

## **THE LEVEL OF INVOLVEMENT OF 6-8 YEAR OLD CHILDREN IN HOUSEWORK IN URBAN AREAS AND ITS EFFECT ON ACADEMIC PERFORMANCE IN EARLY CHILDHOOD AT CITY PRIMARY SCHOOL, NAIROBI, KENYA**

**Esther Kulundu Ambetsa**

esskul@yahoo.com

Department of Educational Psychology,  
University of Science and Technology, Kenya

### **ABSTRACT**

Research in early childhood emphasizes the interplay between the home and the school in enhancing quality holistic experiences of children in the early years. However the rise in industrialization and technological advancements in modern day society have had tremendous effects on childhood experiences that have all along been significant to the development of children including the participation of children in housework. Participation of children in housework is a traditional practice that has been imperative in the holistic development of school children including academic competences. However, current research does not show whether this practice is still being upheld, especially in the urban households where the effects of modernity are the greatest. This gap in knowledge was the basis for conducting this study. This was a descriptive study whose purpose was to find out whether or not school children in urban households are being involved in housework and how this relates to the academic performance. Qualitative methods of data collection and analysis were used and purposive sampling techniques were employed. Target population were 6-8 year old children, parents and teachers City Primary school, Nairobi County, Kenya. Naturalistic observations of the children at home and at school and in-depth interviews and questionnaires were the primary sources of data. Qualitative analysis procedures were used to analyse the data collected and the generated theory was compared to existing theory. The findings showed that most children in urban areas did not participate in housework. Children's main activities at home included doing school assignments, play and watching television. School work and house helps were a major competing force to children's participation in housework. Recommendation is that parents, teachers and policy makers should be enlightened on the role of housework in developing academic competence in children.

**Keywords:** academic competence, child, housework, household chores

### **INTRODUCTION**

The early years of an individual are considered the basis of development of every aspect of the human being. The quality of learning experiences at this age at school and at home, have lifelong effects on the holistic development of an individual This requires focusing on competency that takes into account the cognitive, social and physical abilities. Early childhood education meets these goals through approaches that are both family and school based. This, therefore, requires a combined effort by teachers and parents in child upbringing that builds on family values and school related functions that build on academic competence without compromising the child's holistic development.

Studies by Rosmann, (2008) and Bazley and Ennew, (2006), show that one way of enhancing children's holistic development is involving them in activities done at home as a means of family growth and survival such as housework. Work at home, constituting housework/household chores, are activities that children can naturally get involved in as they observe and role play their parents, older siblings, relatives and others. Cunningham and Stromquist (2005) indicate that this has been

a traditional practice in many households throughout the world where children would take part in maintaining the home through performing housework. This traditional practice suggests that most cultures throughout the world recognized that learning begins at birth and involved children in housework as a stepping stone to the development of essential skills critical for holistic development. These traditional practices were affirmed by the Jomtien conference on Education for All (Jomtien conference, Thailand, 1990) which asserted that learning begins at birth and early learning experiences are recognized as critical in early childhood

Children in traditional African families have been involved in supporting the family by participating in housework. However, modern life appears to have promoted ways of socializing children which are likely to focus on schooling to the neglect of skills that children used to develop at home through participating in house work. For example, families are employing house helps to free children to do homework at home. At school, Otieno (2004) further highlights that teachers insist on academic tasks at the expense of holistic development of children.

In as much as research (Rosmann, 2008) indicates that children who are likely to be successful are those that received early childhood programs that target the development of a holistic individual, it has not been established whether children in modern day society are taking part in housework and how this is affecting their academic performance at school. This is critical in ensuring holistic development of children in early childhood education. There are other studies that have been done on children and work but not particularly household chores. This study carried out an investigation to establish whether families in Nairobi involve children in housework and the reasons thereof, the contribution of this phenomenon on children's academic performance, and the opinions and perspectives of children and parents towards engaging children in housework.

### **Theoretical Framework**

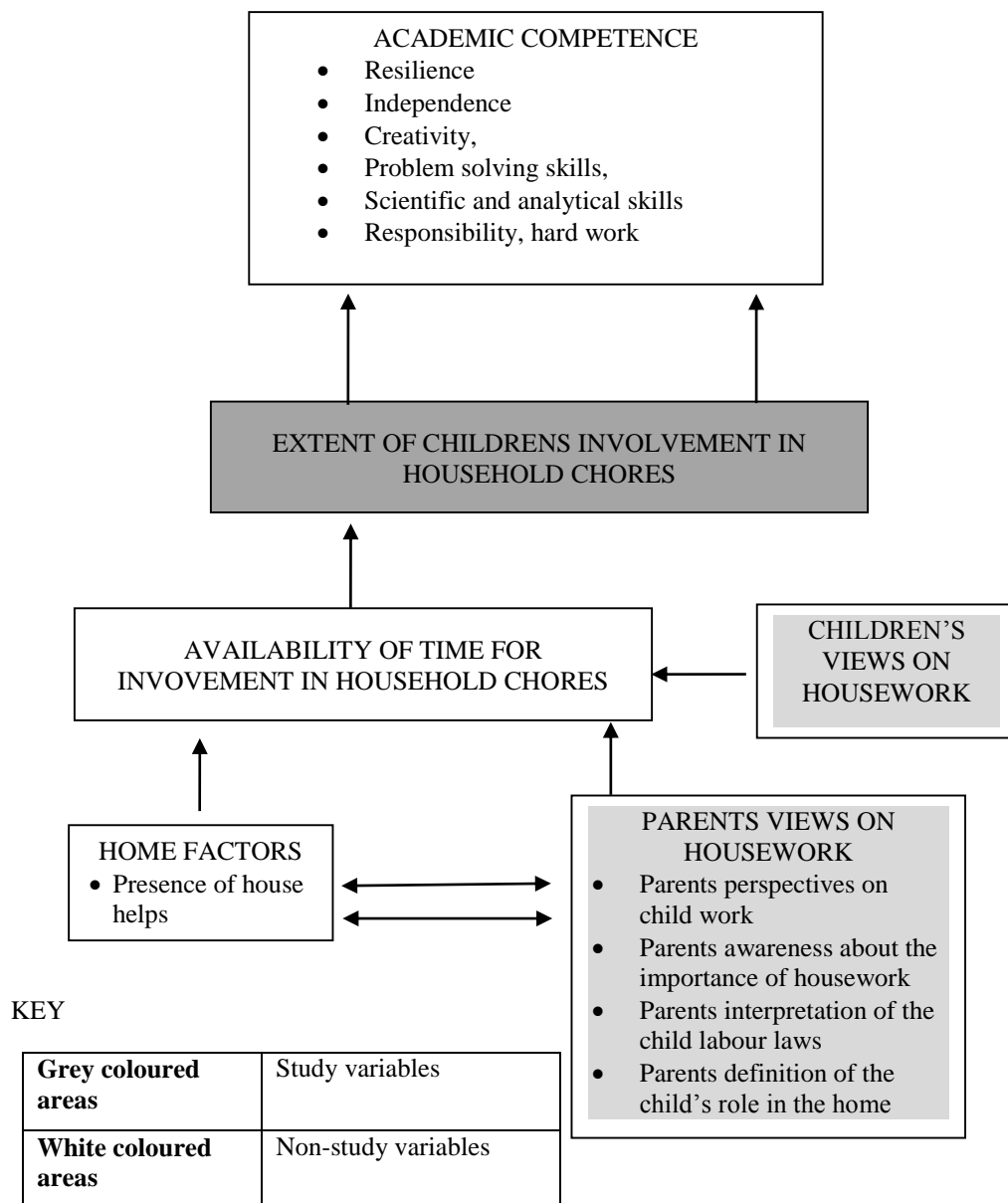
The theory of Erik Erikson on human psychosocial including personality development formed the framework of this study. This theory emphasizes the role of society in shaping the child's psychosocial development during the early stages of development. According to Erikson (1979), each individual undergoes eight stages of development each posing a conflict that should be resolved before proceeding to the next stage. These stages follow a sequence and are influenced by biological changes and environmental experiences in the individual child's context.

In early childhood, these stages are; basic trust versus mistrust (0- 1 year), autonomy versus shame and doubt (2-3 years), initiative versus guilt(4-5 years), and industry versus inferiority (6-11 years). The resolution of the conflicts in one stage enables the individual to have the capacity to resolve the next conflict in the preceding stage. If positive social conditions prevail during a particular stage of development, it leads to acquisition of a number of social and cognitive skills appropriate for that stage. Njagi (2009) further explains that, if the child does not receive the psychosocial needs of that particular stage such as encouragement and psychosocial support, it leads to lack of development of the relevant skills. The focus of this study are the six to eight year old children who are fall in the fourth stage of Erikson's psychosocial theory which is **industry versus inferiority**.

### **Conceptual Framework**

This model is a diagrammatic representation of the study variables. It shows the visual relationship between the study variables, the extent of children's involvement in housework, children's and parents views in housework and the non-study variables at home such as the presence of house

helps and the availability of time for involvement in household chores. The outcome is achievement of overall academic competence. This is shown in figure 1.



**Figure 1** Conceptual Framework  
Source; Author

## LITERATURE REVIEW

The focus of *early childhood education worldwide is to promote holistic development of a child where cognitive, physical, social, emotional and spiritual aspects of the child are promoted and sufficiently enhanced.* A report by UNESCO (2010), underscores that the early years of a child's life are a time when the child acquires concepts, skills and attitudes that lay the foundation for lifelong learning. According to Kabiru and Njenga (2007), the period from birth to nine years in one's lifespan has been recognized as the period of fastest brain development and by six years, the

child has acquired ninety percent of adult brain weight. The quality of learning experiences at this age at school and at home, have lifelong effects on the holistic development of an individual. It is therefore imperative to give children as many opportunities as possible to promote their learning and performance in school, in the family, at home and at the community.

Studies by Rosmann, (2008) and Bazley and Ennew, (2006), show that one way of enhancing children's holistic development is involving them in activities done at home as a means of family growth and survival such as housework. Work at home, constituting housework/household chores, are activities that children can naturally get involved in as they observe and role play their parents, older siblings, relatives and others. Cunningham and Stromquist (2005) indicate that this has been a traditional practice in many households throughout the world where children would take part in maintaining the home through performing housework. Children as early as preschool age would accompany their parents as they engaged in household duties and helped in tasks that are developmentally appropriate to their age. This constituted activities such as planting and harvesting, herding cattle, caring for young ones and preparing meals for the family. Engaging in housework has numerous benefits for the holistic development of the child. Rutherford (2001) explains that, the knowledge and skills children acquire as they interact with home materials, equipment and with more experienced adults are key in increasing their exposure and experience. While engaging in housework, children develop important abilities and concepts. These include, observation, computation, analysis and creative skills which they naturally apply to all learning areas such as; mathematics, science, creative and other learning activities.

According to Coy (1999), involving children in housework is important to enhance the development of values such as responsibility, competence, self-reliance and self-esteem. When children acquire responsibility and self reliance from performing housework, they in turn become responsible in carrying out classroom assignments effectively without being pushed by the teachers. Self reliant children are not heavily dependent on the teacher for assistance in handling tools, carrying out practical tasks and so on. In addition, once a child feels a sense of satisfaction after successfully performing a chore, this builds self esteem which is naturally translated in class work activities thus promoting academic excellence (Rossman, 2008). This traditional practice suggests that most cultures throughout the world recognized that learning begins at birth and involved children in housework as a stepping stone to the development of essential skills critical for holistic development. These traditional practices were affirmed by the Jomtien conference on Education for All (Jomtien conference, Thailand, 1990) which asserted that learning begins at birth and early learning experiences are recognized as critical in early childhood.

## **MATERIALS AND METHODS**

### **Research Design**

This was an exploratory descriptive survey which was concerned with narration of facts and characteristics concerning individuals and situations in the study. Qualitative methods of data collection and analysis were used. The researcher's choice to use a qualitative paradigm to conduct this study was encouraged by the views of Maxwell (2005) who explains that the aim of qualitative research is to understand the meaning of the situations, experiences and actions of participants in the study, and to give an in-depth analysis of the participants' perspectives of the subject under study. This approach was therefore the most appropriate way to investigate the problem at hand and answer research questions.

It used questionnaires and interviews to provide in-depth descriptions as given by children and parents about their attitudes and lifestyles concerning the involvement of children in housework and the impact of this to the development of academic competence in children. It employed an inductive, open ended strategy whereby the underlying motives and desires of the subjects were brought out, using in depth interviews for the purpose.

This qualitative research was interested not only in the physical events and behavior that were taking place, but also in how the participants made sense of these and how their understanding influenced behavior. These qualitative approach generated results and theories that are understandable and experientially credible, both to the subjects and to others. The researcher was also able to conduct formative evaluations that were intended to help improve existing practices and also in engaging in collaborative or action research with practitioners or the research participants.

### **Variables**

The independent variable was involvement of children in housework which included: varieties of chores done at home such as: washing dishes, dusting, sweeping, setting the table, and the frequency of performance of each chore per week. The study challenged the emerging views that work in the family can be a waste of study time. The study used various mechanisms to establish whether work in a family was a positive or a negative thing.

The dependent variable was the quality of the engagement of the child at school in his/her academic work. The researcher was interested in whether children who appeared to indicate active participation in family household chores also indicated good records in academic performance as measured by their classroom tests in all the learning activities such as science, mathematics, language, physical exercises, social studies and creative activities and life skills. Participation in school did not just reflect academic performance but also how the teachers rated the child in general involvement with school activities. For example leadership skills, pro social activities and willingness to takes risks in learning.

### **Study site**

The study was carried out in City primary school in Nairobi County, Kenya. Nairobi is the capital and largest city in Kenya. Nairobi County was purposively selected because it is a highly populated urban area, consisting of a predominantly cosmopolitan population which was the main focus of this study. It is the most populous city in East Africa. According to the 2009 population census, 3,138,295 inhabitants live in Nairobi. The growth rate of Nairobi is currently 4.1% (Travel discover Kenya, 2011-2012). Most parents in this city were found to have acquired basic literacy skills and were enlightened on the existing labor laws. Majority of the parents were also in full time work (employed/self employed) and engage the services of house helps at home.

The challenges of modern life and the pursuit of respect for children rights were issues that required research in modern parenting. In African culture children perform household chores and the family considers this as a measure of competence and a way of socializing children to be productive members of society. Whether families living in Nairobi were still respecting this African beliefs and values was a critical issue of research and Nairobi location was suitable for this study.

## Target Population

The target population in this study was lower primary school; standard one to three children in City Primary school, Nairobi County, Kenya, teachers and parents. Children in this age group were relatively independent physically, mentally and socially thus were capable of taking part in some housework. They also fell into the theoretical framework that formed the basis of this study. The children and parents gave firsthand information on their practices, opinions and beliefs related to the involvement of children in housework while the teachers gave information on the children's academic competence.

The targeted population were the 150 six to eight year old children of both genders in the lower primary section, classes one to three, 1 parent/guardian of one or more children (100 parents/guardians) and 6 teachers, giving a total population of 256.

## Sampling techniques and sample size

### Sampling techniques

The researcher purposively sampled City Primary School because of the unique nature of the school in that it had children from a variety of socioeconomic background and cultural groups. With the assistance of the class teachers, the researcher selected children based on their academic abilities, socioeconomic characteristics (slum families representing the lower socioeconomic class, middle income earners such as employed civil servants and so on) and cultural backgrounds (represented by ethnicity of the children). Parents/guardians were selected.

### Sample size

Of the total population, 30.08% (77 respondents) were selected. Fifteen children from each class were purposely selected giving a total of forty five children. As a result, one of the parents/guardian of the selected children each, was also purposively selected based on those who were likely to be readily available and willing to participate, from different socio-economic classes, those that had and had not employed services of house helps in their homes and those whose homes were easily accessible to the researcher giving a total of thirty parents/guardians. Two teachers formed the sample.

**Table 1** Total population of lower primary children, teachers and sample frame of the respondents

RESPONDENTS	TOTAL POPULATION OF CHILDREN, PARENTS, TEACHERS, CLASS 1-3	SAMPLE		
		Male	Female	Total
Children (class 1-3)	150	23	22	45
Parents	100	15	15	30
Teachers	6	-	2	2
<b>TOTAL</b>	<b>256</b>	<b>38</b>	<b>39</b>	<b>77</b>

## Construction of research instruments

The primary data collection instruments included; oral interview schedules and questionnaires. In addition data was taken through naturalistic observation, and document analysis and descriptive

field notes in a journal to capture any other information that was relevant to the study but which was not included in the research instruments. The instruments (oral interview schedules and questionnaires) were administered to collect information on involvement in housework, perspectives of parents and children towards involving children in housework and the performance of children in the various activity areas.

### **Data analysis**

Qualitative data analysis procedures were used to analyze the data obtained. This involved uncovering and discovering themes that ran through the thick narratives in the raw data and interpreting the implication of those themes for research questions. As explained by Mugenda and Mugenda (2003), it involved generation of themes, categories and patterns through the process of coding, annotating and searching for interconnections.

The researcher began by reading the interview scripts, observational notes and documents that were to be analyzed. During the reading, the researcher wrote notes and memos on what she read and heard and developed tentative ideas about likely relationships and categories in the information. After this the researcher organized this raw data from the field notes and narratives into various codes by identifying the various categories in the data which were distinct from each other and then established the relationships among these categories. This coding process fractured the data and rearranged them into categories that facilitated comparison between ideas in the same category and eventually helped in the organization of data into broader themes and theoretical concepts.

Once the themes, categories and patterns were identified, the researcher used descriptive statistical methods and measurement scales to present the information. It involved measures of central tendency such as the mode, mean and median which were calculated and presented in form of frequency distribution tables, bar charts, curves and line graphs.

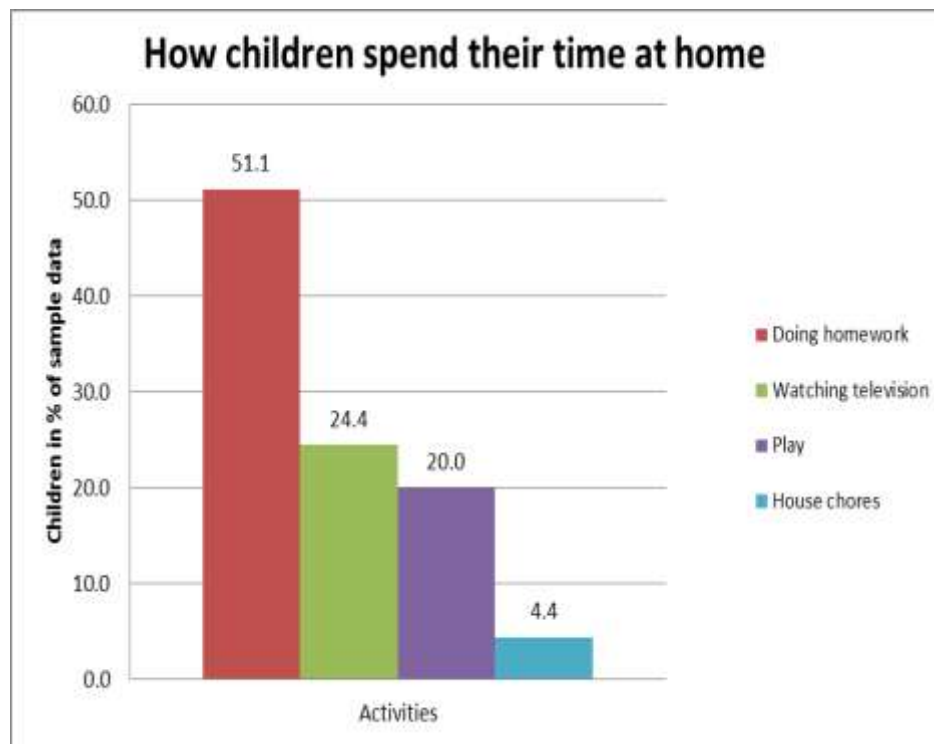
### **Limitations of the study**

Home observations were part of the methods of data collection. This was a limitation because the sample collected from the parents was not randomly selected as this relied on the willingness of the parents to allow the research to be conducted in their homes. This had an influence on the validity of the results as the sample collected was not representative enough. In order to overcome this, the researcher was very selective and selected parents from different backgrounds in order to enhance the representativeness of the sample selected.

## **RESULTS, INTERPRETATIONS AND DISCUSSIONS**

### **Activities done by children at home**

The researcher conducted interviews with children in school and observed the activities that children engaged in at home. The various activities are presented in figure 2.



**Figure 2** Activities done by children at home

According to these results shown in figure 2, majority of the children mainly spend their time at home doing homework (51.1%). In addition to homework, many children were found sitting around watching television and computer games (24.4%) or engaging in active play (20.0%) almost throughout their free time. Very few children were observed doing household chores (4.4%). Children's engagement in household chores was minimal as homework took the priority of children's home time.

## **Discussion**

All over the world, housework has historically occupied an important place in children's activities. Generational skills and knowledge have for a long time been imparted to the young generation outside formal institutions through observing, experimenting and supplemental instructions from their seniors. However these results suggest that this traditional trend is rapidly being eroded and an upcoming lifestyle where children's activities in the home have changed considerably has emerged.

The activities done by children in the urban areas show a big contrast from what their counterparts in rural areas are doing. They show a contrast from the findings on studies done on children in rural areas where the most common work activities done by children aged six to fourteen years included: taking grain to mill, fetching water, doing dishes, laundry, helping in the house and childcare (Mweru, 2011). In rural Kenya for example, childcare is a primary example of a type of task, which children substituted for women in most traditional households, enabling their mothers to be occupied with something else within or outside the household (Mweru, 2011).

According to Pantley (2006), because of modern lifestyle, children in urban areas are gaining very little from household chores and are missing out on the major benefits that include gaining



computation skills, life skills, organizational skills, values and others which are vital for academic competence and their overall development. Housework is a very integral requirement for the holistic development of children but it is clear that these children are not engaging much in this important practice.

### **Types of household chores that children perform in urban families**

The few children (4.4 %), who got involved in house chores were investigated to find out the kind of the household chores that they engaged in. The researcher administered the questionnaires on the types of chores that children engaged. These are presented in table 2

**Table 2** Household chores performed by children

<b>Activities</b>	<b>Number of children</b>	<b>Children (%)</b>
Washing dishes	2	4.4
Polishing my shoes	11	24.6
Sweeping	2	4.4
Looking after the baby	3	6.7
Making my bed	3	6.7
Cleaning my room	5	11.1
Cleaning the house	1	2.2
Cleaning/ wiping the table after meals	2	4.4
Taking dishes to the kitchen after meals	1	2.2
Folding my clothes	8	17.8
Setting the table for meals	2	4.4
Washing personal items such as handkerchieves	5	11.1
Cooking	0	0.0
<b>Total</b>	<b>45</b>	<b>100.0</b>

Table 2 shows that house chores in general are part of the family activities even in urban areas. However, the findings show that, children tend to engage more on personal self care tasks. These are responsibilities which were focused on caring for themselves, rather than entire household tasks that were for the benefit of the whole family. For example, high responses were reported in self caring tasks such as polishing shoes (24.6%), cleaning their room (11.1%), folding own clothes (17.8%) and washing personal items (11.1%). On the contrary tasks such as washing dishes (4.4 %), sweeping (4.4 %), cleaning the house (2.2%), cleaning the table after meals (4.4%) and cooking (0.0%), reported fewer frequencies.

Thus, the minimal household chores children did mainly centered on their needs and benefits rather than general family support.

### **Discussion**

The findings presented here are a reflection of the individualized nature of children's contribution to the daily running of the home. Instead of children being involved adequately in all the household chores at home, they mostly performed their personal self care tasks. According to Bazley and Ennew (2006), lack of involvement in socially oriented activities could deny children important

social and life skill benefits such as; social skills of interaction, teamwork, time management, a sense of togetherness, sharing, cooperation and turn taking, all of which are necessary for academic competence. Thus, children in this study are likely to develop self oriented as opposed to socially oriented skills such as teamwork and cooperation related skills. They are likely not to be mindful of the needs of others and may not be able to work with others effectively both in the family and in school.

### **House helps and children's participation in housework**

This study established that, house helps were a common phenomenon in the urban households. Majority of the households, (84%), had employed the services of a house help. Since they were being paid, most employers expected them to perform all the chores in the household in order to get value for their money. The major reason for this trend was that, the current economic situation has seen most of the mothers go to search of employment outside the home including other towns and cities.

According to Garcia (2005), because of the rising cost of living and introduction of a cash economy, parents have had to engage in economic activities outside the home. Tumuti (1982) also points out that more women have entered the job market than ever before. Most of the working women are of childbearing age and have both preschool and school-age children. This called for the need to have house helps to take care of the household while the mothers are away working. The effect of this trend on children's participation in household chores was that in most households children did not perform housework because there was already somebody employed to do the work. Studies that focus on the house helps and child development were missing, pointing to an area that needs to be further explored.

### **CONCLUSION**

The findings of this study show that the few times that children engaged in housework, were shown to be mostly for their own personal wellbeing and not to the wellbeing of the whole family. However, the few children who got opportunities to work, enjoyed it, they felt good when taking part in the maintenance of the home and were willing to take part in it. They appreciated the contribution of housework to their academic competence. It contributed to the skills and concepts learnt at school, and had a tremendous impact on their school work. However, they lacked enough opportunities to engage in it. Teachers were aware of the importance of housework but mainly on its contribution to values enhancement. They were not aware of its benefits on academic skills and concepts.

The curriculum was exam oriented where emphasis was on passing examinations and not on the holistic development of children, it did not offer opportunities for housework because of the heavy workload, emphasis on performance in examinations and the long hours that children spend at school. There was no interplay between the home and the school in learning. Thus, children were missing out on basic learning opportunities at home such as housework which is fundamental to their academic competence and indeed their overall holistic development.

Parents did not give children enough opportunities to engage in housework. To parents, homework and play took more priority than housework and viewed housework as a distraction to school work. Thus, children lacked opportunities to develop initiative and self driven actions. There

was ignorance among both parents and teachers on the contribution of housework on development of academic skills and concepts and to knowledge as a whole.

## RECOMMENDATIONS

The researcher recommends the government, relevant ministries and stakeholders to set up policies on the following areas;

- i. Research concerning child development should incorporate children's ideas and views. Their voices should be heard on matters that concern them such as their interest in engaging in family housework activities.
- ii. Partnership between teachers and parents / home and the school should be enhanced so that the home and the school can work together to promote the involvement of children in household chores.
- iii. Awareness campaigns through both electronic, print media and parents meetings at school should be carried out intensively to enlighten parents and other caregivers on the importance of housework on child's success in school related tasks.

## REFERENCES

- Bazley. M. & Ennew. T. (2006). *Child development* (6<sup>th</sup> edition). Garmantown: Aspen.
- Boudillion. M. (2006). *Child domestic workers in Zimbabwe*. Harare: Weaver Press.
- Boyden.P. & Ennew. T. (1997). *Developing academic skills in children* (2<sup>nd</sup> edition). London: Prentice hall.
- Coles. G. (2007). *Technological advances of the 21<sup>st</sup> century*. USA: Pearson Education. Inc.
- Coy.T. (1999). *Developing academic competence among young children*. NewYork: W.H.Freeman.
- Creswell. J. (2002). *Educational research - Planning, conducting and evaluating quantitative and qualitative research*. Ohio: Merrill.
- Cunningham.S. & Stromquist. H. (2005). *Children and work: Social and psychological implications* (3rd Edition). London: Prentice Hall.
- Daily Nation. (2012). Education times effects of ban on holiday tuition by MOEST. pgs.43-44.
- Ennew .T. (2005). *Raising Children –A guide to appropriate parental practices* (2nd edition). London: Colin Smyth.
- Erikkson.E. (1979). *Human development - A psychosocial approach* (2<sup>nd</sup> edition). London: Prentice Hall.
- Fay .S. (2003). *Parenting skills redefined*. New York: Sage Publications.
- Garcia .P. (2005). *The developing child –A comparative study of the pre- technology and the post- technological child*. New York: Sage Publications.
- Goessi. U. (2007). *Advancements in science and the modern life*. Ohio: Helium Publishers.
- Gugel.S. (2004). *Working to be someone: Child focused research and practice with young children*. London: Jessica Kingsley Publishers.
- ILO. (2006). Convention 182, Recommendation 190.
- Kabiru. M. & Njenga. A. (2007). *Child development*. Nairobi: Paper line Limited.
- Kothari.C.R. (2004). *Research methodology - Methods and techniques*. 2<sup>nd</sup> revised edition. Delhi: New age International Publishers.
- Liebel .W. (2004). *Research among the young*. Boston: Allyn & Bacon.
- Maxwell.A.J (2005). *Qualitative Research design-An interactive approach* (2<sup>nd</sup> edition). Carlifonia: Sage Publications.
- Mugenda .O. & Mugenda.A. (2003). *Research methods; Qualitative & quantitative approaches*. Nairobi: Acts Press.
- Muremo. M. (2005). *Analysis of the Kenya 8.4.4 system of education*. Nairobi: Kenya Literature Bureau.
- Musia. P. (2002). *Remedial teaching in Kenyan education*. Nairobi: Kenya Literature Bureau.
- Mweru, M. (2005). *Sibling teaching among the Agikuyu of Kenya*. Marburg, Germany: Tectum Verlag.

- Mweru, M. (2011). Sibling caregiving and the teaching roles of children during early childhood years in Kenya. *Handbook of African theories and practices; A generative teacher education curriculum* edited by Nsamang, B. and Tchombe, T. Yaounde, Cameroon: Universitaires d'Afriques.
- Njagi. E. (2009). *Child growth and development II*. Nairobi: Longhorn Publishers.
- O'Leary Zina. P. (2004). *The Essential guide in doing research*. London: SAGE Publications Ltd.
- Otieno. E. (2004). *Current teaching and learning systems- An evaluation of the Kenya education system*. Nairobi: K.I.E .
- Pantley. E. (2006). *The family in a contemporary society*. London Prentice Hall.
- Pain. D. (2004). *Introduction to child care and early childhood education*. USA: McGraw-Hill Publishers.
- Rossmann. P. (2008). *The growing child: Developing the holistic child*. Boston: Houghton & Mifflin Publishers.
- Rutherford. T. (2001). *Essentials of household chores*. New York: W.H Freeman.
- Stephens. W. & Schaben. B. (2002). *Guidance in child care and care giving* (3rd edition). Ohio: Prentice Hall.
- Travel Discover Kenya. (2011-2012). *Kenya tourism guide* (7<sup>th</sup> edition). Nairobi: Kenya Postel Directories.
- Tumuti. W. (1982). *Effects of working mothers on child bearing*. Nairobi: Longman Kenya.
- United Nations Development Programme. (1998). Review of developmental trend in developing countries. *Journal on worldwide development*, vol. 3 pgs, 45-49.
- UNESCO (2010). Elements of holistic human development. *Journal on The Cornerstones of Early Childhood Education*, vol. 4, pgs 35-39.
- UNICEF. (2010). United Nations Convention on the Rights of the Child. <http://www.unicef.org/crc>
- United Nations Global Compact. (2006). International Labour Organization (ILO). [http://www.unglobalcompact.org/ParticipantsAndStakeholders/un\\_agencies/InternationalLabourOrganization](http://www.unglobalcompact.org/ParticipantsAndStakeholders/un_agencies/InternationalLabourOrganization).
- US National Institute of Education. (2006). Child family research. *Journal for Child Health, Education and Human Development*, Vol. 12. pgs, 44-51.
- Wambiri. G.N. (2014). *Compatibility of work and school: Informal school work arrangements in central Kenya in the place of work*. Dakar: Codesvea.
- Woodhead. P. (1997). *Child participation in research: An ethical perspective*. Ohio: Merrill.