefore conversant with language, communication skills and culture of the study area.

The researchers also conducted the focus group discussion with the pupils under the guidance of class teachers. The respondents were assured of confidentiality in dealing with their identities. Collection of data from children was done in consultation with their teachers and guardians. This was important in avoiding to infringe the laws that protect the minors. The researcher collected personally the completed questionnaire once they were filled.

3.11 Data Analysis Technique

After the data was collected there was cross-examination to ascertain accuracy, competence and identify the items responses to check spelling mistakes and blank space. Quantitative data was analyzed using by use of current Statistical Package for Social Science version 22 (SPSS). The analysis was don using percentages and chi square. Qualitative data, the responses were read, key phrases were written down and similar responses were identified. Patterns were formed to reflect most frequent and relevant answers and codes were assigned to each response. The qualitative data was analyzed using themes and narratives. The methods of analysis were summarized on Table 2.

Table 2: Data Analysis

Objectives	Independent Variable	Dependent Variable	Analysis method
To determine the prevalence of child labour and effect on schooling in public primary schools in Dadaab Sub County	Prevalence of Child Labour	Effect in Public Primary School	Percentages Frequencies Themes Narratives
To investigate causes of child labour and effect on schooling in the public primary schools in Dadaab Sub County	Factors that Cause Child Labour	Effect in Public Primary School	Percentages Chi square Themes Narratives
To assess the effects of child labour on schooling in Dadaab Sub County	Effects of Child Labour	Schooling	Percentages Frequencies Themes Narratives

3.12 Ethical Considerations

The researchers embraced ethics right from the planning stage of research. All the processes, activities and cautions were done accordingly. The researcher got an introductory letter from Chuka University and a research permit from the National Commission for Science, Technology and Innovation (NACOSTI), Kenya. The purpose of the research was explained to all respondents thoroughly. The researcher endeavored to seek the consent of the respondents before engaging them in the study and assured them that the information provided by them would be treated with utmost confidence. Since pupils are minors, they participated with permission and guidance from their teachers.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the research findings and discusses the results with reference to specific research objectives. The descriptive statistics of each objective is presented using charts and tables. Presentation of the findings and discussion on child labour in primary schools in Dadaab Sub County, has been done according to the objectives of the study. The results of the study have also been compared with those of previous researchers.

4.2 Demographic information

Data for the study was collected from a 384 people as indicated in the sample size of the study. The accessible population was; teachers, household heads, government officers and pupils for Dadaab Sub County. The pupils were permitted and guided by the researchers to respond to the questionnaires. Clarification of some data was done through observation and FGDs.

4.2.1 Teacher Respondents in Dadaab Sub County

Questionnaires for the study were presented to a sample of 24 primary school teachers. The sampling of the teachers was purposively done. The sample was composed of 14 male and 10 female teachers. The higher percentage of the male teachers was attributed to the large number of the male teachers that are found in the region as compared to the female teachers (Figure 2).

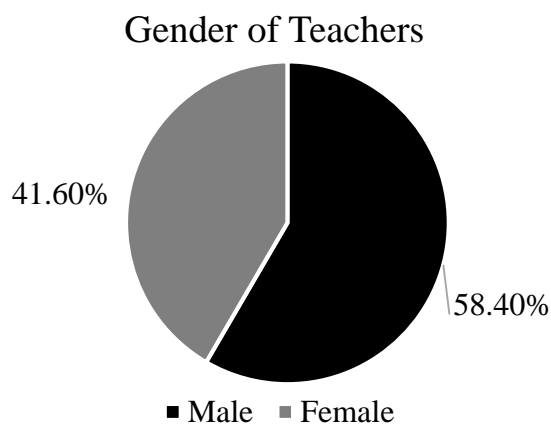


Figure 2: Gender of Teacher Respondents

Among the 24 teachers interviewed were 3 head teachers, 2 deputy head teachers, 16 teachers and 3 assistant teachers. It was assumed that the heads and deputies of schools would give detailed information about the schools, pupils and matters impacts of child labour to schooling in Dadaab Sub County. The teachers and assistant teachers were assumed to have interacted more closely with the pupils, thereby being well informed about child labour prevalence as well as the causes and impact on schooling in Dadaab Sub County. Summary of the sample of teachers that responded in the study was indicated on Figure 3. The summary portrayed that 12.5% of the teachers interviewed were head teachers, 8.3% were deputy head teachers and 66.7% of the others were teachers.

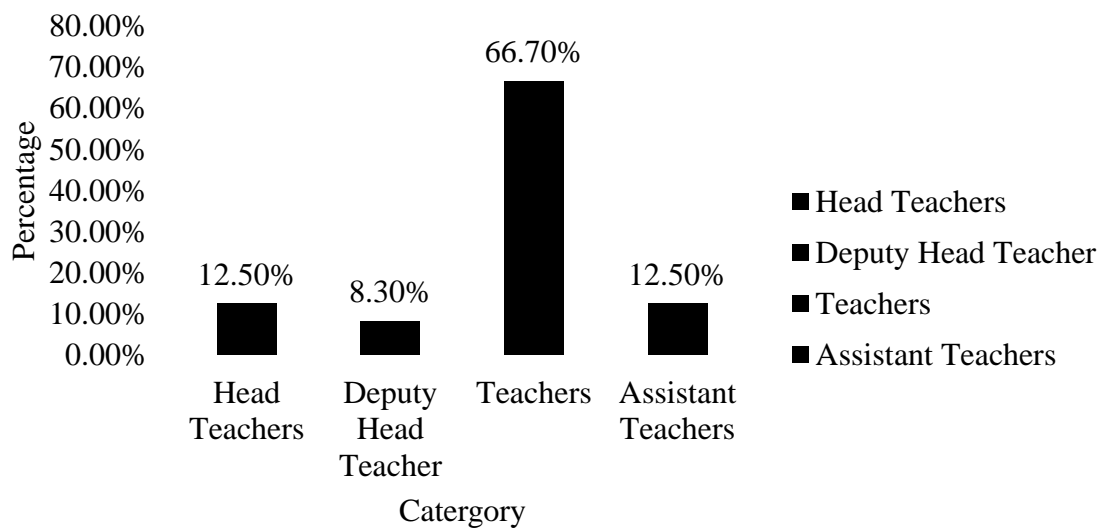


Figure 3: Category of Teacher Respondents in Dadaab Sub County

The age range of the sampled teachers was generally 21- 49 years of age. The age range was summarized in table Figure 4. Results on the table portray that 25.5% of the respondents were between the ages of 21-30, 41.5% of the teachers were between the ages of 31-40 years of age while 33% of the teachers were between the ages of 41-49 years of the age. The highest percentage of the respondents was in the age bracket of 31-40. This indicated that most of the teachers were youthful. The youthful status of the teachers could have an influence on child labour demand in their households as well as other businesses.

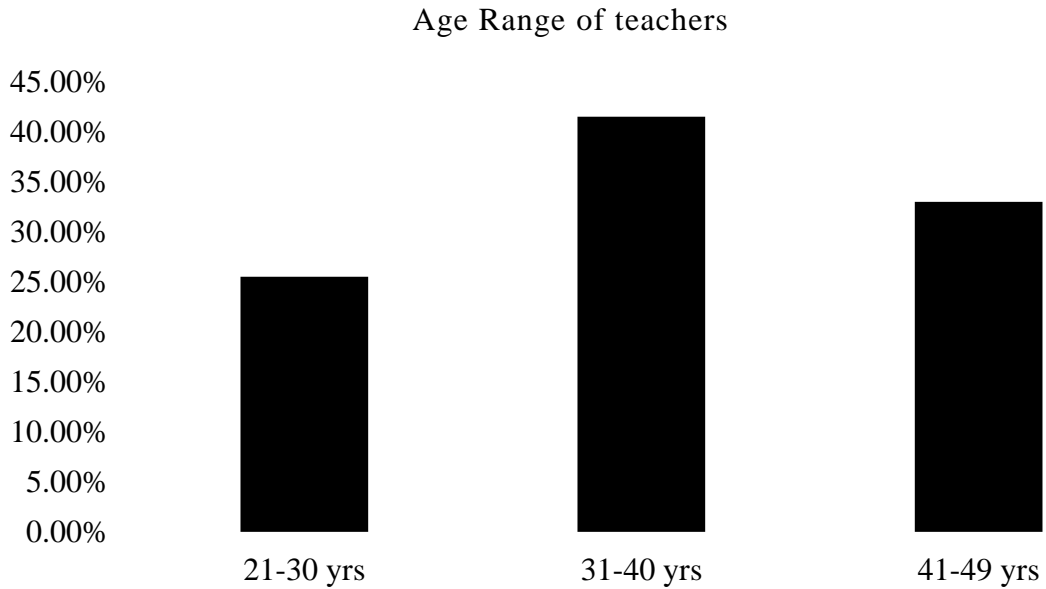


Figure 4: Age Range of Teacher Respondents in Dadaab Sub County

The study also sought to understand the types of primary schools in Dadaab Sub County. Each of the teacher respondents indicated the type of school where they taught. The results were displayed in table Figure 5 which indicated that majority (67%) of the primary schools were mixed day schools while about 33% primary schools were mixed boarding schools. According to the teachers, the pupils in day schools were more vulnerable to child labour than the pupils in the boarding schools.

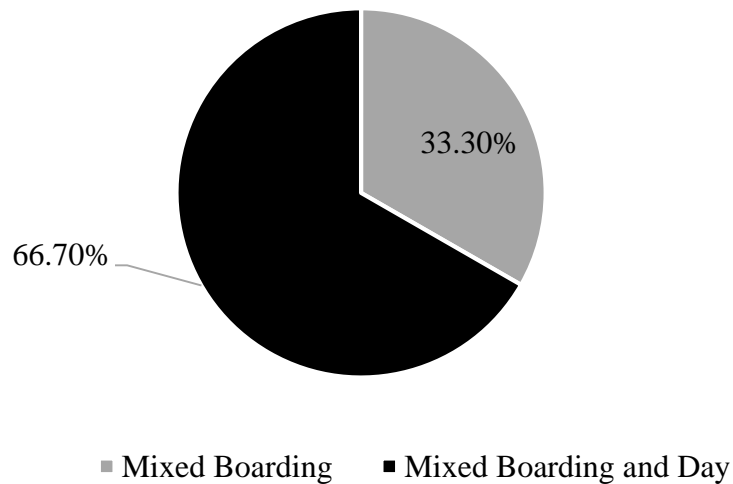


Figure 5: Types of Primary Schools in Dadaab Sub County

The results obtained from the descriptive survey study also indicated the numbers of trained and untrained teachers in the primary schools in Dadaab Sub County. Accordingly, a lesser percentage (46%) of the teachers was trained while a higher percentage of them (54%) were untrained (Figure 6). The large number of the untrained teachers experienced was attributed by the fact that the education level in this region was low with few individuals advancing to tertiary institutions and this led to low staff development. The Dadaab Sub County is one of the Sub Counties in Garissa County which is known to be a hardship area that also experiences frequent insecurity episodes. This may also act as a limitation to staffing at the primary schools. It was also noted that most of the untrained teachers were sourced from the local community.

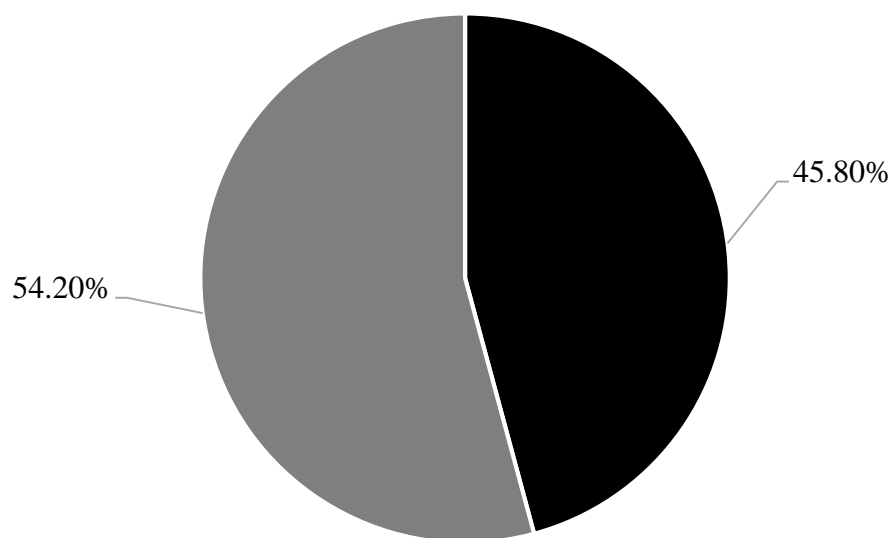


Figure 6: Trained and Untrained Teachers in Dadaab Primary Schools

The primary school teachers were also asked to state the number of years they had served in their respective schools. Results were displayed in Figure 7. The results portrayed that 37.5% of the teachers had stayed in the profession for only less than one year by the time data was collected, 41.7% of the teachers had 1-4 years of service while only 20.8% of the interviewed teachers had stayed in the profession for a period of 5-9 years. This implied that majority (79%) of the teachers interviewed had served in the profession for a period of less than a year to 4 years. It may also have implied that most of the teachers were not highly informed with the trends of child labour and impact on schooling.

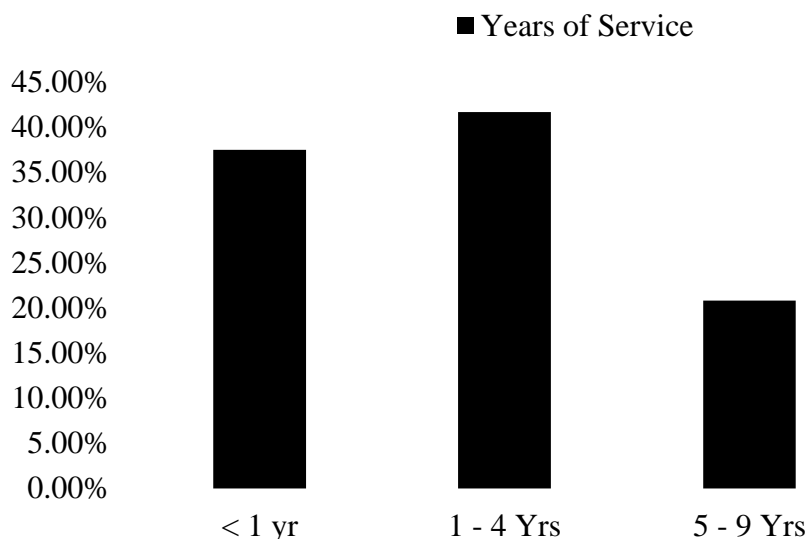


Figure 7: Years of service of Respondent Teachers in Primary Schools in Dadaab Sub County

In a nut shell, more male teachers taught in the public primary schools in the study area. All the teachers were less than 50 years of age. Most of them were untrained teachers and had worked in the area for less than five years, probably implying limited professional experience and control over the pupils.

4.2.2 Household Head Respondents

The study sought to understand the demography of household head respondents in the study area. Results have been discussed accordingly. The household characteristics that were suspected to relate child labour were; household head status, size, dependents, income, religion, education level and proximity to business centers. The findings of each of the factors were presented on tables and discussed independently.

4.2.2.1 House hold Heads Status

The study endeavoured to establish the person(s) that was in charge of the house during the study. Four types of household heads were revealed (Figure 8).

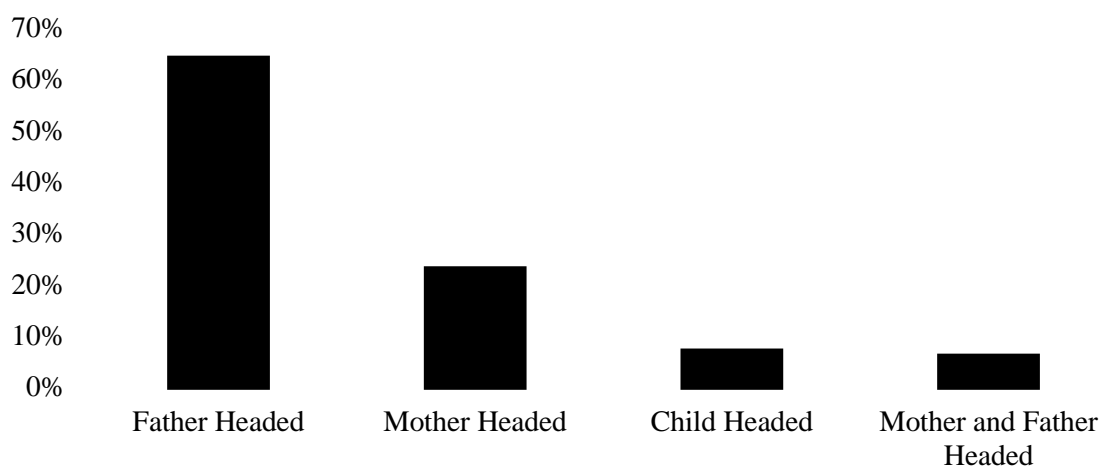


Figure 8: House hold heads' Status

Four categories of household head status were considered in the study. These were; households headed by father, mother, both father and mother and by child. Results were displayed in table Figure 8. Results indicated that majority (64%) of the household heads were fathers while 23 % of the households' heads were mothers. It's also shown that 5.8% of the household heads were both fathers and mothers with 7% of the household heads being children. Since all the 225 households had child labour cases, it can be inferred that households headed by fathers had the highest prevalence in child labour, followed by those headed by mothers. Majority of the children involved in the child labour were from single parents while a few were from nuclear family. The findings corroborated those of a research conducted in Western region of Kenya, where more single parent households were clearly shown (Sande, 2019). Probably the single parenthood lacks some force that could influence children towards schooling.

4.2.2.2 Household Sizes in Dadaab Sub County

The researchers used data on the number of people in each household to determine the size of the households (Figure 9). Results on the numbers of children per house hold as indicated by household heads were presented in figure 9. According to results the household head respondents indicated that their households had 3-4 children while 44.4% of the respondents indicated their family size had 5-7 children. Also, 32% of the respondents indicated that their households had 8-11 children. Those with large family sizes of over 11 children were represented by 5%. It can be inferred from the results that most households in Dadaab Sub County had many children which indicates an economic burden that could render the children vulnerable to child labour. Some of

the household heads pointed out that they deem many children in households as a source of cheap labour especially in herding and house help activities.

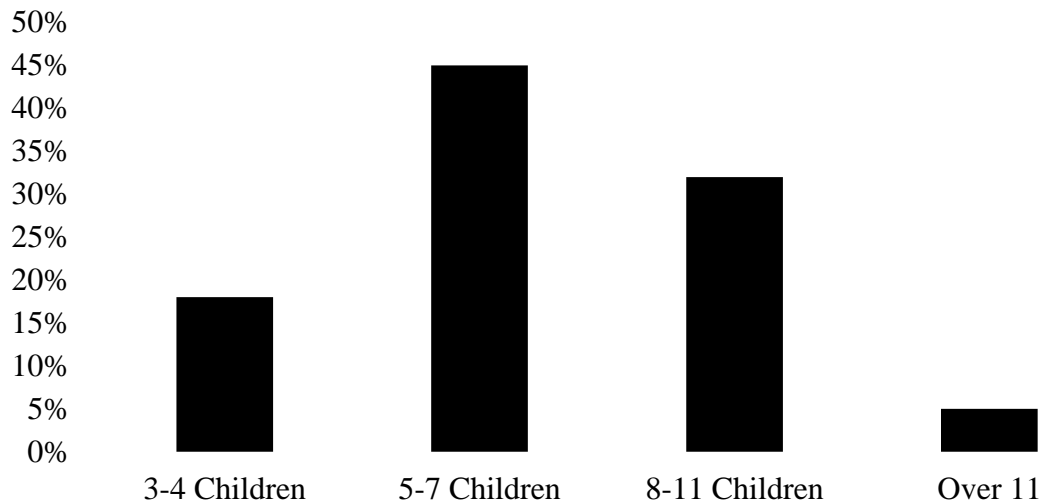


Figure 9: Household sizes

The household heads were also asked to state any other dependents other than nuclear family members living within or without their households. The results were indicated in Figure 10.

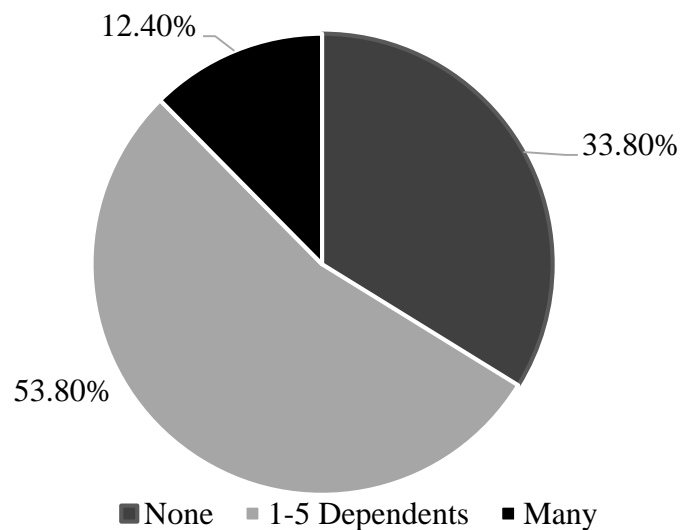


Figure 10: Numbers of Dependents in Households in Dadaab Sub County

The results in Figure 10 indicated that only 33.8% of the households had none of the people that they reliably supported. Majority (67.2%) of the respondents however supported other relatives. The idea of supporting other children seemed to be a cultural norm mainly associated with the Muslim religion. Most households supported many

relatives and this could justify the fact that majority of the children from such households were involved in child labour due to socio-economic burden. The results corroborate observation by Sande (2019) where, it was concluded that large household size increased vulnerability to child labour.

4.2.2.3 Household Head Literacy Levels in Dadaab Sub County

Results summarized in Figure 11 informed that 42.2% of the household heads were illiterate and had not attended any school for formal education. About 40.9% of the households had the literacy of primary school education and only 17.2% of the household heads had attained literacy levels of at least the secondary school education tertiary education. This shows that majority of the household heads of the Dadaab sub county were illiterate. The high level of illiteracy in households in the study area could be one of the reasons for many pupils venturing into child labour. There also seemed to be low levels of awareness about importance of schooling among children and the impact of child labour to the child and entire community.

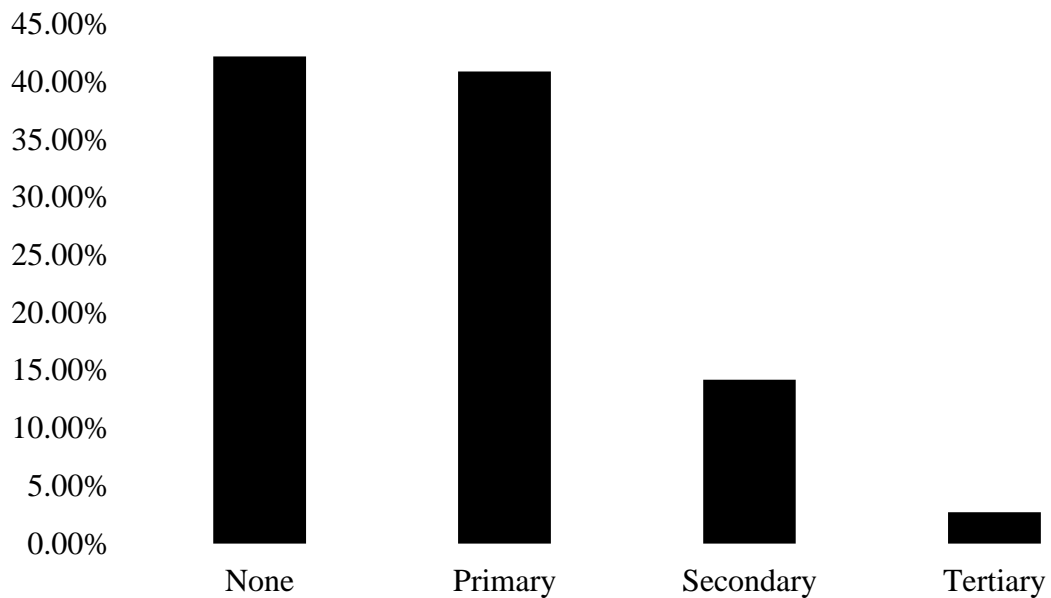


Figure 11: Household Head Literacy Levels

4.2.2.4 Household Head Income levels in Dadaab Sub County

The study also sought to understand the level of economic income in the sampled households. The household heads were asked to verify the range of the income for their households per month. Results were summarized in Figure 12.

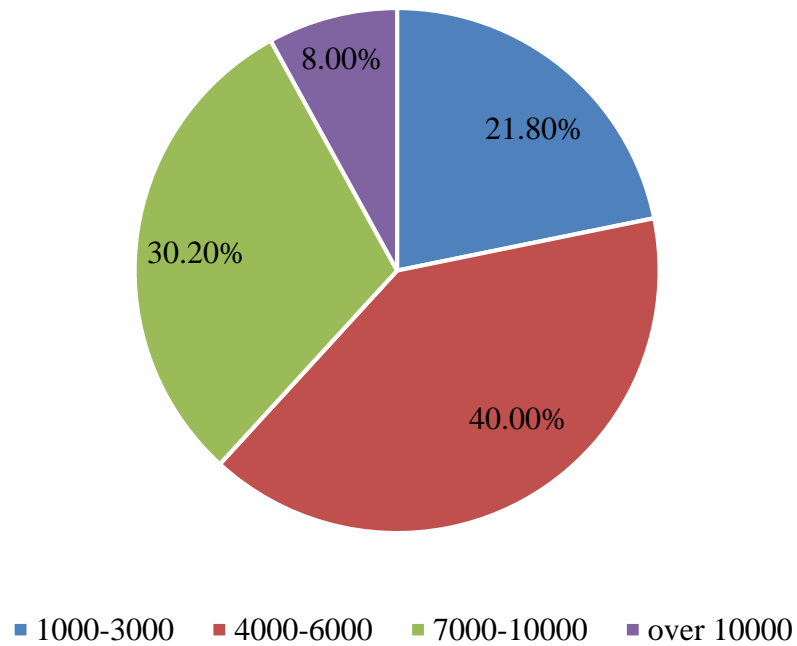


Figure 12: Monthly Income of the Household Heads in Dadaab Sub County

From Figure 12, 21.8% of the households earn an income of between 1000-3000. 40% of the households earn a monthly income of between 4000 – 6000. Also, 61.8% of the households in Dadaab earn a low income below the minimum world monthly wage of 7000, hence are poor and not able to cater for their basic needs such as food, clothing and housing. 30.2% of the households earn an income of 7000-10000. Only 8% of the households earn an income of above 10000. There are no go economic activities in the region that can help the residents generate higher income and this has led to the poverty level being very high in the region. Families whose income was less than ten thousand had majority of its children being involved in child labour.

4.2.2.5 Religion of House hold Heads

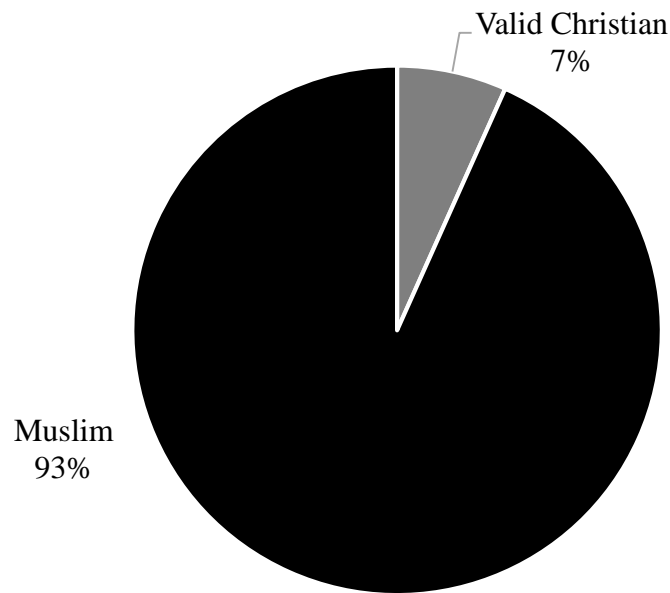


Figure 13: Household heads' Religion

Results displayed in Figure 13, show that 6.7% of the respondents were Christian while 93.3% of the respondents were Muslim. Most of the respondents were Muslim since it was the religion that was widely spread in the region. Some of the traditions of Muslims advocated early marriages and this increased child labour among the residents of Dadaab. According to ILO (2013), cultural and religious practices rendered children vulnerable to child labour.

4.2.2.6 Proximity of Households to Business Centers

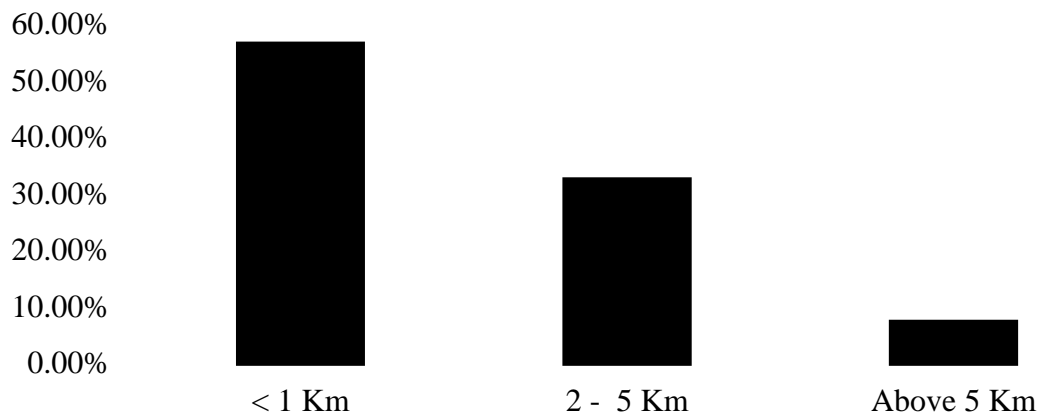


Figure 14: Proximity of the Households to Business Centers

Results in Figure 14 indicated that, about 56.4% of the respondents were living within the town premises while 32.4% of the households were living in the outskirts of the town but less than a kilometer from the town. Also, 7.2% of the respondents were living 2-5 kilometers away from the town while only 9% were living beyond 5km. Business centers were described as presenters of many labour opportunities for primary school pupils.

4.2.3 Government Officer Respondents in Dadaab Sub County

About 15 Government officers from the following categories of Government officers; Sub County Director of Education (SCDE), Chief Education Officers (CEOs), Curriculum Support Staff (CSS) and Sub County Children's Officer (SCCO) from the Dadaab Sub County were engaged in the data collection to give key opinions about the prevalence of the child labour in the sub county. They pointed out that, the prevalence level of the child labour in the Dadaab was very high amongst the primary school pupils.

Basically, the education officers from Dertu, Dadaab and Liboi division were interviewed and analysis of their responses indicated that, majority of the child in the area were involved in activities such as herding, shop keeping, house helps among others and this attributed negatively to their education. They further asserted that, factors which attributed to the child labour in the study area were culture, poverty levels in families, lack of the role models, peer pressure and issues of insecurity. These results were in line with those obtained from household heads' characteristics. Most household heads were illiterate or semi illiterate which may have limited their roles as models to the primary school pupils. Most of them earned low income which indicated some level of poverty that could render the pupils vulnerable to child labour.

4.2.4 Primary Pupil Respondents in Dadaab Sub County

Data was collected from primary school children in relation to child labour engagement. Results indicated that 55% of the pupils that were sampled for the study were males while 45% of them were females (Figure 15). This was attributed to the fact that majority of the pupils that were found in the Dadaab Sub-County were males. Girls were few because they were being engaged in the house help activities even at young ages. Although most cultures supported education for the male children at the expense

of the female pupils, the preference of communities to engage them in child labour activities is usually higher compared to female children (Sande, 2018)

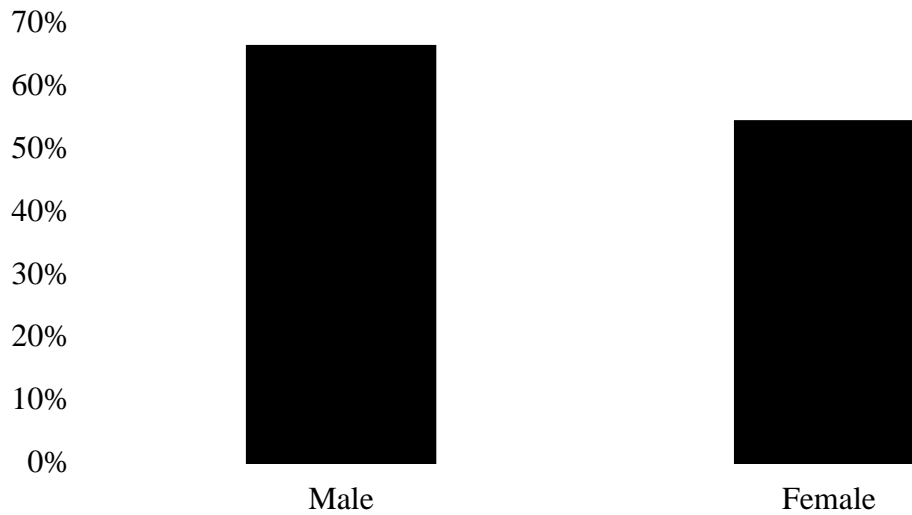


Figure 15: Gender of Pupils sampled for the study

4.3 The prevalence of the child labor in Dadaab Sub County

The prevalence of child labour was determined based on the following variables; distribution by divisions, gender, age and economic sector.

4.3.1 Distribution of Child labour in divisions of Dadaab Sub County

Results of the distribution of children engaged in child labour in the three divisions; Dadaab, Dertu and Liboi have been displayed in Figure 16. The data on child labour was attained from the 225 household heads sampled for the study

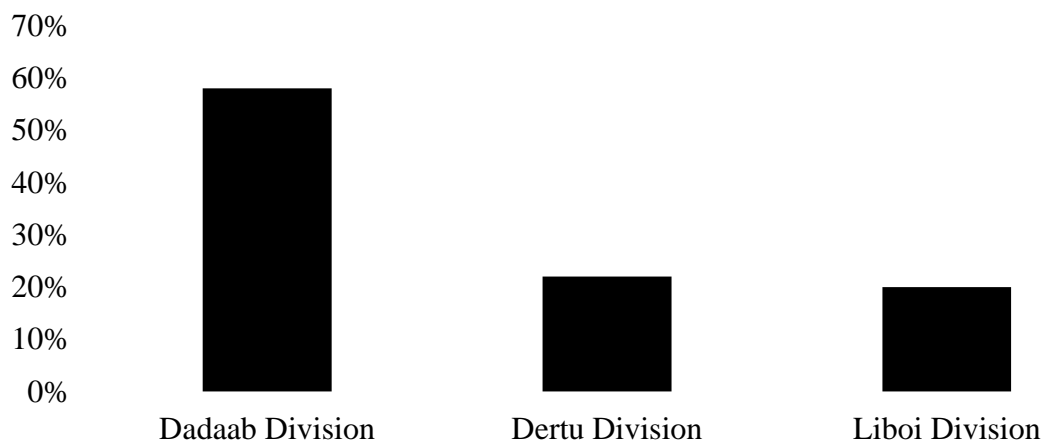


Figure 16: Distribution of Child labour in divisions of Dadaab Sub County

As observed in the results of the Figure 13, child labour existed in all the sampled households. The child labour was either supplied or sourced. About 225 child labourers were sampled in Dadaab Sub County. Some were school dropouts while others had not attended school at all. Child labour was indicated as highest (58%) in Dadaab division followed by Dertu (22%) and Liboi (20%) respectively. As indicated earlier in chapter three, Dadaab division is highly inhabited by refugees as well as other populations. It is located in the town with many economic activities brought about by NGOs and their private investors which could easily attract the children from primary schools into labour market.

The high prevalence of child labour in Dadaab division could also be attributed to refugee ship at the Dadaab camp. Most of the families living at the Dadaab camps were under temporary shelter and this could undermine their effort to send their children to school. This observation was supported by (ILO 2010) who pointed out that transition of families from one area to another increase vulnerability of children to child labour. The Dadaab division also had a higher population than the other divisions and this could be one of the reasons for higher occurrence of the child labour.

4.3.2 Distribution of child labour by economic activities Dadaab Sub County

The findings of the types of the economic activities that the child labourers were engaged in the study area were displayed in table 3. Data on the on the types of child labour activities in Dadaab Sub County was mainly sourced from house hold heads and the pupils in the primary schools. This was because of the assumption that some of the pupils were already partly engaged or were potential child labourers.

Results from the output indicate that, majority (32%) of the child labourers were engaged in house help activities. A substantive percentage of child labourers are engaged in business activities like running errands for people (24%) and selling sweets (17%). Less percentage of child labourers were engaged in activities like herding (10%), collection of plastics (7%), garbage (4%) and metals (6%) respectively. The study findings agree with Sande (2019) postulates that there is a shift in dominance of child labour from agriculture and pastoralism to commercial practices.

Table 3: Economic activities of child labourers

Type of the child labour	Dadaab Division	Dertu Division	Liboi Division	Total No.	Total %
House help	41	15	16	72	32%
Herding	14	6	3	23	10%
Collecting garbage	5	2	2	9	4%
Collecting metals	7	3	3	13	6%
Collecting plastics	10	4	2	16	7%
Running errands for the people	30	11	12	53	24%
Selling sweets	24	9	6	39	17%
Total	131	50	44	225	100%

4.3.3 Distribution of child labour by gender in Dadaab Sub County

The results on gender of the child labourers based on economic activities were further displayed in the Figure 17. Results obtained from household heads, indicated that 66.7% of the pupils involved in child labour were males, 33.3% of the children involved in the child labour are females. This implies that male children are the majority involved in the child labour. The large number of the males that were involved in child labour could be attributed culture of the community which relates child labour activities with gender. It could also be attributed to aggressiveness of the male pupils to venture in to the various types of child labour.

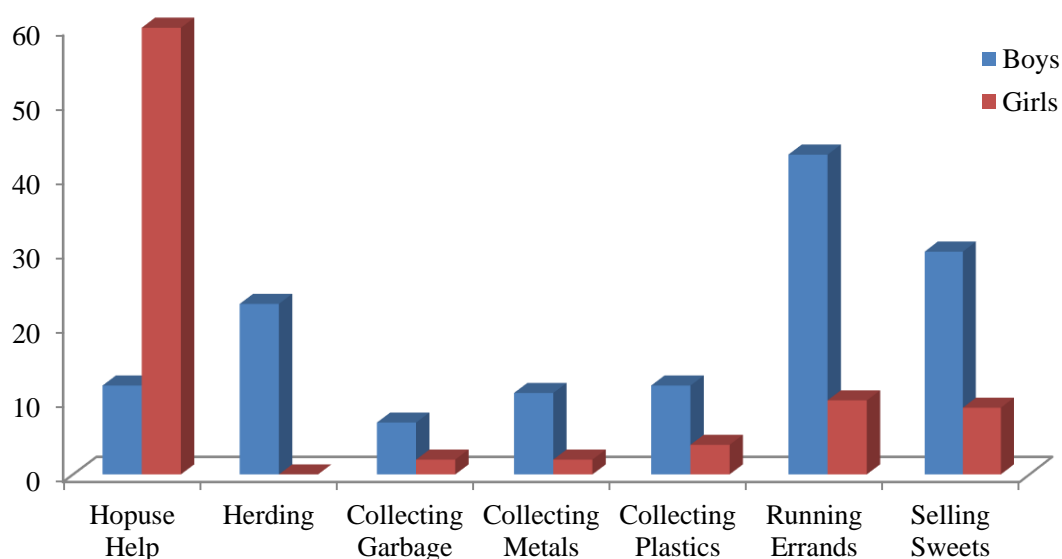


Figure 17: Economic activities of child labour by Gender in Dadaab Sub County

In almost all the economic activities, the male children dominated except in the house help activities. The results portrayed gender as linked to economic activities among child labourers. Such gender differentials arose due to bias in measuring child labour by focusing more on sectors of the economy while neglecting girls ‘contribution within homes. Girls’ engagement in homes is an invisible form of child labour that is often not measured; 90% of children affected by domestic labour are girls (UNICEF, 2013). According to UNICEF (2013) estimates, sub-Saharan Africa 1 in 4 children aged 5-17 years provide labour in homes or in productive sectors of the economy. The estimates showed that more boys than girls were involved in child labour.

4.3.4 Distribution of Child labour among Primary School Pupils by age

Ages of child labourers were categorized as indicated in Figure 18. The purpose for the categorization was to find out the most prevalent ages of child labourers in various labour activities in Dadaab Sub County.

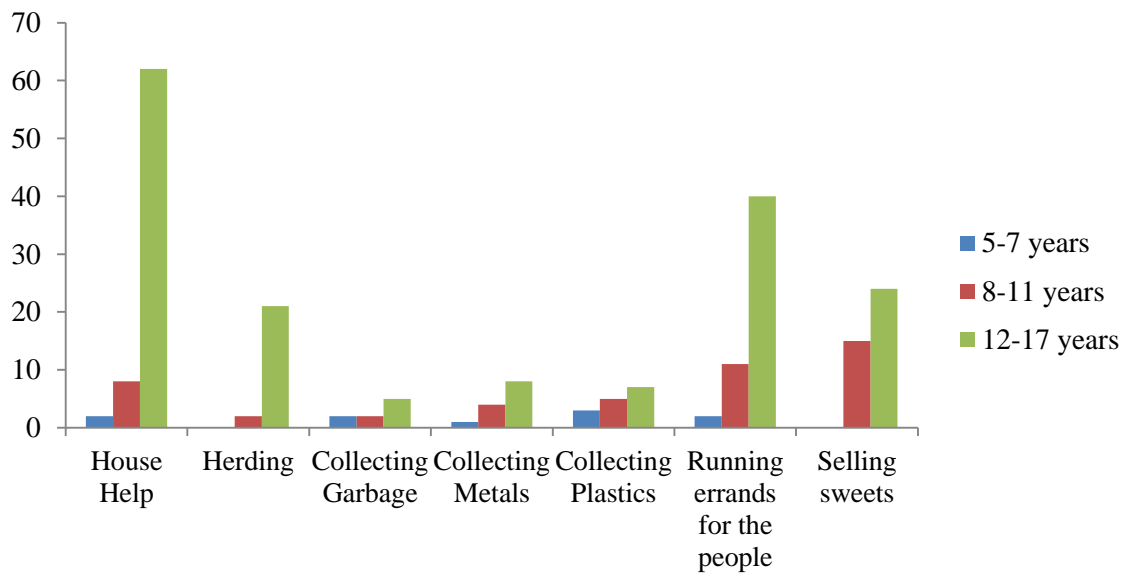


Figure 18: Distribution of Child labour by age

The results in Figure 18 postulate child labour as highly prevalent at age range 12-17 years. Over 70% of the child labourers were in this category of age which is commonly referred to as adolescence age. Bronfenbrenner (1962) described the children at that age range as adolescents who have high level of reasoning and exploration. Thus, children of this age range are may be highly vulnerable to deviation from school activities into

labour activities. Ormert (2018) observed that most children were attracted to the labour market at the age of 12 years. It is assumed that the children tolerate low wages which are manageable by the employers (Sande 2019).

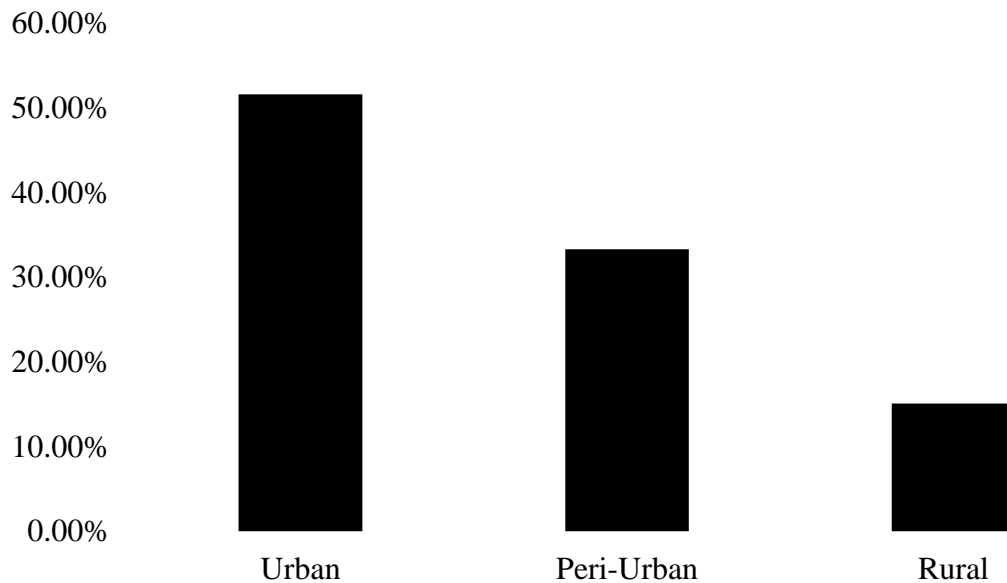


Figure 19: Employment rates of children in urban, peri-urban and rural areas in Dadaab Sub County

Results in Figure 19 show that majority of the respondents were living in urban centers. This was attributed by the fact that majority of the population was living in the towns for the ease of getting the social amenities. Those children that lived in the towns were at a greater chance of child labour. 33.3% of the respondents were living in the Peri-Urban areas with only 15.1% of the respondents were living in the rural areas. It was therefore evidenced that the urban centers hosted most child labourers in the study area. According to Sande (2019), urban and peri-urban centers had more work opportunities that attracted the children at expense of schooling.

4.4 Causes of Child Labour in Dadaab Sub County

The study sought to investigate the some of the factors that influence child labour in the study area. The factors that were investigated were; household characteristics, school characteristics and child characteristics. Results of each of the factors have been discussed independently.

4.4.1 Household head Characteristics that Influence Primary Pupils into Child Labour in Dadaab Sub County

Results of a study conducted in Kenya by Manda (2003) explained that, child labour can be associated with household head status, income level and literacy levels among other characteristics. Child headed households which arise due to effects of HIV/AIDS, numerous conflicts that displace children, high prevalence of domestic violence leading to family breakdown and traditional practices such as sending children to herd cattle or marrying them off at an early age, usually have more cases of child labour.

There are differentials in terms of effects of child labour on education along gender lines. Culture and resultant perceptions have played a big role in influencing girl child access to education. Gender roles and patriarchal society values tend to consign women to domestic duties and subsidiary role. This in effect influences parents' attitudes towards girl child education and the attitude of girls towards their studies (Sakamoto 2006). Chi square tests were used to analyze data on the household characteristics that influenced child labour among the primary school pupils in the study area. The results were presented in tables and further explained.

4.4.1.1 Relationship between Household Head Status and child labour among primary school pupils in Dadaab Sub County

The results of relationship between household status and child labour among the primary pupils in the study area were subjected to chi-square tests. The chi-square value indicated a significant association between the two factors ($P < 0.001$). The inference from the results is that household head status significantly influenced child labour among the primary school pupils in Dadaab Sub County. Most households were shown as headed by single parents and children (Figure 8) which could have implied instability in the households and therefore increased vulnerability of the pupils from such households to child labour.

Table 4: Chi-square Tests for relationship between Household head Status and Child labour Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Chi-Square	30.305 ^a	3	.000
Likelihood Ratio	34.333	3	.000
Linear-by-Linear Association	.766	1	.352
N of Valid Cases	255		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.87.

4.4.1.2 Relationship between Household Size and child labour among primary school pupils in Dadaab Sub County

Chi square tests were done to show whether household size was related to child labour among the primary school pupils in the study area. Results were displayed in table 5. There was a significant relationship between household size and child labour among the primary school pupils ($p < 0.05$). Results in table 9 indicated that over 60% of the households in the study were composed of large size families. It can be inferred that the many large size families had characteristics that caused primary school children to divert into child labour at expense of schools.

Table 5: Chi-square Tests for Relationship between Family Size and Child Labour among Primary pupils

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.994 ^a	3	.000
Likelihood Ratio	24.097	3	.000
Linear-by-Linear Association	23.642	1	.000
N of Valid Cases	225		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.25.

4.4.1.3 Relationship between Household head Literacy and child labour among primary school pupils in Dadaab Sub County

Results from chi-square tests on relationship between household head literacy level and Child Labour among primary school pupils in the study area indicated a significant relationship ($p < 0.001$). As noted earlier in figure 11, only few household heads were literate. Most household heads were either illiterate or semi illiterate and this could be associated with the high percentage of child labour in the households.

Table 6: Chi-square tests for relationship between Household Head Literacy level and Child Labour among Primary School Pupils Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.506 ^a	3	.000
Likelihood Ratio	21.768	3	.000
Linear-by-Linear Association	17.393	1	.000
N of Valid Cases	225		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.50.

4.4.1.4 Relationship between House hold Heads' Income level and child labour among primary School pupils in Dadaab Sub County

According to Table 7, Chi square test results on house hold heads' income level and child labour among primary school pupils indicated a significant relationship ($p < 0.01$) between household income and child labour $X^2_{4,0.01} = 95.113$. Results displayed in Figure 12 on income of household heads portrayed most of them as having low incomes. Probably the low incomes created opportunities for the primary pupils to venture into child labour practices.

Table 7: Chi-square tests for relationship between Household Heads' Income level and Child Labour among Primary School Pupils

	Value	Df	Asymp. Sig. (2-sided)
Chi-Square	95.113 ^a	4	.000
Likelihood Ratio	90.190	4	.000
Linear-by-Linear Association	83.605	1	.000
N of Valid Cases	225		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.25.

4.4.1.5 Relationship between House hold Heads' Religion and child labour among primary School pupils in Dadaab Sub County

The results of the relationship between households' religion and child labour among primary school pupils were subjected to chi-square tests (Table 8). Chi-square tests showed no significant association between household heads' religion and child labour was not significant ($p > 0.05$). Almost all household heads were of Muslim religion. Only a few were of Christian religion. Whichever way, almost all households irrespective of the religion had evidence of involvement of the primary school pupils in child labour.

Table 8: Chi-square tests for of Household Head Religion in relation to Child Labour among Primary School Pupils

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	42.799 ^a	2	.042
Likelihood Ratio	30.773	2	.000
Linear-by-Linear Association	112.592	1	.000
N of Valid Cases	225		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 2.57.

4.4.1.6 House hold proximity to business centers influence on primary pupil participation in Child Labour in Dadaab Sub County

The results of the relationship between households' Proximity to Business Centers and child labour among primary school pupils were subjected to chi-square tests (Table 9). The results indicated a significant relationship ($P < 0.001$). Most child labourers among the primary school pupils were indicated as working in urban and peri urban centers. It can therefore be inferred that urbanization caused increase in child labour. This could probably be due to increased labour opportunities in the urban centers.

Table 9: Chi-square tests for of relationship between Household Proximity in relation

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.652 ^a	3	.00
Likelihood Ratio	5.429	3	.131
Linear-by-Linear Association	4.685	1	.032
N of Valid Cases	225		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.00.

Except for Religion, results for all factor whose data was subjected to chi-square indicated significant relationships. It was concluded that the factors; household heads status, size, income, literacy level and proximity to urban areas influenced child labour in the study area. However, Ormert (2018) views the causes of child labour to be; inequality, economic uncertainty, limited accessibility of education, socio-cultural norms, returns from child labour and poor-quality education. Chuta (2014) also gave views that, child labour was caused by shocks such as drought, family illness, death, and care for the elderly. Although the views are different, it can be acknowledged that child labour is caused by many factors.

4.4.2 School Characteristics that Influence Child Labour in Dadaab Sub County

The study investigated from the respondents some of the school characteristics that influenced child labour at the expense of school attendance. The teacher respondents

and the Government officers pointed out through their views that the following school characteristics influence child labour; lack of role models, inadequate staff, high school levies and lack of school requirements. Tables and figures were used to summarize the results.

4.4.2.1 Lack of Role Models in Public Primary Schools

Results on teachers and officers' views on whether lack of role models in schools influenced child labour among the primary school pupils in the study area were summarized in Table 10.

Table 10: Views of Teachers (T) and Government Officers (O) on how lack of the role models affected the children dropout from schools.

Lack of role models	Frequency		Percent		Valid Percent	
	T	O	T	O	T	O
Rare	3	1	12.5	6.7	12.5	6.7
Not frequent	11	7	45.8	46.6	45.8	46.6
Moderate	4	4	16.9	26.7	16.9	26.7
Frequent	5	2	20.8	13.3	20.8	13.3
Very frequently	1	1	4.0	6.7	4.0	6.7
Total	24	15	100.0	100.0	100.0	100.0

From the table above, 12.5% of the teachers indicated that lack of the role models rarely made the children dropout of the school while 45.8% of the respondents indicated that lack of the role models was not a frequent cause of children dropout from school. 16.9% of the respondents moderately suggested that lack of the role models was a moderate reason why the children dropped out from schools and consequently engaged themselves in child labour. Majority of the children lacked the peers to guide them on the importance of the education and they viewed education meaningless.

From the Table 10, only 6.7% of the officers indicated that lack of the role models rarely made the children dropout of the school while 46.6% of the respondents indicated that lack of the role models was not a frequent cause of child labour. 26.7% of the respondents moderately suggested that lack of the role models was a moderate reason why the children dropped out from schools and consequently engaged themselves in child labour. It is clear that over 80% school dropout was influence by lack of role models. Majority of the children lacked the role models probably among household

heads, teachers and other officers to guide them on the importance of the education. This can be supported by the findings that most household heads were illiterate while most teachers were aged less than 50 years and were untrained.

4.4.2.2 Inadequate Staff in Public Primary Schools

Results on teachers and officers' views on whether inadequate staff in schools influenced child labour among the primary school pupils in the study area were summarized in table 11.

Table 11: Views of teachers and officers on how inadequate staffs in schools influenced the child labour

Inadequate staff in school	Frequency		Percent		Valid Percent	
	T	O	T	O	T	O
Rare	4	4	16.7	26.7	16.7	26.7
Not frequent	7	3	29.1	20.0	29.1	20.0
Moderate	6	3	25.0	20.0	25.0	20.0
Frequent	7	5	29.2	33.3	29.2	33.3
Total	24	15	100.0	100.0	100.0	100.0

From the Table 11, 16.7% of the teachers suggested that inadequate staffs in schools was rare reason that affected the children dropouts from school hence engaging in child labour while 29.1% of the respondents suggested that inadequate staffs in schools was not a frequent cause of the children dropout from schools and cause of child labour among children. 25% of the teachers moderately agreed that lack of the teachers was a cause of the children dropout from schools. Lack of the teachers in schools made the students become idle and this lead to them looking for other works that would keep them busy. From the Table 11, 26.7% of the officers suggested that inadequate staffs in schools was rare reason for child labour while 20.0% of the respondents suggested that inadequate staffs in schools was not a frequent cause of the child labour among children. 20% of the teachers moderately agreed that lack of the teachers was a cause of the children dropout from schools. According to the officers, many of the schools did not have adequate staff. Lack of the teachers in schools could have made the students become idle and this could have led into them looking for other works that would keep them busy.

4.4.2.3 Extra Levies in Public Primary Schools

Results on teachers and officers' views on whether inadequate extra levies in public primary schools influenced child labour among the primary school pupils in the study area were summarized in Table 12.

Table 12: Views of Teachers and Officers on how extra levies in school affected child labour and children drop out from the school

Extra levies demanded by schools	Frequency		Percent		Valid Percent	
	T	O	T	O	T	O
Don't know	3	0	12.5	0	12.5	0
Rare	4	4	16.7	26.7	16.7	26.7
Not frequent	3	3	12.5	20.0	12.5	20.0
Moderate	6	6	25.0	40.0	25.0	40.0
Frequent	8	2	33.3	13.3	33.3	13.3
Total	24	15	100.0	100.0	100.0	100.0

From the Table 12, 12.5% of the teachers did not know whether extra levies demanded in schools increased cases of child labour and children dropout from schools while 16.7% of the respondents rarely agreed that charging of extra levies increased cases of child labour and children dropout from the school. 12.5% of the teachers showed that extra levies demanded by the schools were not a frequent cause of children dropout from schools. Majority of teachers moderately agreed that extra levy demanded in schools was a major cause of cases of dropout among the children. When extra charges were imposed in the schools, a few of the residential were able to raise the fees since majority of the people living in the region are poor and are below the required standards of living.

From the Table 12, 26.7% of the officers rarely agreed that charging of extra levies increased cases of child labour and children dropout from the school. 20% of the officers showed that extra levies demanded by the schools were not a frequent cause of child labour and children dropout from schools. Majority of teachers moderately agreed that extra levy demanded in schools were causes of increased cases of dropout among the primary school pupils. When extra charges were imposed in the schools, a few of the residential were able to raise the fees since majority of the people living in the region had low income and were living below the required standards of living. This may have caused the other children to opt for child labour in order to get money to pay the school fees.

4.4.2.4 Lack of School Requirements in Public Primary Schools

Results on teachers and officers' views on whether lack of school requirements in public primary schools influenced child labour among the primary school pupils in the study area were summarized in Table 13. From the results presented on the table 13, 8.3% of the teachers did not know whether lack of the social requirements was the cause of the child labour and children drop out from school while 20.9% of the respondents rarely agreed that lack of the school requirements was a major cause of children dropout. 37.5% of the respondents moderately agreed that lack of the school requirements made the child labour and school dropout from school by children increase. Most of the respondent agreed that to some extent, lack of the school requirements caused child labour and children dropout of school since they also lacked the basic items that were required in schools for survival.

Table 13: Views of Teachers (T), Officers (O) and Pupils (P) on how lack of the schools requirements affected the child labour in the sub county

Lack of school requirements	Frequency			Percent			Valid Percent		
	T	O	P	T	O	P	T	O	P
Don't know	2	1	0	8.3	6.7	0.0	8.3	6.7	0.0
Rare	5	2	44	20.9	13.3	15.8	20.9	13.3	15.8
Not frequent	3	3	57	12.5	20.0	47.5	12.5	20.0	47.5
Moderate	9	5	0	37.5	33.3	0.0	37.5	33.3	0.0
Frequent	2	0	19	8.3	0.0	36.7	8.3	0.0	36.7
Very frequently	3	4	0	12.5	26.7	0.0	12.5	26.7	0.0
Total	24	15	120	100.0	100.0	100.0	100.0	100.0	100.0

Results displayed in the table also indicated that, 6.7% of the officers did not know whether lack of the school requirements was the cause of the child labour and children drop out from school while 13.3% of the respondents rarely agreed that lack of the school requirements was a major cause of children dropout. 33.3% of the respondents moderately agreed that lack of the school requirements caused child labour and school dropout increase. Most of the respondent agreed that to some extent, lack of the school requirements caused child labour and children dropout of school since they also lacked the basic items that were required in schools for survival. Lack of these basic requirements was associated by the fact that they lacked money to purchase them.

Results also indicated that, 15.8% of the pupils suggested that lack of the school requirements frequently hindered the pupils' school attendance while 47.5% of the pupils indicated that lack of the school requirements occasionally hindered them from attending the school. Majority of the pupils that lacked the school requirements like uniform did not attend the school since it was a compulsory requirement for every pupil. ILO (2017) proposed that by increasing accessibility of children to school, their vulnerability to child labour would reduce.

About 36.7% of the pupils indicated that lack of the school requirements rarely hindered pupils from attending the school. Majority of the students that lacked the proper school requirements were frequently engaged in child labour in order to earn income and attend to their needs. Boyden et al. (2016), recommended development of social protection programme to buffer the inaccessibility to school due lack of essential necessities.

4.4.2.5 Insecurity in School environment

Results on teachers and officers' views on whether insecurity in public primary schools influenced child labour among the primary school pupils in the study area were summarized in Table 14.

Table 14: Views of Teachers and Officers on how conflict arising due to insecurity affects child labour

Conflicts arising due to insecurity	Frequency		Percent		Valid Percent	
	T	O	T	O	T	O
Don't know	4	0	16.7	0.0	16.7	0.0
Rare	9	6	37.5	40.0	37.5	40.0
Not frequent	5	1	20.8	6.6	20.8	6.6
Moderate	1	4	4.2	26.7	4.2	26.7
Frequent	5	4	20.8	26.7	20.8	26.7
Total	24	15	100.0	100.0	100.0	100.0

From the Table 14, 16.7% of the teachers indicated that did not know whether conflicts due to insecurity was a major cause of children dropout from school while 37.5% of the respondents rarely knew that conflicts that arise due to insecurity is a major cause of the children dropout from them school. 20.8% of the respondents were not frequent while 4.2% moderately agreed that conflicts arising due to insecurity caused the

children dropout of the school. Majority of the respondents showed that insecurity was a major cause of the dropouts since they had the fear of unknown and this led to increase in dropout cases.

From the table above, 40% of the respondents agreed that rarely did conflicts arising from insecurity cause most of the children dropout from school. About 6.6% of the respondents were not frequent while 26.7% moderately agreed that conflicts arising due to insecurity caused the children dropout of the school. Majority of the officers showed that insecurity rarely caused child labour and school dropouts. From the results it can be inferred that insecurity in schools was not an influential factor in relation to primary school pupils' drop out,

4.4.2.6 Poor Relations between School and Community contributed to Child Labour in Dadaab Sub County.

Results on teachers and officers' views on whether poor relations between public primary schools and the community influenced child labour among the primary school pupils in the study area were summarized in Figure 20.

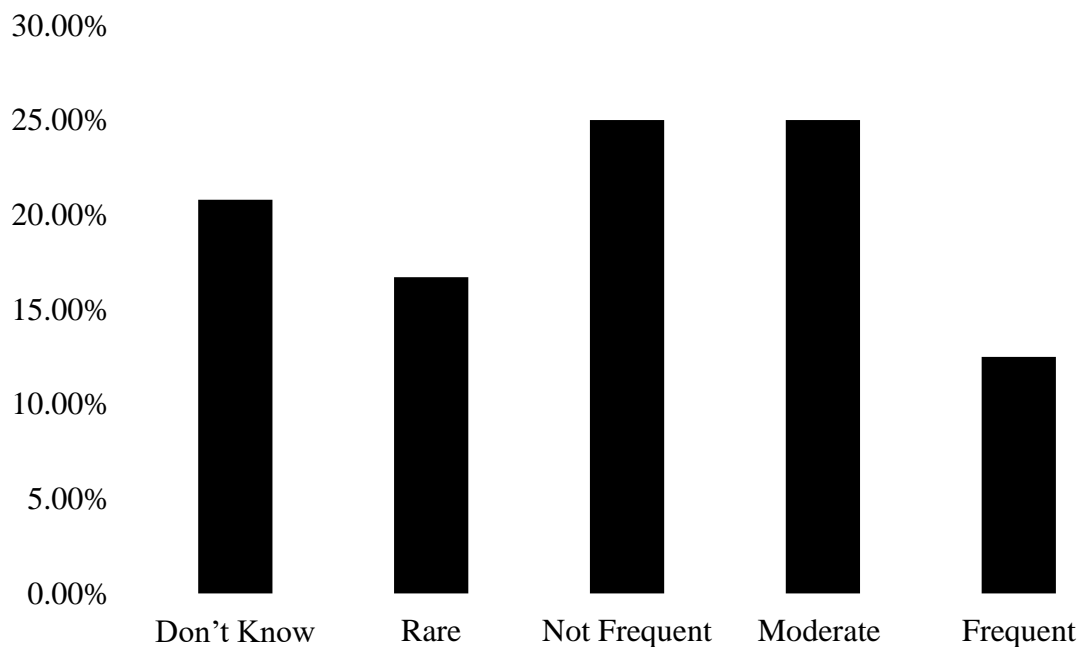


Figure 20: Views of Teachers on how Poor Relations between School and Community

From the Figure 20, 20.8% of the respondents did not know whether poor school-community relations caused the dropouts from schools and child labour while 16.7%

of the respondent showed that poor-community relations as a rare reason for the child labour and drop out from schools. Also, 25% of the respondent saw poor school-community relations not a frequent reason for child labour while 25% of the respondents saw poor-school community as a moderate reason for the child labour. From the respondents interviewed, 12.5% of the respondents agreed poor school-community relations was a frequent reason for child labour and ultimately drop out from the school. Community did not guide the children accordingly on the importance of the education and this led to increase in child labour among children.

In a nut shell, the study noted school characteristics like; lack of role models, inadequate staff, high school levies and lack of school requirements as causes of child labour. Kraus (2016) however postulated that inaccessible or irrelevant education resulted in negative attitudes to child education especially in poor households. Poor education in terms of incompetent teachers, inadequate number of teachers, poor academic standards as well as poor infrastructure often deviated children into child labour.

4.4.3 Pupil Characteristics that Influence Child Labour in Dadaab Sub County

The researchers sought views of teachers (T), officers (O) and pupils (P) on some of the pupil characteristics that caused child labour among the primary school pupils in the study area. The results on responses have been below. The factors that were pointed out were; peer pressure, health challenges at the households, lack of parents, poverty among parents, involvement in domestic work, waged labour, running errands and caring for siblings. A summary was made on tables.

4.4.3.1 Peer pressure among primary school pupils

Results on teachers, officers and pupils' views on whether peer pressure influence child labour among public primary schools in the study area were summarized in figure Table 15.

Table 15: Views of teachers, officers and pupils on how peer pressure causes child labour in Dadaab Sub County

Peer pressure	Frequency			Percent			Valid Percent		
	T	O	P	T	O	P	T	O	P
Rare	3	0	50	12.5	0.0	41.6	12.5	0.0	41.6
not frequent	6	2	53	25.0	13.3	44.2	25.0	13.3	44.2
Moderate	10	2	0	41.6	13.4	0.0	41.6	13.4	0.0
Frequent	3	3	17	12.5	20.0	14.2	12.5	20.0	14.2
very frequently	2	8	0	8.3	53.3	0.0	8.3	53.3	0.0
Total	24	15	120	100.0	100.0	100.0	100.0	100.0	100.0

From the Table 15, 12.5% of the respondents suggested that peer pressure was a rare reason why children dropped out of the school while 25% of the respondents suggested that peer pressure was not a frequent cause of the child labour in the sub county. 41.6% of the respondents agreed that peer pressure was the moderate reason why the children dropped out of the school with only 12.5% of the respondents suggesting that peer pressure was frequent reason why children engaged in child labour. Those children that had dropped out of the school encouraged their fellow children to work and earn money. From the Table 15, 13.3% of the respondents suggested that peer pressure was not a frequent cause of the child labour in the sub county. 13.4% of the respondents agreed that peer pressure was the moderate reason for child labour and drop outs while only 20% of the respondents suggested that peer pressure was frequent reason for child labour. Those children that had dropped out of the school encouraged their fellow children to work and earn money. It was also showed that peer pressure contributed highly to the child labour.

The Table 15 shows that 13.2% of the pupils were frequently hindered from attending the school by peer pressure among themselves while 44.2% of the pupils occasionally agreed that peer pressure hindered them from school attendance. Majority of the pupils failed to go the school since their peers were not attending too. 41.6% of the pupils however indicated that peer pressure rarely hindered them from attending the school. Pupils encouraged their fellow pupils not to attend the school and this increased the child labour prevalence hence peer pressure being a greater cause of the child labour within the region.

4.4.3.2 Pupils' views on Factors that influence their Participation in Child Labour

The pupils gave their views on many factors that were assumed to influence child labour among them. Some of the factors mentioned were; health, lack of parents, poor parents, domestic work, waged labour, running errands and caring for siblings. The results were summarized on Table 16.

Table 16: Views of Primary School Pupils on Causes of Child Labour among them in Dadaab Sub County.

Views of pupils on Causes of child Labour	Frequently %	Occasionally %	Rarely %
Health	18.3	43.3	38.4
Lack of Parents	14.2	48.3	37.7
Poor parents	15.8	43.4	40.8
Domestic work	15	35.8	49.2
Waged Labour	19.2	44.2	36.6
Running errands	25.8	42.5	31.7
Caring for siblings	21.7	38.3	40

Results showed that 18.3% of the pupils frequently engaged themselves to child labour due to health challenges while 43.3% of the pupils engaged in child labour due to health challenges. 38.4% of the pupils engaged in child labour due to health challenges. Therefore, it's clearly shown that health challenges among the pupils could have caused child labour among many pupils. According to Quattri & Watkins (2016) noted that usually there is a relationship between disadvantage and child labour. The children with health issues usually divert from school into cheap child labour.

Lack of the parents was pointed out as a factor that contributed to pupils' failure to attend the school. From the above table, it shows that 14.2% of the pupils do not attend school frequently due to lack of the parents while 48.3% of the pupils occasionally failed to attend school due to lack of the parents. 37.5% of the pupils rarely failed to attend the school due to lack of parents. Lack of parents could due to emergencies like death, disasters, terminal diseases and others which make some children to assume household duties at expense of attending school (ILO 2018). Chuta (2014) is in agreement with the same and further points out that shocks such as drought, family illnesses or death, care for the elderly increase pressure for child labour.

The pupils also indicated that poverty among the parents caused part of their engagement in child labour hence failure to attend the school. From the above table, 15.8% of the pupils agreed that poor parents were the frequent factor that hindered them from attending the school while 43.4% of the pupils indicated that poor parents occasionally hindered them from attending the school. Poor parents could not afford the school fees and also the money that was required for the upkeep by the pupils in school. 40.8% of the pupils indicated that poor parents rarely affected the school attendance. Though many studies support poverty in households as a major cause of child labour, Kim (2009) disputes this fact.

Results of the table also indicated that, 15% of the pupils indicated that domestic work frequently hindered the pupils from attending the school while 35.8% of the pupils indicated that domestic work occasionally hindered the pupils from attending the school. Domestic work made the student spend a lot of time at home hence hindered them from attending the school. Majority of child labour activities take place within households (Moyi, 2011). Accordingly, ILO (2019) indicated that most children in labour are unpaid family workers in households, farms and enterprises. About, 49.2% of the pupils indicated that domestic work rarely hindered pupils from attending the school. According to Bourdillon (2015), child labour can be useful in terms of gaining social and technical skills as well as gaining economic benefits which increase self-esteem. However, Rosati (2015) negates the results by pointing out that, child labour and education are mutually exclusive activities.

According to the pupils' views 19.2% of the pupils frequently engaged themselves in child labour due wage labour while 44.2% of the pupils engaged themselves in child labour as a result of waged labour. 36.6% of the pupils rarely engaged themselves in child labour due to waged labour. Majority of the pupils that were engaged in child labour had been engaged in waged labour. Majority of the pupils lacked money to cater for their needs and this forced them to work in order to get money. 37.5% of the pupils indicated that looking for money rarely hindered them from attending the school. Looking for money greatly caused the child labour. As pointed by Bourdillon (2015), preference for child labour is usually attributed to social and economic gains which are assumed to often contribute to their livelihoods.

Pupils' views further indicated that, 25.8% of the pupils indicated that running errand for the family frequently hindered school attendance by pupil while 42.5% of the pupils indicated that running errands for family occasionally hindered the school attendance by the pupils. Most the pupils that were running the errand for the family spent most of their time in running the errands and they lacked time to attend the school causing decline in school attendance. Also, 31.7% of the pupils indicated that running errands for the family rarely hindered them from attending the school. According to Sande (2018) most child labourers are engaged in the commercial sector usually because of economic status of the households.

About 21.7% of the pupils indicated that taking care for the siblings hindered them from attending the school while 38.3% of the pupils indicated that taking care of the siblings occasionally hindered school attendance. Some pupils were being forced by their parents to take care of the young ones at home during the school days and this hindered pupils from attending the school. Also, 40% of the pupils indicated that taking care of the siblings rarely hindered them from attending the school. Majority of the pupils were forced to drop out of school to take care of their young siblings and this caused significant cases of child labour among the pupils. Ormert (2018) points out that most child labourers have limited access to schools. Accordingly, child labour often affects health and personal development of the children.

4.4.3.3 Views of Teachers and Officers on influence of Households poverty child labour among of Primary Pupils in Dadaab Sub County

Results on teachers and officers' views on whether poverty in households influenced child labour among the primary school pupils in the study area were summarized in Table 17.

Table 17: Views of Teachers (T) and Officers (O) on rate at which the poverty was distributed in Households of Primary Pupils in Dadaab Sub County

Poverty in families	Frequency		Percent		Valid Percent	
	T	O	T	O	T	O
Rare	3	0	12.5	0.0	12.5	0.0
Not frequent	4	1	16.7	6.7	16.7	6.7
Moderate	8	2	33.3	13.3	33.3	13.3
Frequent	8	6	33.3	40.0	33.3	40.0
Very frequent	1	6	4.2	40.0	4.2	40.0
Total	24	15	100.0	100.0	100.0	100.0

The Table 17 shows that 12.5% of the teacher indicated that poverty level in the households was a rare reason of child labour cases among schools while 16.7% of the teachers indicated that poverty in their families was not the frequent reason for child labour and drop out from the school by children. 33.3% of the teachers moderately agreed that poverty level was the major reason of child labour and children dropouts from school since majority of the children were not able to meet the basic need of life forcing children to work and help parents in meeting the basic needs and the necessities of life.

Results on the table also show that 6.7% of the officers indicated that poverty level in the households was not a frequent reason of child labour cases among schools while 13.3% of the teachers indicated that poverty in their families was moderate reason for child labour and drop out from the school by children. 40% of the officers frequently agreed that poverty level was the major reason of child labour and children dropouts from school. Reports by ILO (2018) and Sande (2018) support poverty as a major cause for child labour. Majority of the children were not able to meet the basic need of life forcing children to work and help parents in meeting the basic needs and the necessities of life.

4.5 Impact of Child Labour on Schooling in Dadaab Sub County

The study sought to establish the impact of child labour on schooling. Although many factors contribute to schooling dynamics in the study area, child labour seemed predominant. Views on whether child labour impacted on schooling were obtained from teachers in the study area. The study also investigated the enrolment rate and academic performance in the primary schools in the study area and the results were presented in this section.

4.5.1 Effect of Child Labour on Schooling in Dadaab Sub County

Views of teachers on whether child labour affected schooling in Dadaab Sub County were summarized in Figure 21.

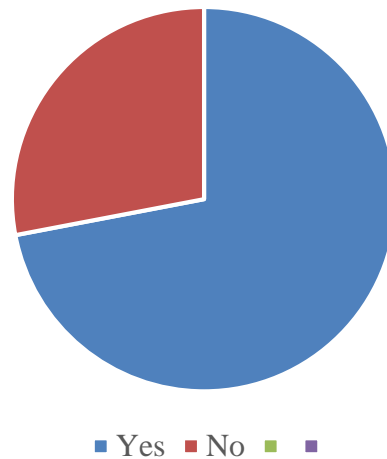


Figure 21: Views of Teachers, Officers and Pupils on whether Child Labour has affected Schooling in Dadaab Sub County

According to the results, 72% of the teachers agreed that child labour affected schooling in the study area while 28% denied the effect of child labour on schooling. In the previously discussed findings of this study, pupils were documented as being distracted from schooling by waged labour. The high percentage of the child labour was attributed to the fact that children would encourage fellow children to work for money. Teachers were assumed to understand well the factors that affect schooling since they directly interact with pupils. It can therefore be assumed that child labour interferes with the learning program of pupils and therefore affects schooling.

4.5.2 Effect of Child Labour on Enrolment in Schools in Dadaab Sub County

The study assumed enrolment rates in the primary schools in the study area one of the indicators of impact of child labour on schooling. The records of enrolment rates of pupils in primary schools in Dadaab Sub County in the years 2013-2017 were summarized in Table 18.

Table 18: Enrolment Rate of Pupils in Schools in Dadaab Sub County

Year	No. of Pupils Enrolled Per Division		
	Dadaab	Diboi	Dertu
2013	4700	4300	3900
2014	4580	4113	3725
2015	4410	3870	3512
2016	4100	3700	3200
2017	3813	3500	2946

According to the results, there was a progressive decline in the rates of enrolment of the pupils in primary schools in the study area in all the three divisions. In a nut shell, the drop in the enrolment rates in primary school pupils from the year 2013 to 2017 was 21%. Although other factors could contribute to the drop, child labour seemed quite predominant. This observation was further supported by that of teachers on the rate of pupil drop out from primary schools in the study area which was summarized in Table 18. Teachers also gave their views on whether pupils’ drop out was experienced at the Dadaab sub county. The results were summarized in Figure 22.

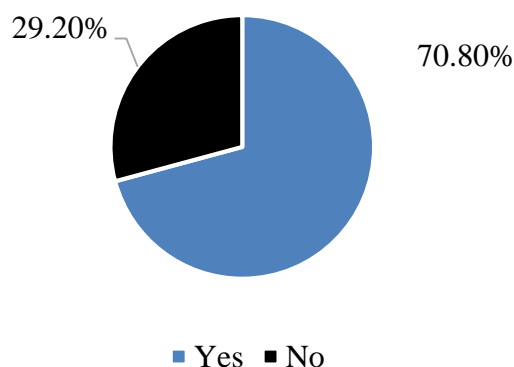


Figure 22: Observations by teachers on whether pupils’ drop out was experienced at the Dadaab sub county

Results in Figure 22 indicate that, 70.8% of the teachers had experienced cases of children dropout while only 29.2% of the teachers had not experienced cases of child labour in their school. Peer pressure was pointed out by the teachers to be among major factors that influenced cases of dropout from the school. Accordingly, the pupils encouraged each other to drop from schools in order to work for cash. This attributed to the large cases of the pupils’ dropout amongst the schools since most of the pupils lacked morale to go to school.

4.5.3 Effect of Child labour on academic performance in Dadaab Sub County

The respondents were asked to give their views on whether child labour affected academic performance in schools in Dadaab Sub County. The responses were summarized in Table 19. The total number of respondents was 384 people and each gave independent response.

Table 19: Effect of Child labour on Academic performance in Dadaab Sub County

Respondents	Responses		
	Yes	No	Total
School Teachers	16	8	24 (6%)
Government officers	10	5	15 (4%)
Pupils	68	52	120 (31%)
Household Heads	172	53	235 (61%)
Total	266 (67%)	128 (33%)	384 (100%)

According to the results, 67% of the respondents agreed that child labour had an effect on academic performance while 33% of the respondents did not agree that child labour had an impact on academic performance. Majority of the respondents attributed negative effects of child labour on academic performance to lots of time spent by children doing jobs like herding and shop keeping. According to them this led to drastic fall in their academic performance and increased cases of children drop out from schools. About 56% of the pupils agreed that child labour affected academic performance negatively. This was attributed to the fact that majority of the pupils spent most of their time in activities that would earn them money and spend only little amount of time in their academics.

Engagement in child labour increased school dropout rates of primary school pupils leading to low enrollment of the students in the institutions. The few of the pupils that remained in the school performed decimally since absenteeism of others created a negative social influence to the others. According to pupils' absenteeism of others reduced academic competition as well as morale to study hence negatively affecting the academic performance in Dadaab Sub County.

4.6 Strategies for reducing Child Labour in Dadaab Sub County

Results of the study indicated high prevalence of child labour with a negative impact on schooling in the study area. This called for need to suggest strategies that could help reduce the menace. Results of the suggested strategies were indicated in Table 20.

Table 20: Suggested Strategies for reducing Child Labour in Dadaab Sub County

Types of Strategy	No. of Respondents
1. Awareness Creation in Community	46%
2. Review and Enforcement of Law	8%
3. Mainstreaming in School Curricula	10%
4. Facilitation of Primary Schools	13%
5. Creating Business Opportunities for Household heads	8%
6. Mentorship program	25%
Total	100%

4.6.1 Awareness Creation on Strategies of reducing Child Labour

Majority of the respondents suggested creation of awareness as a strategy for reducing the high child labour prevalence in the study area. Naturally, awareness often causes people to be cautious and it could also help to regulate the participation in child labour. This observation agrees with that of ILO (2010) where it was postulated that most community members participated in supply and demand of child labour activities because of ignorance of the impacts on the society at large. The study also investigated the means that were used to create awareness about child labour practices among household heads. The results were summarized on Figure 23.

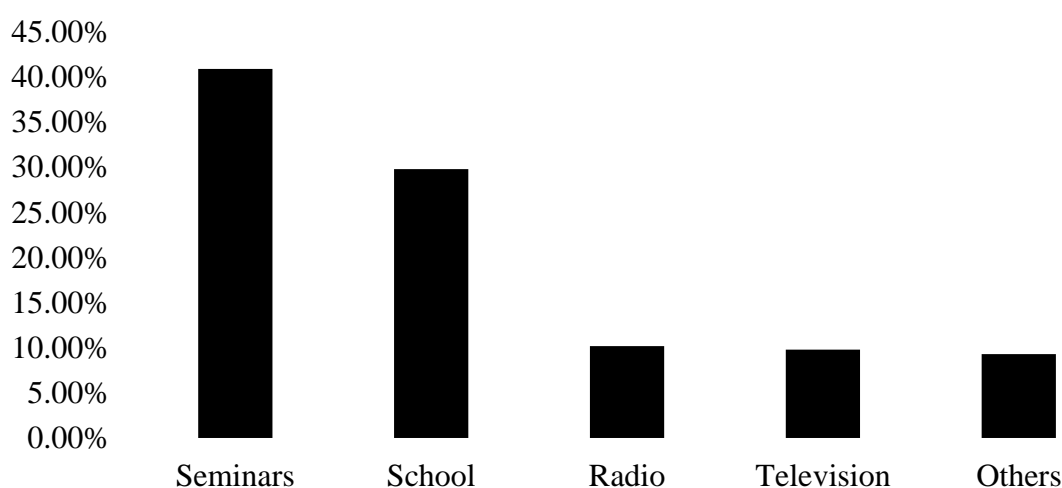


Figure 23: Awareness Creation on Strategies of reducing Child Labour

The Table 20 shows the methods that were used to create the awareness about child labour. Different methods were used to create awareness which included seminars, radio, Television among others. Out of the respondents that were interrogated, 89 which translated to 40.9% got awareness from the seminars, 29.8% of the respondents got the awareness from schools after training. 10.2% of the respondents got the awareness from Radio while 9.8% of the respondents got the awareness from Television. There were other ways of creating awareness among the residents which translated to 9.5%. Seminars were highly conducted in Dadaab to bring the awareness to the households about the child labour. This implied that if seminars were effectively conducted, this would help the households eliminate the issues of child labour. Seminars were the most effective method compared to other means of creating awareness since majority of the people in the locality attended the seminars with ease and seminars enable a “one on one” interaction which often reinforces understanding of messages.

4.6.2 Other Strategies for reducing Child Labour in the Study Area.

Mentorship program was also popularly (25%) suggested. This is a strategy that mainly targets the attention and behavioral change among the pupils. Despite its effectiveness, it could easily be challenged by the tender age of the pupils which could reduce their levels of understanding. The same case could apply in the case of mainstreaming in the school curricula. The suggestion of facilitating primary schools could help to reduce the economic burdens on both household heads and pupils. This could be so because of the earlier findings in the study where most households had low income yet supported large numbers of children and other dependents. Law review and enforcement was also suggested as a strategy for reducing child labour. However, logically this strategy can mainly be effective when awareness, understanding and morality is high within the community. Creating business opportunities for household heads was also suggested by clients. However, it was also noted that such a strategy could further promote engagement of the pupils in household businesses.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings for the study in relation to the objectives. It also includes conclusions, recommendations and suggestions for further research.

5.2 Summary of Findings

The study aimed at determining prevalence, causes and effects of child labour on schooling in Dadaab Sub County. The study was conducted specifically in Dadaab, Liboi and Dertu Divisions. Summary of the findings have been discussed in this section according to the three objectives.

5.2.1 Determination of the prevalence of child labour in Dadaab Sub County

The first objective of the study was to determine the prevalence of child labour in the Dadaab Sub County. There was high prevalence of child labour in the study area. The results showed that majority, 58.6% of the children were involved while the minority (41.4%) was not involved in child labour the study area. About 61.3% of the child labourers were males while 38.7% were females. The distribution of child labourers in the three divisions of Dadaab Sub County was; 58% in Dadaab Sub County, 22% in Dertu division and 20% in Liboi division.

The child labour activities in the study area were; House help activities House helps activities (32%), Errand running (24%), Selling Sweets (17%) and Herding (10%), Collecting Plastics (7%), Collecting Metals (6%) and Collecting garbage (4%). House help activities were relatively high in all the three divisions of the Sub County. The male child labourers dominated in all the activities except in house help activities where the female child labourers dominated (82%). There were child labourers at all age categories; however, majority (74%) of the child labourers were in the age category of 12-17 years usually referred to as adolescence.

5.2.2 Investigation of the causes of child labour in Dadaab Sub County

The second objective of the study was to investigate the causes of child labour in Dadaab region.

Child labour in the study area was caused by household characteristics, school characteristics and pupil characteristics. The household characteristics identified were; household size, proximity to business centers, household head status, literacy levels, income levels and religion. Most households had over 5 children and other dependants to support. Majority of the household heads were illiterate and had low income that encouraged their participation in child labour by either supplying or engaging the pupils in households at expense of their schooling. Most of the households were headed by fathers, mothers or children implying social burdens that could encourage participation in child labour. Child labour was also higher in urban centers and it progressively reduced in the peri-urban and rural areas respectively.

The school characteristics that could have contributed to child labour prevalence were; inadequate staff, extra school levies, insecurity in school environment and poor relations between schools and communities. Inadequate staff could cause discouragement to the pupils while insecurity in school environment and poor relations between schools and communities could scare both parents and pupils away from schools. The insecurity was associated with Al-Shabaab and existence of m refugee camps with diverse communities.

The pupil characteristics that caused their participation in child labour were; peer pressure, health challenges, lack of parents, domestic work, attraction to waged labour, family errands and care for siblings. Peer pressure was high among the pupils influenced their engagement in waged labour because of their youthful stage. The children were also engaged in various family errands, domestic work probably because of assumptions that they were more active and also because of subjection to cultural authority.

5.2.3 Assessment of the impact of child labour on schooling in Dadaab Sub County

The third objective was to assess the impact of child labour in the region. The study assessed the primary school pupils' enrolment rates and effect of child labour on academic performance in the primary schools in the study area.

There was a progressive drop (21%) in enrolment of pupils in the primary schools in the study area between the years 2013-2017. The percentage of reduction in the enrolment rate of pupils in primary school was higher in Dadaab division than in Dertu and Liboi divisions. About 67% of the respondents pointed out that child labour negatively affected academic performance in primary schools.

Some of the strategies suggested for reductions of child labour in the study area were; awareness creation, mentorship program, facilitation in primary schools, mainstreaming child labour in school curriculum, creating business opportunities for households and review and enforcement of bylaws. The most effective means of creating awareness in Dadaab Sub County was by use of seminars.

5.3 Conclusions

The conclusion was done based on objectives of the study. According to the results for determining the prevalence of child labour in the Dadaab Sub County, various conclusions were made. The prevalence of child labour in the study area was high. Male child labourers were more than female child labourers. Dadaab division had the highest percentage of child labourers. The child labour activities in the study area were household activities, herding, running errands, selling sweets and collection of plastics, metals and garbage. Most child labourers were aged 12-17 years usually referred to as adolescence.

Based on results of the study, child labour in the study area was caused by household characteristics, school characteristics and pupil characteristics. The household characteristics identified were; household size, proximity to business centers, household head status, literacy levels, income levels and religion. Chi-square results indicated significant relationship between most of the household factors with child labour in the study area. Religion had no relationship with child labour. The school characteristics that contributed to child labour prevalence were; inadequate staff, extra school levies, insecurity in school environment and poor relations between schools and communities. The pupil characteristics that caused their participation in child labour were; peer pressure, health challenges, lack of parents, domestic work, attraction to waged labour, family errands and care for siblings. Information about school and pupil

characteristics and influence on child labour was in accordance with the views of teachers, Government officers and pupils in the study region.

Child labour had a negative impact on schooling in the Sub County. It has caused a progressive drop in enrolment as well as reduced transition of pupils in the primary schools in the study area. Child labour had also negatively affected academic performance in primary schools in the study area. According to the results of the study, the child labour practice can be effectively be reduced through the following strategies in order of importance; awareness creation, mentorship program, facilitation in primary schools, mainstreaming child labour in school curriculum, creating business opportunities for households and review and enforcement of bylaws.

5.4 Recommendations

This study developed several recommendations in response to the results obtained. The study recommended;

- i. An intensive sensitization of communities in the study area on the effects of child labour practice.
- ii. Review and enforcement of bylaws on child labour in the Garissa County.
- iii. Intensification guiding and counseling program for primary school pupils in the Sub County.
- iv. Equipment of schools by the Government in order to reduce the school levies in primary schools in Garissa County.
- v. Employment of trained teachers for professional management of pupils.

5.5 Suggestions for Further Research

From the findings of the study the following areas are suggested for further research:

- i. Effects of insecurity to Schooling in Garissa County
- ii. Effect of social fractionalization to Schooling in Garissa County
- iii. Effect of drought on Schooling in Garissa County
- iv. The role of Community Leaders on Child labour in Garissa County

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APPENDICES

Appendix I: Introductory Letter to Participants

Department of Social Sciences
Chuka University
Tel: +25471993914
Email: Isamuhamed@yahoo.com
15th February, 2019

Dear Sir/ Madame,

REF: ACADEMIC RESEARCH

I am Issa Mohammed Ali, a Masters student at Chuka University. I am carrying out a study on **“Effect of Child Labour in Public Primary schools in Dadaab Sub-County, Kenya”**.

I am requesting for your participation during the study. Your participation is purely voluntary. Your answer will be used for the purpose of the study only. Information obtained from you will be treated with strict confidentiality and your names shall not be used in the write up of the study report or on other data information that they may be linked in any other forum. Thank you.

Yours Faithfully,

Issa Mohammed Ali

Appendix II : Questionnaire for Teachers in Dadaab Sub-County

Instruction: Kindly respond by putting a tick in the appropriate bracket or filling the necessary information.

Section A: Demographic Data

1) What is your gender? Male Female

2) What is your age bracket?

(a) 21-30 (c) 41-49

(b) 31-40 d) 50 and above

3) What is your current position in the school?

(a) Head Teacher Deputy Head Teacher (c) teacher Any er.

(Specify) _____

4. What is the type of your primary school?

a. Boys boarding primary	<input type="checkbox"/>	B. Boys Day only	<input type="checkbox"/>
c. Girls boarding primary	<input type="checkbox"/>	D. Boys Boarding & Day	<input type="checkbox"/>
e. Girls boarding and day	<input type="checkbox"/>	F. Girls day only	<input type="checkbox"/>
g. Mixed boarding		h. Mixed boarding & day	<input type="checkbox"/>

5) How long have you served as in the school?

a) Less than 1 year b) 1-4 years c) 5- 9 years d) 10-15 years

e) 16 and above years

6). How many streams exist for each class?

7). What is the total number of pupils in the school?

Boys..... Girls..... Total.....

8). How many teachers are on your staff?

9). What are their qualifications?

a) No. of Trained Teachers b) No. of Untrained Teachers

SECTION B: Prevalence of Child Labour

10). Has your school experienced pupil dropout?

a) YES b) NO

11) Has your school been affected by child labour? Yes No

12) Were the guardians involved?

a) YES b) NO

13) Were efforts made to restore the children back to school?

a) Yes b) No

14) What types of child labour practices are the pupils from your school engaged in?

SECTION C: Causes of child labour in public primary schools in Dadaab Sub-County

Instruction: Use the rating scale below to rank the reasons why pupils from your school engage in child labour

13. Rank the reasons why children from your school engage in child labour.

5 = Very high/Very frequently 4 = High/Frequent 3 = Moderate 2 = Low/ Not frequent

1=Negligible/Rare 0 = don't know

NO	STATEMENT	RANKING
A	Poverty with in families	
B	Lack of role models	
C	Inadequate Staff in schools	

- D Extra levies demanded by the school
- E Lack of school requirements e.g. uniform
- F Teachers harassment when assignment is not done
- G Conflicts that result due insecurity
- H Child labour laws not enforced in the sub county
- I Peer pressure
- J Poor school – Community relations

TOTAL

SECTION D: Impact of child labour in public primary schools in Dadaab.

14). Describe the academic performance in your school in the last four years.

- a) Very good c) Fluctuating
- b) Good d) Dropping

15). In your opinion, does child labour have any impact on academic performance of your school? Explain briefly. _____

16). Briefly suggest strategies that can be put in place to reduce engagement of pupils in child labour in Dadaab Sub County. _____

Appendix III: Questionnaire for Household Heads

Instruction: Kindly respond by putting a tick in the appropriate bracket or filling the necessary information.

A Household Characteristics

1. Who is the household head? Father [] Mother [] Both [] Child []
2. What is the marital status (for parents)? Married [] Single [] Separated []
Divorced [] Widowed []
3. What is the household size? 1 – 3 [] 4 - 6 [] 7 – 9 [] 10 - 12 []
4. (a) What is the household average monthly income?
1000-3000 [] 4000-6000 [] 7000-10000 [] Over 10000 []
(b) State the number of people that can reliably support your family (social capital).
None [] 1-5 [] Many []
5. What is the household head's literacy level? None [] Primary [] Secondary []
Tertiary []
6. What is the household children's literacy level? None [] Primary [] Secondary []
Tertiary []
7. What is the household head's religion? Christian [] Muslim [] Any other

8. What is the proximity of the household to business centers e.g. markets, factories
or/and farms Within [] Less than a km [] 2-5km [] Above 5km
[]

C: Distribution of Child Labour in Dadaab Sub County

- 14 a) Do you have any members of the household who are less than 17 years and are
employed or involved in child labour? Yes [] No []
]
- b) State the sex of the child/children employed. Male [] Female [] Both []
- 15a) Where are they employed? Urban [] Peri-Urban [] Rural []
- b) Give reasons for preference for the community
- 16 a) What type of employment/labour is your child involved in? _____
- 17 List the types of child labour existing in your area in order of importance

D Strategies to Reduce Child Labour in the study area

18. Which forums/methods are used to create awareness about child labour in your District? Public meetings [] Seminars [] Schools [] Radio [] T.V. [] Others

19. List the strategies that have been used to eliminate child labour market in your district (In order of importance)_____

20. Suggest important strategies that could effectively be used to reduce child labour in Dadaabi Sub County (In order of importance) _____

Appendix III: Interview Guide for Officers/Community Leaders in Dadaab Sub-County

Instruction: Kindly respond by putting a tick in the appropriate bracket or filling the necessary information.

Section A: Demographic Data

1) State your Division

2) How long have you served in the District?

3) What is your Gender?_____

4) What is your age?

5) In which ministry/ Department do you work in?

6) What is your highest level of education?

7) . What is your religion?

8) . What is your marital status? Married [] Not married [] Divorced []
Widowed []

SECTION B: Prevalence of child labour in Public Primary schools in Dadaab Sub-County

Use the rating scale below to rank the reasons why pupils from your school engage in child labour

5 = Very high/Very frequently 4 = High/Frequent 3 = Moderate 2 = Low/ Not frequent
1=Negligible/Rare 0 = don't know

9). How frequently have you handled cases of pupils who are engaged in child labour?

10. State the types of child labour where the pupils are engaged in Dadaab Sub County.

11) What is the frequency of child labour in the three divisions in Dadaab Sub-County?

a) Dadaab Division _____

b) Liboi Division _____

c) Dertu Division _____

SECTION C: Causes of child Labour

12) Rank the reasons why children from your school engage in child labour.

Use the rating scale below to rank the reasons why pupils from your school engage in child labour

5 = Very high/Very frequently 4 = High/Frequent 3 = Moderate 2 = Low/ Not frequent

1=Negligible/Rare 0 = don't know

NO	STATEMENT	RANKING
A	Poverty with in families	
B	Lack of role models	
C	Inadequate Staff in schools	
D	Extra levies demanded by the school	
E	Lack of school requirements e.g. uniform	
F	Teachers harassment when assignment is not done	
G	Conflicts that result due insecurity	
H	Child labour laws not enforced in the sub county	
I	Peer pressure	
J	Poor school – Community relations	
K	Culture	
TOTAL		

SECTION D: Impact of child labour in public primary schools in Dadaab.

13). Do you think many children are out of school due to child labour the sub county?

14). In your opinion, has child labour affected performance in public primary schools in Dadaab Sub County?14).

15). Briefly suggest strategies that can be put in place to reduce engagement of pupils in child labour in Dadaab Sub County. _____

Appendix IV: Questionnaire for Pupils in Dadaab Sub-County

Instructions: The children may be assisted in filling the questionnaire by researchers and care givers/teachers.

SECTION A: Demographic Data

- 1). Division
- 2). Age
- 3). Gender.....
- 4). Class

PART B: Prevalence of Child Labour

- 5).What type of child labour are you engaged in?_____
- 6). Who is your employer? Self-Institution _____ Officers _____
Business persons_____
10. Which of the following activities do you engage yourself in order to get money?

Activity	Frequently	Occasionally	Rarely
Collecting Garbage			
Collecting metals			
Collecting Plastics			
Running errands for people			
House help			
Selling sweets and other items like groundnuts			
You Have a job (which one.....)			
Other specify.....			
TOTAL			

PART C: Causes of Child Labour in Dadaab Sub County.

Causes	Frequently	Occasionally	Rarely
Domestic work			
Waged labour			
Health challenges			
TOTAL			

8. How often do you do the following when you are absent from school? (Tick

Domestic work

Factors Hindering School Attendance	Frequently	Occasionally	Rarely
Lack of parents			
Poor parents			
Peer pressure			
Parents forcing you to work			
Guardians forcing to work			
Guardians forcing you to work			
Parents ordering you not to go to school			
Guardians ordering you not to go to school			
Lack of school requirements e.g. uniform			
Domestic work			
Looking for money			
Leisure activities			
Running errands for family			
Studying at home			
Taking care of siblings			
Others (specify)			
TOTAL			

SECTION D: Impacts of child labour on schooling in Dadaab Sub County

6. What is the longest period that you have stayed away from school? (Tick appropriately)

Week [] Month [] Term [] 1 year [] other specify _____

7. How many pupils have you led in to child labour _____?

11. In your opinion, how can we reduce child labour in primary schools in Dadaab Sub-county.....

.....

.....

Appendix V: Focus Group Discussion Guide

1. What is the prevalence of child labour in the Dadaab Sub County?
2. What are some of the causes of child labour in Dadaab Sub County?
3. What is the impact of Child Labour on schooling in Dadaab Sub County?
4. What strategies can be used to reduce child labour in Dadaab Sub County?

Appendix VI: Table for Determining Sample Size From A Given Population

Table 5: Population size determination

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size

“S” is sample size.

Source: Krejcie et al. (1970)

Appendix VII: Chuka University Ethics Review Letter

CHUKA



UNIVERSITY

Telephones: 020 2310512
020 2310518

P.O. Box 109
Chuka

**OFFICE OF THE CHAIRMAN
INSTITUTIONAL ETHICS REVIEW COMMITTEE**

Our Ref: CU/IERC/NCST/18/26

14th March, 2018

**THE CHIEF EXECUTIVE OFFICER
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION
P.O. BOX 30623-00100
NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH CLEARANCE AND AUTHORIZATION FOR ISSA MOHAMMED
ALI. REG NO AM18/07837/12**

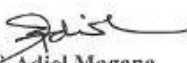
The above matter refers:

The Institutional Ethics Review Committee of Chuka University met and reviewed the above MA Research Proposal titled "Child Labour and its Impact in Public Primary Schools in Daadab, Garissa County Kenya". The Supervisors are Dr. Ann Sande and Dr. Dickson Nkonge.

The committee recommended that after candidate amends the issues highlighted in the Attached Research clearance and authorization check list, the permit be issued.

Attached please find copies of the minutes, research clearance and authorization check list for your perusal. Kindly assist the student get the research permit.

Yours faithfully,


**Prof. Adiel Magana
CHAIR
INSTITUTIONAL ETHICS REVIEW COMMITTEE
cc: BPGS**

Appendix VIII: NACOSTI Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
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Website: www.nacosti.go.ke
When replying please quote

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Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/53507/22527**

Date: **25th May, 2018**

Issa Mohamed Ali
Chuka University
P.O. Box 109-60400
CHUKA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Child labour and its impact in public primary schools in Dadaab, Garissa County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Garissa County** for the period ending **22nd May, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Garissa County.

The County Director of Education
Garissa County.