

**CHILD LABOUR AMONG TOBACCO GROWING COMMUNITIES: AN
EXPLORATORY STUDY ON THE EFFECT OF CHILD LABOUR ON PUPIL'S
SCHOOLING IN KALIUA DISTRICT**

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EXPLORATORY STUDY ON THE EFFECT OF CHILD LABOUR ON PUPIL'S
SCHOOLING IN KALIUA DISTRICT**

By

Msube Ryoba Masiaga

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree
of Master of Public Administration (MPA) of Mzumbe University**

2013

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, dissertation entitled **Child labour Among Tobacco Growing Communities; An Exploratory Study on the Effect of Child Labour on Pupils Schooling in Kaliua District**, in Partial fulfillment of the equipments for award of the degree of Master of Public Administration of Mzumbe University.

Major Supervisor

Internal Examiner

Accepted for the Board of

Dean of School of Public Administration and Management

DECLARATION

I, Msube Ryoba Masiaga, declare that this dissertation is my own original work and that has not been presented and will not be presented to any other university for a similar or any other degree award.

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DEDICATION

This work is dedicated to my parents; my lovely father Ryoba Masiaga and my mother Sprina Kehongo for their priceless contribution in my education.

ABBREVIATIONS AND ACRONYMS

AU	Africa Unity
DED	District Executive Director
ECLT	Elimination of Child Labour in Tobacco Growing Area.
IPEC	International Programme on the Elimination of Child Labour
ILO	International Labour Organization
SPSS	Statistics Packages for Social Science
URT	United Republic of Tanzania
VEO	Village Executive Officer
WEO	Ward Executive Officer
WB	World Bank

ABSTRACT

The study is about child labour among tobacco growing communities in Kaliua district. It aimed at making the effect of child labour on pupils schooling in Kaliua district to be clearly understood by employing the following objectives: to analyze trend of school dropouts in primary school for past ten years (2002 – 2011), to investigate contributing factors for school dropouts in primary schools, and to establish the casual relationship between child labour in tobacco farming and school dropouts in Kaliua district. The study was conducted in Kaliua district. The study applied a case study design. Questionnaires and interview were used for collection of data. Sample size was 115 parents of dropouts, 12 head teachers, and 5 WEOs who were selected randomly and purposively. Data were analyzed using Microsoft Excel and SPSS for quantitative data, and qualitative data analysis was performed by using Pragmatic content analysis. The study concluded that there was upward but fluctuating trend of dropouts. Furthermore, the school truancy and pupils helping their parents or guardians to do some work in the field were the contributing factors for upward trend of school dropouts, as well as the study concluded that there was no causal relationship between child labour in tobacco farming and school dropouts. This study recommends proper actions to be taken to overcome school dropouts as follows: the education stakeholders should make efforts to educate community, parents or guardians about the potentiality of education to the children in order to enable them to take strong action against school truancy. The government institutions should educate the people about the consequences of involving children in field work to the extent that they drop from studies.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background to the problem, statement of the problem, objectives of the study, research questions, significance of the study, limitation of the study, definition of key terms, conceptual framework and organization of the study.

1.2 Background to the Study

According to ILO (2010) more than 200 million children worldwide are still in child labour and a staggering 115 million at least, are subject to its worst forms. In tobacco farming, particularly in developing countries, there is a recognized child labour problem. Child labour, however, is a worldwide phenomenon. Elshof (1995) argues that tobacco is a crop predominantly grown by small holders, and also a very labour intensive crop. This implies that the whole family often is involved in the cultivation processes and in harvesting. In Tanzania, the Tanzanian National Bureau of Statistics estimated that 35.4 percent of children with ages 5 to 14 years were working in 2000/2001.

The survey found that the majority of working children were unpaid family workers who engaged in agricultural and non-agricultural work on family farms. On their past Kaijage and Kanyala (1998) point out that, the decline in economic performance and provision of social services forced many children to seek employment in order for them to supplement their family-income, and it is estimated that child labour is practised in the agricultural sector, especially in tobacco plantations. Gumbo (1999) argues that it is estimated that child labour is practised in the agricultural sector, especially in tobacco plantations and in the informal sector. Therefore the child labour remains a serious problem of social concern throughout the country in general and in Tabora region in particular (Kaijage and Kanyala 1998).

Tanzania Child Development Policy of 1996, defines a child in Tanzania context as a person below the age of eighteen (URT, 1996), and according to this policy child labour is any work that deprives children of their childhood, their potential and their dignity, and that is harmful to their physical and mental development. It refers to work that: is mentally, physically, socially or morally dangerous and harmful to children. Interferes with their schooling, and thus deprives them their basic right to education. However, the Employment and Labour Relations Act, 2004, introduced more specific protections against exploitative child labor in Tanzania. It set a minimum employment age of 14, and stipulates that children between 14 and 18 may only undertake light duties that do not interfere with schooling or vocational training, and a child under eighteen years of age shall not be employed in a mine, factory or as crew on a ship or in any other worksite including non-formal settings and agriculture, where work conditions may be considered hazardous by the Minister (URT, 2004).

Despite the existence of these regulations and policies against child labour, the problem is increasing in Tanzania. From activities carried out by ILO's International Programme on the Elimination of Child Labour (IPEC) which has been operating on Tanzania since 1995, there is ample evidence that indicate that child labour and in particular of hazardous and exploitative nature is becoming rampant (URT 2001). Kabaka (2011) says that, in many developing countries, including Tanzania, child labour is a problem that is found at the household level, community level and almost all sectors of national economy, including in domestic work, commercial, agriculture, fishing and mining both in rural and urban (Kazoka, 2011). Moreover the ILO says that child labour in tobacco growing communities is correctly identified as a core problem; it continues to persist, caused by high levels of poverty and HIV/AIDS prevalence (Tembo and Ngissa, 2009).

1.3 Problem Statement

Tanzania Employment and Labour Relations Act, 2004, stipulates that children under the age of 14 are not permitted to do any heavy or harmful work (URT, 2004). Children of this age can do light work but not if it interferes with schooling. Under 18 children are prohibited from working in mines or other hazardous positions. Therefore the use of child labour contravenes the International Labour Organization of the United Nations (ILO) Conventions 182 (on the worst forms of child labour) and 138 (on minimum age) to which Tanzania is a signatory.

The government in Tanzania has made various efforts to protect the child rights like endorsement of the UN Convention on the right of the child, signing AU Charter on the right of children, enactment of laws protecting children, and it has created a special Ministry to coordinate child development programmes (URT, 1996). On the other hand ILO has made effective effort to remove child labour through implementing of various programme which was funded by Elimination of Child Labour in Tobacco Growing Area by sensitization campaign on hazardous child labour by involving all levels of stakeholders at both district and community (Tembo and Ngissa 2009).

Furthermore, ILO (2010) expresses that there is lack of detailed information on the agriculture sub-sectors where children work, the modalities of children's farm work, the specific tasks performed by child farm workers, the hazards they face, or the impact of farm work on children's schooling outcomes, and important distinction between commercial agriculture and family-based subsistence (Breglia, Guarcello, Koseleci, Lyon and Rosati, 2010). This study is set to bridge this knowledge gap by analysing the effect of child labour on pupil's schooling in Kaliua district.

1.3.1 General Objective

This study intended to explore the effect of child labour on pupil's schooling in Kaliua district.

1.3.2 Specific Objectives

- i. To analyse the trend of school dropouts in primary schools in the study area for past ten years (2002 – 2011)
- ii. To investigate and document the contributing factors for school dropouts in primary school in the study district.
- iii. To establish the causal relationship between child labour in tobacco farming and dropouts in Kaliua district.

1.4 Research Questions

In order to effectively meet the above specific objectives this study was planned to answer the following questions;

- i. What was the trend of school dropouts among primary schools in Kaliua district for past ten years (2002 – 2011)?
- ii. What factors significantly contribute to primary school dropouts in Kaliua district?
- iii. Is there any relationship between child labour in tobacco farming and school dropouts?

1.5 Significance of the Study

The findings from this study especially on the finding on factors contributing on school dropping out would help policy makers, specifically in education to establish the sound policy to alleviate the school dropouts among tobacco growers.

Furthermore, the findings contribute to a documentation of the effects of child labour on pupil's schooling in the particular area of a study. Therefore anti-child labour and other stakeholders get the more useful information about child labour so enable them to sensitize and pressure a government and community about abolition of this form of exploitation to children.

Moreover, the study is in line with Tanzania development vision 2025 in the target of high quality livelihood to all Tanzanians up to 2025. The information gathered from this study would therefore facilitate the formulation of relevant policies, projects and programs to enable the government of Tanzania to reach their intended goals of promoting high quality of livelihood to all Tanzanians in 2025 and particularly in a study area.

1.6 Limitations of the Study

The major limitations of this study were time for collecting data, processing data, report writing, and financial constraints. Also, it was availability of few incomplete records of dropouts in Kazaroho primary school, and there was few written material concerning the child labour in Tanzania particularly in tobacco growing in Kaliua district.

1.7 Delimitation of the Study

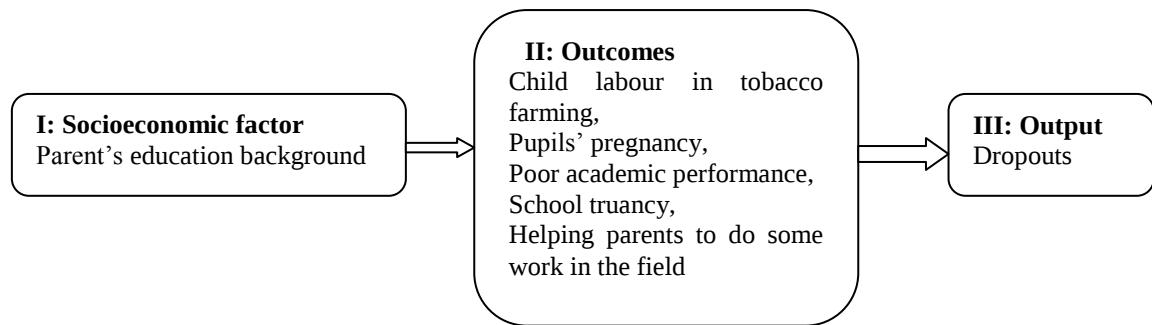
The issue on how wide the area of study was, time given to undergo the study and the financial position of conducting a research were well known. So keeping the study under control, this was addressed by focusing on only five wards in Kaliua district; from these wards twelve villages were visited in order to minimize cost and time. Moreover researcher got assistance from the wards, villages' leaders and the school head teachers from each respective area. Furthermore two people were employed to assist in the process of collecting data in order to make task of a research to be manageable and completed at the right time. Finally, in the case of Kazaroho primary school it was decided to record the available statistics because these missing statistics were few to upset the results.

1.8 Conceptual Framework

According to Kombo and Tromp (2006), analytical framework or model enables analysis or focus on particular variables or parts of a system as well as relationships

between them. Hence, in order to make a coherent analysis of the study it was imperative to develop a clear analytical framework, which, in this study is Figure 1. It shows the relationship between socioeconomic factor (parent's education background), outcomes which include pupil's pregnancy, poor academic performance, school truancy, child labour in tobacco farming, and helping parents or guardians to do some work in the field, and output which is school dropouts.

Figure 1: The Relationship between Socioeconomic Factor, Outcomes and Dropouts.



Source: Modified from Isoke, Okumu and Nakajjo (2008).

According to Figure 1, Box I is socioeconomic factor which represents parents education background. Box II which is an outcome of the influences of socioeconomic factor in box I, it includes poor academic performance, pupils' pregnancy, child labour in tobacco farming, school truancy, and helping parents or guardians to do some work in the field. Finally, box III portrays output, which is the school dropout as result of the influence of elements in box II. Therefore, this study is intended to investigate only child labour in tobacco farming attribute in box II in relation to the school dropouts in box III.

1.9 The Definition of the Key Terms and Concepts:

1.9.1 Child

Tanzania Child Development Policy of 1996, defines a child in Tanzania context as a person below the age of eighteen (URT, 1996), Provided that for the purpose of employment in hazardous sectors child means a person under the age of 18 years.

1.9.2 Child labour

According to Tanzania Child Development Policy; child labour is any work that deprives children of their childhood, their potential and their dignity, and that is harmful to their physical and mental development. It refers to work that: is mentally, physically, socially or morally dangerous and harmful to children. Interferes with their schooling, and thus deprives them their basic right to education (URT, 1996, 2004). According to ILO Convention 138, child labour refers to: ‘Children prematurely leading adult lives, normally working long hours for low wages under conditions damaging to their health and to their physical and mental development’.

1.9.3 Dropout

Dropout as it is defined for this research implies someone who withdraws or quits schooling before graduation.

1.9.4 Household

All persons living under one roof or occupying a separate housing unit, having either direct access to the outside (or to a public area) or separate cooking facility. Where the members of a household are related by blood or law, they constitute a family (Wikipedia, 2012)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of important literature concerning child labour in tobacco sector worldwide with a special focus to Tanzania particularly Kaliua district. The chapter starts with a theoretical review, where important theories underlying this study are discussed and continues with empirical literature review and finishes with research gap.

2.2 Theoretical Literature Review

In 1848, Western Europe was swept by a wave of revolutions. Marx used this chaos to launch his ten points among of them are: Free education for all children in public schools, the abolition of child labour in factories by arguing that an educated child would be better for society in the long term, than a child not educated. Thomas Malthus also advocated welfare reform. Recent Poor Laws had provided a system of welfare that provided an increased amount of money depending on the number of children in a family. Malthus argument was that the system was encouraging the poor to give birth to more children as they would have no fear that increased numbers of children would make eating any more difficult. Increased numbers of poor workers would reduce labour costs and ultimately make the poor even poorer.

This study bases on the two Marx ideas of abolition of child labour in factory and educating child would be better for society in long term, than a child not educated, and Malthus ideas that increasing size of families made it harder to meet their basic needs, which eventually forced them to resort to all sources of labour including child labour. Hence children can opt to work in various activities in order to meet the needs of their families. Equivalent to those ideas of philosophers, there are various theories that can be used to clarify the relationship between socioeconomic factors, child labour and children dropout from the school.

According to Maslow (1943) Basic Needs Theory, he contended that human needs can be arranged into five levels of needs. He recommended that there is a fairly specific order to human needs and until the more basic needs are adequately fulfilled, a person will not make every effort to meet higher order needs. He arranged the levels of needs by starting with the most important.

The physiological needs include the most basic needs that are vital to survival, such as the need for water, air, food and sleep. Maslow believed that these needs are the most basic and natural needs in the hierarchy. They are primary needs and have to be catered for before other needs. The safety and security needs, the security needs are important for survival, but they are not as demanding as the physiological needs. Man needs protection from physical environment such as housing of some sort, clothing, and defense against natural dangers. The social needs include needs for belonging, love and affection. These include the need to love and be loved, the need to give and receive affection and a need for company and association with other people. People want appreciation, a measure of acclamation, to be noticed among all other and at least, some degree of prestige and status. Self-actualization Needs, this is the highest level of Maslow's hierarchy of needs. Self-actualizing people are self-aware, concerned with personal growth, less concerned with the opinions of others and interested fulfilling their potential (Wikipedia, 2012). Therefore what we learn from Maslow's theory is that the children opt to engage in child labour in order to fulfill their physiological needs like food and water which is the first basic need and if they lack those first basic needs can not correspond to others needs like attending to school.

Another is theories of Becker, Chayanov, Friedman on Poverty of parents, attitudes of parents, and Economic exploitation, hold an explanation on the problem of child labour. They focused on the human capital, giving emphasis to resources that determine the need for child labour input, such as time spent on education and leisure by children, or time spent by adults in caring for children. Moreover, they

observed that it is only through mobilising all the family labour resources, including children, that society could eventually overcome poverty, poor education, or child labour. These theories that are based on large empirical studies and qualitative information are reviewed below as follows.

Poverty of parents

The supply and demand of child labourers is centrally determined by the socio-economic status of parents. The global distribution of child labour is similarly a reflection of the country's economic status, the poorer the country the higher the prevalence of child labour. Challenger of this theory argue that expanding economies tend to have a parallel rise in the number of child labourers, and also argue that developed countries have not eliminated all types of child labour yet (Tesfay, 2003). Although parents' economic status obviously seems to determine the chance of a child, it is not uncommon to see a rise in many families of unemployed parents and child labourers simultaneously.

Parent attitudes

Generally the attitude of parents is variable towards education, work, and health. Among the poor, some parents ignore child labour, others do not. Educated or families from a middle or higher income are less likely to send children to work. In a rural economy and deprived urban areas, it may be seen as a luxury not to have children not help their families. The extent to which parents allow their children to engage on long, exploitative paid jobs is also dependent among other things on the degree of parental authority, and need for supplementary income (Cockburn, 2001). Whether children's support is through indirect employment, as in forgoing education and leisure in order to let their parents work, or directly earn a living, are somehow under the control of parents, their values, and attitudes.

Economic exploitation

Children are mainly targeted because they are less likely to join a trade union, come late, claim sick, confront harassment, demand pay rise, or better working conditions (Myers, 1989). They are less likely to avoid, harm at work (Admassie, 2002). There is also the assumption that their small hands are suitable for fast and handy jobs, such as carpet weaving and football making, so called “nimble finger” (ILO, 1996). Further, Cockburn (2001) looked at four main aspects of this issue; impacts of child labour on the physical health and development of children; the interaction between child labour participation and school attendance and performance; the process and determinants of household decisions concerning child labour and school participation; demand for child labour in rural Ethiopia.

Moreover, in the children as household asset model, children are viewed strictly in terms of their value as assets. Parents first must choose the number of children they will have. They then weigh whether to invest in the quality of the child or to extract a current stream of services. Becker and Lewis (1973) cited by Drusilla, Deardorff and Stern (2001) argue that in the quality-quantity tradeoff, parents who choose a large number of children are less likely to invest in quality schooling. That is, the number of children and investment in the human capital of children are substitutes. Or, parents may choose to have a large number of children in order to diversify risk, formally educating some and putting the others to work. Portner (2001) noted that large family size, translates into fewer resources for human capital investment and, thus, early entry into the labor force. Furthermore, to the extent that children are used to stabilize income, child labor will be positively correlated with the severity and frequency of negative income shocks. By contrast, higher expected future income will lower the demand for children for insurance purposes.

2.3 Empirical Literature Review

A number of studies have been conducted to examine on child labour on agriculture sector and socioeconomic factors for children dropout from the school. Sareer (2005) approximated that Tanzania had between 350,000 and 400,000 child labourers in all sectors. The percentage of working children is higher in rural areas than in urban areas whereby 34% of all children from rural areas were engaged in child labour compared to 11% of all children from urban areas. Like other developing countries, a large number of the population in Tanzania is in rural areas and engages in subsistence farming.

In the study of Nagkanyane and Tshoaedi (2000) that read at Nairobi on child labour in tobacco growing sector in Africa showed the existence of child labour in Africa in tobacco farm. Also noted that children are engaged in worse labour and identified the various causes of child labour such as economic and social factors and legislative factors. The mostly mentioned factors are poverty, failure of the education system and lack of law enforcement agencies. Parallel to this Kadonya, Madihi and Mtwana (2002) noted that in Tanzania, mass rural poverty, which is caused by the poor agricultural policies and unreliable market for cash crops attributed to the Parents' failure to afford primary and secondary school contributions that accelerated many children dropping out of school and joining the informal sector activities. In this situation child labour persists because the laws that do exist are not strictly enforced and because social and political commitment is weak

Addition, Torres *et al* (2002) conducted a research on rapid appraisal of child labour in the tobacco industry in Philippines; proved that parents are the single largest employer of children. In many cases, parents employ their children in the household, family enterprise, family farm, or even on the factory floor in order to keep the family intact. However, Akarro and Mtwewe (2011) discourse that children are never accorded with an identity of their own, they remain as an object of their parents' wishes and family needs in many poor African societies. The cultural aspect for

household's head gives the adults authority over children. Parents may demand labour from any employing firms and individual employers and send their children to work because they are considered as innocent, docile and less troublesome. Due to that circumstance the children get employed because are cheap, and in some occasion children are not paid at all, for reason that employers, especially in the domestic and agricultural sector give them accommodation and food. Also children are casually hired and fired, as they are not aware with laws which protect them once the human rights violation occurs against them.

Yet, Bonnet (1993) stipulates that children in Africa are unable to attend school because their families/households cannot afford to pay for their education. The household cannot afford to pay for their children's education if the cost of schooling is too high and the household income is too low. Inability of households to meet the basic needs of children in most cases forces children to engage in employment in their attempt to improve their conditions and livelihood.

Han and Seiichi (2006) argue that low parental educational attainment directly contributes to underinvestment in schooling and increased practice of child labour. Moreover, educated parents are more likely to be knowledgeable about the importance of education for children and keep children in school by creating an environment conducive for learning.

Moreover, Karugaba and Mutesasira (2002) explain various forms of child labour on the tobacco growers in Uganda as follows: First, Forced labour, in which cases children are taken away from their parents and forced to work on the estates in exchange for food and clothing. Second, Voluntary labour, where children enter into arrangements with estate owners in order to earn a direct wage. Third, Bonded labour, where the responsibilities of the parents are transferred onto the children when they themselves, are unable to perform their responsibilities on the estates.

In another study, by Dorte and Niels-Hugo (2000) in the research done in Ghana on the link between poverty and child labour showed that while several factors such as orphanage, married disintegration, child abuse and carelessness of parents were important, the major conclusions emerging from the study were the positive relationship between poverty and child labour. Children might have to sacrifice their education in order to participate in income generating activities. When the poor depend on their children's labour rather than invest in their future by educating them, they risk perpetuating poverty from one generation to the next.

However, ILO (2010) argues that lack of detailed information on the agriculture sub-sectors where children work, the modalities of children's farm work, the specific tasks performed by child farm workers, the hazards they face, or the impact of farm work on children's schooling and health outcomes, and important distinction between commercial agriculture and family-based subsistence. All these hamper advocacy efforts aimed at drawing attention to the issue of child farm work, and impede the development of informed policy and comprehensive programme responses to it (Breglia, Guarcello, Koseleci, Lyon, and Rosati, 2010).

2.4 Research Gap

According to the above empirical evidence shows that majority of studies conducted concerning child labour among tobacco communities provide the information that give various reasons for children falling in this worst form of child labour, yet, ILO (2010) expressed that there is lack of detailed information on the agriculture sub-sectors where children work, the specific tasks performed by child farm workers, the impact of farm work on children's schooling, and important distinction between commercial agriculture and family-based subsistence (Breglia, Guarcello, Koseleci, Lyon and Rosati, 2010). Hence the contribution of child labour in tobacco farming to primary school dropouts is not clearly known. Therefore, this study is set to bridge this knowledge gap by analysing the effect of child labour on pupil's schooling in Kaliua district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the following: research design, area of the study, sampling techniques, data collection procedures, and data analysis (Donald & Delno, 2006).

3.2 Research Design

This study employed a case study design. A case study refers as an intensive description and investigation of a single situation (Adam & Kamuzora, 2008). It involves in-depth contextual analysis of the phenomenon, narrows a very broad area of research to make it small so as to be controllable per resource and time available to the researcher (Kothari, 1990). Therefore, this study used case study in order to get a clear understanding of the phenomenon in the study area, and meet the constraints of time and resource.

3.3 Description of the Study Area

The study was conducted in Kaliua district which is one of the seven districts of Tabora region. Kaliua district is bordered by Urambo district to the east, Mpanda district to the south, Uvinza district to the west and Kahama district to the north. This study intended to explore the effect of child labour on pupil's schooling in tobacco growing communities in Kaliua district. Kaliua district is selected due to the fact that majority of the dwellers are smallholder farmers who deal with tobacco farming who use family labour as their capital. Also there is high rate of dropouts in primary school.

3.4 Sampling Procedures and Sample Size

3.4.1 Sample Size

The sample size was 132 respondents which involved 115 parents of school dropouts, 12 head teachers, and 5 WEOs who participated fully in this study, Kothari (2004) states that sample constitutes of a few items selected from the population of the study area. Therefore this study was employed convenience method where the sample is determined by the discretion of a researcher.

3.4.2. Sample technique

This study used random sampling and purposive sampling techniques to obtain the samples: Random sampling technique used to obtain 115 names of primary school dropouts, 12 primary schools, and purposive sampling technique was used to obtain 5 WEOs, and 12 head teachers were picked by virtue of their position; because in each primary school there was only one head teacher.

3.4.2.1 Purposive Sampling Technique

A purposive sampling technique was used to get government leaders WEOs due to their roles they play in the society. The villages' government officers were approached in order to get permission and assistance for getting the head teachers, who assisted in identifying the names of school dropouts. Cohen (2000) argues that researcher select respondents for the sample depending on the data he or she intends to collect from them.

3.4.2.2 Random Sampling Technique

Systematic random sampling was used to obtain the sampled list of primary school, and names of dropouts from the list given by the head teachers in each primary school in the study area. The researcher selected the sample with the assistance of head teachers. The interval was obtained mathematically by taking population divide

by sample size therefore the answer obtained was used as the interval. The head teacher was asked to pinpoint the starting point in the list of names of dropouts using a sharp pencil, after that the sample was drawn systematically by the researcher keeping a record in 12 primary schools; whereby 10 names were selected from each of the 11 primary schools, 5 names were selected from one school. This procedure used to obtain 115 names of dropouts that helped in identifying their parents. The same procedure was applied to obtain 12 primary schools by involving the education officer. The process was simplified since district education officer has the list of all primary schools, so the assignment was to work for interval and starting point.

3.5 Data Collection Procedures

Data collection for this study was involved gathering of quantitative data and qualitative data. The study used primary data that was collected direct from the parents/guardians of the school dropouts, head teachers, and government officials in ward, whereby structured questionnaire was used to collect quantitative data, interview were used to collect qualitative data.

3.5.1 Questionnaires

These are administered to 127 respondents, whereby 115 parents/guardians of school dropouts and 12 head teachers of primary schools in the areas covered by the study. The questionnaires were used in order to gather quantifiable data which provided information about socioeconomic activities of household members, trend of school dropouts, and contributing factors for school dropout. The specific day was set to visit all dropouts parents and head teachers in each school whereby to dropouts parents, questionnaires were filled by the researcher in the course of discussion with each dropout's parent individually bearing in mind that most of them don't know to read well. For the head teachers were given self-administered questionnaires on the assumption that these could properly interpret and fill well. Related to this, administered structured questionnaires were used for reason of reducing the problem

of low rate of return compare to mailed questionnaire as well as consume less time and cost (Adam & Kamuzora, 2008).

3.5.2 Interview

Furthermore, in this study both structured and semi-structured face to face interviews were used to collect data from WEOs and head teachers, concern the gathering of data on trend of school dropouts and factors contributing to primary school dropouts in Kaliua district. The interview involved asking structured questions. This method used because of its strength as Kothari (2004) pinpoints that interview is the only method of studying abstract person factors such as attitudes, feelings and reaction that cannot be observed. On top of that Cohen (2001) adds that an interview allow for adaptability, as there is a chance to seek clarification and elaboration on the points rose.

3.5.3 Documentary Review

Secondary data involved the use of available materials for obtaining relevant information for the study. List of primary schools was obtained from District Education office, Moreover, list of names of dropouts was obtained from the primary schools, where there were existing admission registers and daily attendance books. Other documents were Tanzania Employment and Labour Relation Act, 2004; Tanzania Child Development Policy, 1996; Tanzania Development Vision 2025. Furthermore, many published and unpublished documents which included books, magazine, and articles, Research Reports and scholarly papers were reviewed to compliment the primary data. Denscombe, (1998) asserts that documentary review has an advantage of providing vast amount of information.

3.6 Data Analysis Methods

In this study both qualitative and quantitative data analysis techniques were applied. Data collected have been edited, coded, and summarized by using SPSS software in

conformity with the objectives of the study. Correlation analysis was performed to determine the relationship between child labour in tobacco farming and school dropouts, and descriptive statistics was used to analyze the data on social-demographic characteristics of respondents such as percentages and frequency, mean, minimum and maximum were calculated, additionally chi-square was used to examine level of significant of the factors to school dropouts. Furthermore, Microsoft Excel was used on the data concern the trend of school dropouts in primary school in the study area. The qualitative data from interview guide was subjected to pragmatic content analysis in order to derive essential information from them. This form of thematic data analysis involved perusing the collected data and identifying information that was relevant to the research questions and objectives.

CHAPTER FOUR

FINDINGS AND ANALYSIS

4.1 Introduction

The theoretical framework of this study as discussed in chapter two was developed on the basis of the ideas advanced by Issoke, Okomu and Nakajjo (2008) regarding the effect of child labour on pupil's schooling in primary school. The basic argument which has been adopted as the central argument of this study was that parents' academic background (socioeconomic factor) leads to pupils' pregnancy, child labour in tobacco farming, academic performance, school truancy, and helping parents to do some work in the field. As a result these contribute to the school dropouts. So based on this reasoning, three research questions were developed as follows

- i. What was the trend of school dropouts in primary schools in Kaliua district for past ten years (2002 – 2011)?
- ii. What factors significantly contribute to primary school pupils dropouts in Kaliua district?
- iii. Is there any relationship between child labour in tobacco farming and school dropouts?

In this chapter, these three questions are answered based on the data collected and analyzed in order to realize the following specific objectives:

- i. To analyse the trend of school dropouts in primary schools in the study areas for past ten years (2002 – 2011).
- ii. To investigate the contributing factors for primary school dropouts in the study district.
- iii. To establish the causal relationship between child labour in tobacco farming and school dropouts in Kaliua district.

Therefore, at the same time as keeping up steadiness with the research questions, the presentation of research findings in this chapter streams along these three objectives, starting with objective one in the following section.

4.2. Trend of School Dropouts in Primary Schools in Kaliua District (2002 – 2011)

School dropouts are one of the effects of child labour in this study; therefore, in the process of establishing the trend of primary school dropouts in Kaliua district, the study was actually addressing the issue of effect of child labour on pupil's schooling. The study obtained a variety of responses on this trend of primary school dropouts from various education stakeholders. These responses were a result of the following question: is there any primary school dropout in Kaliua district?

The lead question received the answers of the same type whereby the opinion was to the existence of school dropouts in the study areas as well as the increase of number of dropouts in many schools. For example the interview conducted to the head teachers pinpointed out the following:

‘The primary school dropout in our areas is a common phenomenon; many pupils don’t attend school. This scenario starts during the rainy commencement, in classroom there are very few pupils, others don’t attend, they remain at home helping their parents to do farm work, this eventually leads them to stop coming to school completely’ (Head teacher’s response, Kaliua District, 2012).

Similarly, another head teacher who experienced the same event to his primary school claimed that:

‘The number of primary school dropouts is increasing particularly in recent years; parents don’t take trouble to stop the habit of pupils not attending to schools, some were dropping out with reason of failure in standard iv examination. Nowadays no examination that prohibits them to continue with their studies but they don’t come to school’ (Head teacher’s response, Kaliua District, 2012).

Parallel to the views of the head teachers was the voices raised by the WEO who when approached articulated that:

Many children are found in streets during the school hours; most of them don't attend school for various reasons; instead they help people to do some work in order to get money that they use for attending video hall. This habit is facing our area very seriously and the parents of such children aren't bothered to make sure that their children are going to school. (WEO's response, Kaliua District, 2012)

Therefore, the general impression from the above voices raised by the WEOs and head teachers, who are at the front line in management of primary education, school dropouts were increasing. The real situation in the study area was depicted by the findings obtained directly from the field. Table 1 below shows the trend of school dropouts for the past ten years (2002 – 2011). The question is how was the trend of school dropouts in Kaliua district? Table 1 provides the answer.

Table 1: Trend of School Dropouts in Kaliua District for Past Ten Years (2002 – 2011)

Year/School	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Ushokora	24	30	21	17	23	36	31	42	21	9
Imalampaka	41	37	34	29	31	26	28	42	21	17
Igwisi	3	3	4	5	4	3	2	0	4	2
Usindi	16	33	17	4	20	25	11	107	23	26
Kazaroho	0	0	0	0	0	43	27	38	28	41
Imalamihayo	19	26	21	31	15	16	23	18	16	25
Ugunga	27	30	24	32	41	35	28	34	34	36
Lumbe	22	16	31	18	30	24	28	32	34	30
Ukumbisiganga	15	10	15	14	22	11	6	3	7	2
Kasungu	10	4	4	4	8	4	5	5	3	3
Mwangaza	4	3	6	6	4	2	5	5	4	3
Tuombemungu	31	26	42	35	22	48	31	52	33	36
Total	212	218	219	195	220	273	225	378	227	230

Source: Field Data 2012

Table 1 depicts a fluctuating but rising trend in school dropouts. Results show that while in 2002 there were 212 dropouts. This figure rose to 218 dropouts in 2003 which was equivalent to a rise of 2.8%. However in 2004 the rising trend increased again even further by recording 219 dropouts which was equivalent to a rise of 0.5%. In 2005 the figure dropped into 195 which was equivalent to a drop of 11%. In 2006 the rising trend resumed again further by recording 220 dropouts which was equivalent to a rise of 7.7%. Also in 2007 it raised drastically up to 273 dropouts which was equivalent to a rise of 24.1%. Then in 2008 it dropped by recording 225 dropouts which was equivalent to a drop of 17.6%. Furthermore, in 2009 abruptly trend of dropouts rose to a great extent by recording 378 dropouts which was equivalent to a rise of 68%. Then in 2010 it dropped to 227 dropouts which was equivalent to a drop of 39.9%. Finally, in 2011 the trend of dropouts rose by recording 230 dropouts which was equivalent to a rise of 1.3%.

Therefore, in the light of such findings, it has been concluded that the study area experienced upward but fluctuating trend in primary school dropouts. But what were the contributing factors to this trend of primary school dropouts? This question is answered in section 4.3

4.3 Contributing Factors for Primary School Dropouts in the Study District.

This part addresses the contributing factors for school dropout in primary schools, the study aimed to understand precisely reasons for school dropout prevailing in the study area. Therefore, the study focuses to analyze the main five variables or factors that are thought to contribute to school dropouts namely, school truancy, pregnancy, helping parents or guardians to do some works in the field, child labour in tobacco farming, and poor academic performance.

4.3.1 School Truancy.

In many primary schools in the study area appeared to be a normal tendency, because parents or guardians don't take care to encourage their children to

concentrate with school. Because of poor assumption of some parents or guardians who they did not see the benefits of going to school since their children who attended school were just living an ordinary life like any other villagers. To them, school did not make a difference in the lives of their children. Likewise parents have not yet completed studies even primary education. The findings indicate an average of 4.97 years spent in schooling by household head, the minimum years to complete primary education in Tanzania is 7 years (standard seven). Hence the parents don't see the importance of education to encourage and make sure that their children attend to the school regularly. Table 2 shows an average of years spent by household head in schooling and an average of age of school dropout.

Table 2: An Average of Age of Dropouts and Years Spent by Household Head in Schooling (N=115)

	Minimum	Maximum	Mean
Age of a pupil in years	8	17	12.24
Education level of household head	0	12	4.97
Valid N (listwise)			

Source: Field Data 2012

As it is shown above on the Table 2 an average years spent by household head for schooling was 4.97 which implied that majority have not yet completed even primary education because in Tanzania the minimum years for someone to complete primary education is seven years. This is also supported by WEOs who said that:

'Dwellers of this area don't see the importance of education, that is why they leave their children at home without forcing and making sure that their children attend to school daily. This is so because majority of the dwellers haven't yet completed primary education. Therefore they didn't take trouble to assist their children. They prefer to use them to do agriculture activities specifically during the rain period' (WEO's response, Kaliua District, 2012).

Nevertheless, head teachers had the same view like the above statement on the issue of school truancy in primary school dropouts. The question asked to them about the

contribution of school truancy on the primary school dropouts in the Kaliua district was that; ‘The school truancy is a contributing factor for school dropouts in primary school?’, the results were summarized on Table 3 below that depicts a summary of head teachers’ response on this question.

Table 3: The response of head teachers on school truancy

Was the school truancy a contributing factor for school dropouts in primary school?

Response	Frequency	Percent
YES	10	83.3
NO	2	16.7
Total	12	100.0

Source: Field Data 2012

Reacting to the question “was the school truancy a contributing factor for dropouts in primary school?” Table 3 above depicts that 83.3% of head teachers responded that the factor of school truancy contributes on dropouts in primary school, while 16.7% of the head teachers responded that school truancy doesn’t contribute to the school dropouts. Furthermore, parallel to the above statement was the view of a primary school head teachers who described that the cases of school truancy in their school currently is a common event.

Consequently to the above statement one head teacher said that:

‘The dropouts start as the absenteeism for meanwhile but later on don’t come totally to the school, they start coming three days, then two days a week eventually start to take even a week then a month as lastly stop totally to attend to the school, for instance in my school there are very few pupils who attend regularly to the school, this is a normal circumstance a especially to the period of rain in our area’... ‘always we combine the classroom studies with sports and games in order to attract this truancy to attend to the school, (Head teacher’s response, Kaliua District, 2012)

Parallel to the above claim was another voice raised by another primary school head teacher who experienced the same event to his school, he said strongly that:

‘School truancy is affecting the school development, the pupils are not coming regularly to school, how can we help pupils to acquire the required knowledge, today they are in school and tomorrow never appear to school, we have informed their parents and guardian several times but no any action had been taken and the situation persist’. (Head teacher’s response, Kaliua District, 2012).

Simultaneously to the above statement was another comment given by another head teacher of a primary school that is found near to the local market that operating once a month by saying that:

‘In some cases, children are absent from school in order to take responsibilities at home, while their parents are out doing businesses to source income for the household. The problem is worse during periodic market days known as Mnanda. If you go to a school on a market day, you will find that there is very high absenteeism on that day’. (Head teacher’s response, Kaliua District, 2012)

Therefore, according to the above findings about school truancy, it shows that truancy is accelerated by the parents or guardians for not taking strong action against their children who fail to attend school, the reason behind is that the majority of the parents and guardians use them in doing other activities for the benefits of the family. But how significant was the school truancy on school dropouts in primary school in Kaliua district. Table 4: below provides the answer.

Table 4: Statistical significance of school truancy on school dropouts in primary school in Kaliua district

Crosstabs

		Was truancy the contributing factor for school dropouts		Total
		YES	NO	
Children not finish school	1	52	24	76
	2	11	18	29
	3	4	3	7
	4	1	0	1
	5	0	2	2
Total		68	47	115

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.704 ^a	4	.020
Likelihood Ratio	12.715	4	.013
Linear-by-Linear Association	5.568	1	.018
N of Valid Cases	115		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .41

Results in Table 4 above indicate that the asymptotic significance was 0.020 which is smaller than 0.05. Therefore, this implies that school truancy had a significant effect on school dropouts in primary school in Kaliua district. However, school truancy, according to the conceptual framework, was not the only factor. The framework also acknowledges pupils pregnancy as another factor. Section 4.3.2 of the study elaborates this factor.

4.3.2 Pregnancy

Pregnancy was reported as cause for dropping out of pupils from school in primary school. This problem affects girls. It occurs in some areas because of poor income that leads to some parents to fail to provide the basic need to their children. The

WEOs approached in the study area had different views concerning the pregnancy as a factor for dropping out of girls in primary school, other not supported it.

For instance one said that:

‘Nowadays in my area girls pupils are young for that reason the case of pregnancy is not common, I didn’t have any case concerning the pregnancy of pupils for number of years at my area of administration, currently this is a problem for girls pupils who study in secondary school’. (WEO’s response, Kaliua District, 2012)

Nevertheless, the head teachers had different view on this factor of pregnancy of primary school pupils after they had been asked the question concerning pregnancy in primary school. This resulted from the question asked to head teachers about the contribution of pupil pregnancy to the primary school dropouts in the Kaliua district that: ‘was the pupil pregnancy a contributing factor for school dropouts in primary school?’, the results was summarized on the Table 5 below that depict a summary of head teachers’ response on this question.

Table 5: The response of head teachers on pupil pregnancy

Was the pupil pregnancy a contributing factor for dropouts in primary school?

Response	Frequency	Percent
Serious	3	25
Not serious	9	75
Total	12	100

Source: Field Data 2012

Responding to the question “was the pupil pregnancy a contributing factor for dropouts in primary school?” Table 5 above shows that 25% of head teachers responded that the issue of pregnancy to pupil was serious contributing to dropouts in primary school, while 75% of the head teachers responded that pregnancy to pupil was not seriously contributing to the school dropouts. Parallel to the above statement

was the view of a primary school head teachers who were interviewed, and described that the cases of pupil pregnancy in their schools currently is a rare event with the reason that the majority of the pupils are young in primary school. This was supported by the finding in Table 2 that depicts an average age of 12.24 years for primary school dropout in Kaliua district.

For example one primary school head teacher claimed that:

‘The case of pregnancy to the pupils occurs but it is very minor in my school as you know nowadays majority of the pupils are young, therefore, it is not easy to be attacked by the issue of pregnancy, and lead them to drop out of the school’ (Head teacher’s response, Kaliua District, 2012).

As it is shown above by the findings provided, it indicates that the issue of dropouts for the reason of pupil pregnancy is in a minimal level in primary school at this area; it implies that generally the pupils are young that are not yet fully engaged in sexual activities. This is supported by the findings from field that indicate an average age of dropouts is 12.4 years old. But how significant was pupils’ pregnancy on school dropouts in primary school in Kaliua district. Table 6 below provides the answer.

Table 6: Statistical significance of pupils’ pregnancy to primary school dropouts in Kaliua district.

Crosstabs

	Was pupils’ pregnancy the contributing factor for school dropout		Total
	YES	NO	
Children not finish 1	2	74	76
school 2	3	26	29
3	0	7	7
4	0	1	1
5	0	2	2
Total	5	110	115

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.501 ^a	4	.478
Likelihood Ratio	3.347	4	.502
Linear-by-Linear Association	.140	1	.709
N of Valid Cases	115		

a. 7 cells (70.0%) have expected count less than 5. The minimum expected count is .04.

Table 6 above shows that as far as pupils pregnancy is concerned, the asymptotic significance is 0.478, that is higher than 0.05. This implies that this factor had no significant effect on school dropouts in primary school in Kaliua district. On other hand pupils helping their parents or guardians to do some homework had significant effect on school dropouts. Details are given in section 4.3.3

4.3.3 Helping their Parents or guardians to do some work in the field

In regard to the issue of pupils helping parents to do work in the field, the findings from the study indicate that majority of parents or guardians are smallholder farmers. As it is shown on Table 7 below: 87% of household heads are smallholder farmers and 13% of household head are pet traders. Hence children assist their families to accomplish the various agricultural activities, as a result it accelerate the dropping out of the pupils who spend their time for family activities. Sometimes households are forced to withdraw their children from school in order to use their labour in securing food, or alternatively to keep their home and take care of younger children while their parents are out looking for food. Table 7 below indicates the distribution of household head by occupation responding to the question asked to the dropouts' parents/guardians on the occupation of household head in the study area

Table 7: Distribution of Household head by Occupation

What is the occupation of the household head?

Response	Frequency	Percent
Smallholder	100	87.0
Pet trader	15	13.0
Total	115	100.0

Source: Field Data 2012

That parents' occupation affected pupils' schooling was clearly started by one WEO who said the following:

'This is the serious case to the pupils in this area, pupils attend to the work in order to assist the family in family farm or elsewhere as a result stop going to school. For example during the period of rainy few pupils attend to school instead they go to assist their family to accomplish the farm activities' (WEO's response, Kaliua District, 2012).

Likewise, the primary school head teachers reported that their pupils stop attending schools due to their parents or guardians make a decision to use them in family farm activities in order to complement the household income. In some cases parents who practice shifting cultivation disturb the rate of pupils to attend to school. Because they shift with pupils to another virgin land after the former have exhausted. This resulted to the question asked to head teachers about the contribution of helping parents or guardians to do some work at home on the primary school dropouts in the Kaliua district that: was the helping of parents or guardians to do some work in the field a contributing factor for school dropouts in primary school?, the results was summarized on the Table 8 below that depicts a summary of head teachers' response on this question

Table 8: The response of head teachers on pupils helping parents/guardians to do some work in the field

Was the helping parents or guardians to do some work in the field a contributing factor for school dropouts in primary school?

Response	Frequency	Percent
YES	11	91.7
NO	1	8.3
Total	12	100.0

Source: Field Data 2012

Responding to the question “was the helping parents or guardians to some work in the field a contributing factor for dropouts in primary school?” Table 8 above depicts that 91.7% of head teachers agreed that helping parents or guardians to do some work in the field contributed to dropouts in primary school, whereby 8.3% of the head teachers didn’t agreed on that. Furthermore, the interviewed head teachers in the study area concurred the views provided by the WEOs on the issue of helping of parents to do some work at home contribute to primary school pupils to drop out from school.

For example in nutshell, one head teacher said that:

‘This area is dwelled by smallholder farmers who depend on family manpower to complete their agricultural activities, therefore they use their children in farm activity during the rainy period as a result their pupils stop attending schools. Some of the parents move with their children to the farm which are found far away from the village hence prohibit pupils to attend to school as a result children use their time in helping their parents stop attending to school completely’ (Head teacher’s response, Kaliua District, 2012).

As shown in the cases above, dropouts are the result of helping their parents or guardians in doing family farm or elsewhere, as result perpetuate the school dropouts. But how significant was the helping parents or guardians to do some work

in the field on school dropouts in primary school in Kaliua district? This question is addressed in Table 9 of this study.

Table 9: Statistical significance of helping parents or guardians to do some work in the field to primary school dropouts in Kaliua district.

Crosstabs

		Was the helping parent to do some work in the field a contributing factor for school dropout		Total
		YES	NO	
Children not finish school	1	38	38	76
	2	16	13	29
	3	7	0	7
	4	0	1	1
	5	0	2	2
Total		61	54	115

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.921 ^a	4	.042
Likelihood Ratio	13.747	4	.008
Linear-by-Linear Association	.101	1	.751
N of Valid Cases	115		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .47.

Table 9 above shows that as far as helping parents or guardians to do some work in the field is concerned, the asymptotic significance is 0.042, that is smaller than 0.05. This implies that, this factor had significant effect on pupil dropouts in primary school in Kaliua district. But what was the status of pupil's academic performance vis-à-vis the possibility of pupil's dropping out from school as advanced in the central argument of this study? Section 4.3.4 focuses on this area.

4.3.4 Poor Academic Performance

The poor academic performance discourages pupils to continue with their studies and the good academic performance encourage the pupils to continue with their studies, this is applied to all level of education including level of primary education. Also the area of the study was affected this factor. Primary school pupils were dropping out of the school because of poor academic performance. The respondents interviewed concurred with this as one of the cause of primary school dropouts.

For example one WEO claimed that:

‘We have various cases concerning the primary school dropouts and the parents or guardians claiming that their children don’t want to go to school because they perform poorly in school to the extent that they don’t know even writing, reading and counting’ (WEO’s response, Kaliua District, 2012).

However, the above statement of WEO leads to question to head teachers about the contribution of poor academic performance on the primary school dropouts in the Kaliua district. The head teachers’ response on the question; was the poor academic performance a contributing factor for school dropouts in primary school? Table 10 below depicts a summary of head teachers’ response on poor academic performance to be a contributing factor for primary school dropouts.

Table 10: The response of head teachers on the poor academic performance in primary school

Was the poor academic performance a contributing factor for dropouts in primary schools?

Response	Frequency	Percent
YES	5	41.7
NO	7	58.3
Total	12	100.0

Source: Field Data 2012

Responding to the question “was the poor academic performance a contributing factor for dropouts in primary schools?” Table 10 shows that only 41.7% of head teachers agreed that poor academic performance contributed to dropouts in primary school, whereby 58.3% of the head teachers didn’t agreed on that. Furthermore, the interviewed head teachers in the study area concurred the views provided by the WEOs on the issue of poor academic performance of the pupils as a result for them to drop out from school.

For example, one head teacher raised his voice by saying that:

‘If the pupils don’t know how to read, write and count decide to stop attending to the school, some of them have dropped out of the school for this reason, they forget that to understand reading, writing and counting is a result of attending to school regularly and listening to teachers in the classroom, and the parents provision of materials required in the process of learning. Because of absenteeism the pupils fail to make a follow up of lesson as a result they score poor marks that despair them for continuing in school, therefore, they stop attending to school finally lead to dropouts’ (Head teacher’s response, Kaliua District, 2012).

Similarly to the above explanation, another head teacher of primary school in the study area supported it by asserting that

‘Other pupils attend schools at the period of sports and game only and as you know we are not conducting always the sports and game to the school because of the limitation of time and equipments’ (Head teacher’s response, Kaliua District, 2012).

But how significant was the academic performance on school dropouts in primary school in Kaliua district. Table 11 below provides the answer.

Table 11: Statistical significance of academic performance to primary school dropouts in Kaliua district.

		Was academic performance a contributing factor for school dropouts		Total
		YES	NO	
Children not finish school	1	27	49	76
	2	10	19	29
	3	0	7	7
	4	0	1	1
	5	0	2	2
Total		37	78	115

Chi-square tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.206 ^a	4	.267
Likelihood Ratio	8.219	4	.084
Linear-by-Linear Association	3.400	1	.065
N of Valid Cases	115		

- a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is .32

Table 11 above indicates that the asymptotic significance is 0.267 which is bigger than 0.05. Therefore, this implies that poor academic performance had no significant effect on school dropouts in the study area.

4.3.5 Child Labour in tobacco farming

Child labour is any work that deprives children of their childhood, their potential and their dignity, and that is harmful to their physical and mental development. It refers to work that: is mentally, physically, socially or morally dangerous and harmful to children. It Interferes with their schooling, and thus deprives them their basic right to education. In general to the villages the majority don't know what child labour is and what not a child labour. Due to this contradiction the parents or guardians involve

their children without knowing about that by considering that all works are allowed to be performed by children. This actually occurs to the parents who engage in tobacco growing activities, and those who have not that send their children in order to get the foodstuff for a day. In the study area the various stakeholders in education have various views concern it. The interviewed WEO in the study areas informed the researcher about some parents to use their children to work in tobacco farm in family farm or elsewhere.

He claimed that:

‘Tobacco growing communities is among of areas of incidence of child labour in tobacco farming. The farming of tobacco is highly labour intensive and close care needs to be paid at all stages of production. This increases the demand for child laborers, as children are prepared to work for less money’ therefore, perpetuates some of them to drop from school’ (WEO’s response, Kaliua District, 2012).

Nevertheless, the head teacher had different views on this factor of child labour on primary school dropouts after they had been asked the question concerning the child labour in pupils schooling in primary school. This resulted to the question asked to head teachers that: ‘was the child labour a contributing factor for school dropouts in primary schools?’, the results was summarized on the Table 12 below that depict a summary of head teachers’ response on this question.

Table 12: The head teachers’ response on child labour in tobacco farming as contributing factor

Was the child labour in tobacco farming a contributing factor for dropouts in primary school?

Response	Frequency	Percent
YES	5	41.7
NO	7	58.3
Total	12	100.0

Source: Field Data 2012

Responding to the question “was the child labour in tobacco farming a contributing factor for dropouts in primary school?” Table 12 above depicts that 41.7% of head teachers agreed that child labour contributed to dropouts in primary school, whereby 58.3% of the head teachers didn’t agreed on that. Furthermore, the interviewed head teachers in the study area agree the views provided by the WEOs on the issue of child labour contribute to primary school pupils to drop out from school.

For example, one head teacher stated that:

‘This is common in my area especially during the harvest of tobacco children are needed to assist their parents, even others work out of family farm in order to get money. Generally most of children who work in tobacco field are sent by parents who are in need of money to buy foodstuff and other items’ (Head teacher’ response, Kaliua District, 2012)

Therefore a bivariate analysis was performed using Pearson two-tailed to determine the correlation between child labour in tobacco farming and school dropout. The result indicates that there is weak correlation between pupils dropping out of school and child labour in tobacco farming. The analysis produces Pearson $r = .069$. However, this result is not statistically significant $p\text{-value} = .841$. Therefore, in this study the correlation between child labour tobacco farming and school dropouts is shown in Table 13

Table 13: Correlation Between Child Labour and Dropouts

		Pupils dropped out	Total workers below 18 age
Pupils dropped out	Pearson Correlation	1	.069
	Sig. (2-tailed)		.841
	N	115	11
Total workers below 18 age	Pearson Correlation	.069	1
	Sig. (2-tailed)	.841	
	N	11	11

Source: Field Data 2012

In this study $N=11$ and that a factor is considered significant only when the asymptotic significant is equal or less than 0.05. If it happens that the number is bigger than 0.05 the factor is insignificant. Table 13 shows that the asymptotic significance of child labour was 0.069. This figure is bigger than 0.05, therefore this factor didn't have significant effect on school dropouts in this area.

4.4 The Causal Relationship between Child Labour in tobacco farming and Dropouts

What was the causal relationship between child labour and school dropouts in Kaliua district? the answer to this question is provided in section 4.3.5. The findings in section 4.3.5 show that 41.7% of head teachers agreed that child labour was contributing factor for school dropouts in primary school in Kaliua district, whereby 58.3% of the head teachers didn't agreed on that, that child labour was contributing factor for school dropouts in primary school in Kaliua district. In general the findings show that the head teachers support that child labour was not a contributing factor for primary school dropouts in the study area.

Moreover, the interviewed WEOs in the study area responding to the question that: 'was child labour a contributing factor for primary school dropouts?' Generally agreed that there were some cases where parents or guardians used their children in family tobacco farm or elsewhere to the farm regarding to the condition that prevail to their family.

Furthermore, a bivariate analysis was performed using Pearson two-tailed in order to determine the correlation between child labour and school dropout in primary school in Kaliua district. The result was indicated that there was a weak relationship between pupils dropping out of school in primary school and child labour in Kaliua district. The analysis produces Pearson $r = .069$. However, this result is not statistically significant $p\text{-value} = .841$.

Therefore, the study incorporated other variables in investigating the contributing factors for primary school dropouts in Kaliua district that were, to help parents or guardians to do some work at field, pupils' pregnancy, poor academic performance, and school truancy. All these variables were critically examined in order to make clear the preciously factors contributing to primary school dropouts in the study area. Moreover, the findings indicated that school truancy, and helping parents or guardians to do work at the field were the main factors contributing for school dropouts in primary school in Kaliua district.

Therefore, empirical evidence presented in this chapter shows that child labour in tobacco farming factor had no significant effect on pupils dropouts in primary school in Kaliua district. Therefore, it implies that there was no direct causality between child labour in tobacco farming and school dropouts, however there were other contaminating factors contributing on school dropouts in primary school in Kaliua district such as to help parents or guardians to do some work in the field and school truancy which showed to have significant effect on school dropouts, hence these factors had effect on child schooling in Kaliua district.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMENDATIONS

5.1: Introduction

This chapter presents a summary, conclusions and policy implications of the study

5.2 Summary

This study concerns the investigation of the effect of child labour on pupils schooling in primary school in Kaliua district. It aimed at making the problem of child labour among tobacco growing communities in kaliua to be clearly understood by exploring the effects of child labour on pupils schooling, by employing the following objectives: to analyze trend of school dropouts in primary school for past ten years (2002 – 2011), to investigate contributing factors for school dropouts in primary school in Kaliua district, and to establish the casual relationship between child labour in tobacco farming and school dropouts. The study employed a case study design, and the study commenced on September 2012 and ended in March 2013. Quantitative and qualitative data were collected. The data obtained were analyzed by using Pragmatic content analysis, Microsoft Excel and SPSS. By using these statistical means the study came out with the following results.

The study focused on examining and discussing the trend of pupils' dropouts, the contributing factors to that trend of dropouts, and finally to establishing if there was any casual relationship between the child labour in tobacco farming and school dropout. In the analysis, it was observed that there is upward but fluctuating trend in primary school dropouts in Kaliua district.

According to the central argument of this study that parents' academic background (socioeconomic) leads to pupils' pregnancy, child labour in tobacco farming, academic performance, school truancy, and helping parents to do some work in the field as a result these contribute to the school dropouts in primary school. Based on

that reasoning the analysis revealed that pupils' pregnancy, child labour in tobacco farming, and poor academic performance have no impact to the school dropouts in primary school in Kaliua district. Furthermore, the analysis revealed that school truancy, and helping parents or guardians to do some work in the field have impact to primary school dropouts in Kaliua district.

The study also aimed to establish the casual relationship between child labour in tobacco farming and school dropouts. Therefore a bivariate analysis was performed using Pearson two-tailed to determine the correlation between child labour in tobacco farming and school dropout. The result indicated that there is weak correlation between pupils dropping out of school and child labour in tobacco farming. However, this result is not statistically significant

5.3 Conclusion

This chapter presented an analysis of the findings on the effect of child labour on pupils schooling in Kaliua district, as reflected by primary school dropouts in Kaliua district for the past ten years (2002 – 2011). The analysis focused on testing validity of the central argument of the study that household head education background (socioeconomic) factor lead to school truancy, pupils poor academic performance, pupil pregnancy, child labour in tobacco farming, and helping parents or guardians to do some work in the field, then those factors contribute to the primary school dropouts in Kaliua district.

However, empirical evidence from the study depicted that the primary school dropouts in the study area experienced upward but in fluctuating trend in dropouts. This was depicted by the findings of the past ten years (2002 – 2011) obtained from the study. The contributing factors to that situation were discussed. First, it was children helping their parents or guardians to do some work in the field. Second, it was school truancy, third it was poor academic performance, fourth it was pupil pregnancy, and fifth, it was child labour in tobacco farming.

In the light of this study, comes up with the conclusion that the pupils' pregnancy and poor academic performance were not the contributing factors for primary school dropouts. Moreover, pupils helping parents or guardians to do some work in the field, and school truancy factors contributed for school dropouts. Furthermore, child labour in tobacco farming depicted insignificant relationship to school dropouts.

In nutshell, the empirical evidence obtained from the study shows that there is upward but fluctuating trend of pupils' dropouts in primary school in Kaliua district, which was contributed by the following factors; school truancy, and pupils helping their parents or guardians to do some work in the field. Furthermore, it was concluded that, there was no direct causality relationship between child labour and school dropouts because of other contaminating factors contributing on dropouts in primary school such as helping parents or guardians to do some work in the field, and school truancy. i.e. not directly school dropouts attributed by child labour only.

5.4 Recommendations

According to the study findings and conclusions drawn in this study, the following recommendations are made.

School truancy was one of the contributing factors for school dropouts. The main cause was the parents or guardians to be not educated enough to determine the potential of education to their children hence delay to take strong action to their children who don't attend to school immediately. Therefore, it is recommended that the government parastatals, and all education stakeholders in Kaliua district should make efforts to educate community, parents or guardians about the potentiality of education to the children in order to enable them to take strong action against school truancy once it occurs within their areas.

Furthermore, helping parents or guardians to do manual work in the field was another contributing factor to child dropout. The main cause was that parents were not sensitized enough to realize the consequences of involving their school children in field work. Therefore it is recommended that public institutions, that is government leaders like the District Education Officers and Division officers should educate the people regarding the problems of involving children in field work to the extent that they drop from studies.

Areas for Further Research

The study focused only on the effect of child labour on pupils schooling in kaliua district. This was a case study which involved a small geographical area in Tanzania, hence could not be generalized. Therefore, it is recommended that future studies should be done on similar topic that can cover a bigger area in order to obtain the actual size of this problem in Tanzania.

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APPENDICES

APPENDIX I

Questionnaire for Child Labour among Tobacco Growing Communities

Questionnaire number: _____

Introduction

This study concerns on **An Exploratory Study on the Effect of Child Labour on Pupil's Schooling in Kaliua District**, of which you're household has been identified as potential source of information. I would like to ask you few questions. Your responses will be treated with almost confidentiality.

Section 1: Social-demographic characteristics of a respondent (parents of dropouts)

1. Ward _____
2. Village _____
3. Age of a household head in years _____
4. Age of a pupil in years _____
5. Sex of the household head (Tick one):
1 = Male
2 = Female
6. Relationship with the pupil (Tick one):
1 = Father
2 = Mother
3 = Brother
4 = Sister
5 = Relative
6 = Guardian

7. Sex of the pupil (Tick one):

1 = Male

2 = Female

8. Marital status of the household head (Tick one):

1 = Married

2 = Single

3 = Separated

4 = Divorced

5 = Widow/widower

9. How much does your household earn per month? _____ Tshs

10. How much does your household spend in Tshs per month? _____

11. Education level (Years spent schooling) _____ years

12. Occupation of the household head (Parent/Guardian) (Tick one):

1 = Smallholder farmer

2 = Civil servant

3 = Pet trader

4 = Other (Specify) _____

13. Number of people in the household _____

14. Do you use manpower in tobacco production? (Tick one):

1 = No, not even once

2 = Yes, always

3 = Yes but sometimes only

4 = I do not remember

15. If you use manpower sometimes or always in 16 above, how many people do you have as manpower in your household? _____

16. In the Table below indicate the age distribution of your Tobacco man power.

Age	Below 18		18 up to 60		Above 60	
Gender	M	F	M	F	M	F
Number of people						
Total						

17. How many children are in this household? _____

18. How many are going to school? _____

19. How many did not attend school? _____

20. How many among those attended school did not finish? _____

Section 2: Contributing Factors for School Dropouts (head teachers and parents of dropouts)

1. Is the school Truancy a contributing factor for dropouts in primary school at kaliua district?

1. YES
2. NO

2. Is the pupils' Pregnancy a contributing factor for dropouts in primary school at Kaliua district?

1. YES
2. NO

3. Is the pupils helping their parents/guardians to do some works in the field a contributing factor for dropouts in primary school at Kaliua district?

1. YES
2. NO

4. Is the pupils' poor academic performance a contributing factor for dropouts in primary school at Kaliua district?

1. YES
2. NO

5. Is child labour a contributing factor for school dropouts in primary school at Kaliua district?

1. YES
2. NO

Section 3. Trend of School Dropouts among Primary Schools in the Study Area (head teachers)

1. Please provide the trend of school dropouts for the past Ten Year (2002 – 2011) by filling in the following Table:

Year	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Number of drop outs										

THANK YOU

APPENDIX II

Interview Guide for Head Teachers and WEOs

1. Is there the existence of school dropout in primary school at this area?
2. Are pupils' pregnancy, pupils helping parents to do some work in the field, poor academic performance, child labour, and school truancy the contributing factors for dropouts in primary school in Kaliua district?
3. From what family backgrounds do most school drop-outs come from? (Economic and Educational background of parents or guardians).