

**PARENT'S SOCIO-ECONOMIC STATUS WITH CHILD
LABOUR PRACTICES IN NORTHERN PEMBA
THE CASE OF MICHEWENI DISTRICT**

**By
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**A Thesis Submitted to Mzumbe University, Dar-es-salaam Campus College in
Partial Fulfillment of the requirement for the Award of the Degree of Master of
Business Administration in Corporate Management**

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CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a thesis report entitled “Parents socio-economic status with child labour practices in Northern Pemba: the case of Micheweni District, in partial fulfillment of the Requirements for award of the Degree of Master of Business Administration in Corporate Management of Mzumbe University.

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DEDICATION

This work is dedicated to my mother Mrs Mgeni Amour and my father Mr Hamad Ali for their care and patience.

ABBREVIATIONS AND ACRONYMS

AIDS	:	Acquired Immune Deficiency Syndrome
HIV	:	Human Immunodeficiency Virus
HRW	:	Human Right Watch
ICFTU	:	International Confederation of Free Trade Union
ILO	:	International Labour Organization
IRIN	:	Integrated Regional Information Network
MDGS	:	Millennium Development Goals
NCLP	:	National Child Labour Project
NGOs	:	Non Governmental Organization
NSGRP	:	National Strategy for Growth and Reduction of Poverty
SES	:	Social Economic Status
Tshs	:	Tanzania shillings
UNICEF	:	United Nation Children's Fund

ABSTRACT

This study investigated the relationship between parents' socio-economic status and child labour practices in Micheweni District Zanzibar. The main objective of this study was to establish relationship between parent's socio-economic status and child labour practices in Micheweni District, Zanzibar.

The study employed survey method to gather data from 363 respondents which include parents and children. Frequency and percentage counts, means, Pearson Product Moment correlation and regression analysis were used for data analyses. The outcome of the study showed that a significant relationship exists between parents' socio-economic status and child labour practices.

This study concludes by asserting that poverty is a major cause of child labour, abuse and neglect in Zanzibar. Therefore, the clarion call is directed at the government to intensify efforts on revalidating Universal Basic Education in a manner that will enable children of low income parents have access to formal education at a critical formative stage of education delivery. This should come with full cost sharing-free both at the primary and secondary school levels.

The economic situation of the country also needs to be revamped so as to enhance the standard of living of the citizenry and a law should be enacted mandating all school age children not to be found hawking during school hours.

Also the Government should, as a matter of urgency, ensure that the child rights law is made operational and effective in all parts of the country, while attempts should be made to redistribute the national wealth such that a greater percentage is directed at taking care of citizen's welfare. Governmental and non-governmental organizations should also endeavor to create care centers for the children of the destitute and the less privileged. Finally government and corporate bodies should create more jobs which will alleviate poverty.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION AND COPYRIGHT	ii
ACKNOWLEDGEMENT	iii
DEDICATION.....	iv
ABBREVIATIONS AND ACRONYMS.....	v
ABSTRACT	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER ONE	1
BACKGROUND INFORMATION.....	1
1.0 Introduction	1
1.1 Background of Study	1
1.2 Statement of the Problem	6
1.3 Research Objectives	7
1.4 Research Questions	8
1.5 Scope of the Study	8
1.6 Significance of the Study	8
1.7 Limitation of the study	9
CHAPTER TWO	10
LITERATURE REVIEW.....	10
2.0 Introduction	10
2.1 Operational Definition of Key Terms	10
2.1.1 Social economic status (SES).....	10
2.1.2 Child labour.....	11
2.1.3 Child labour and child work.....	11
2.1.4 The worst forms of child labour.....	12
2.1.5 Definition of a Child	13
2.1.6 Parents.....	13

2.2 Theoretical Literature	14
2.2.1 Social learning theory	14
2.2.2 Social Child Development Theory.....	15
2.2.3 Psychoanalytic Child Development Theory.....	15
2.2.4 Cognitive Child Development Theories.....	15
2.2.5 Behavioural theory	16
2.3.1 The problem of child labour.....	16
2.3.2 The Practice of Child Labour	18
2.3.3 Causes of child labour	18
2.4 SES and Educational Issues	19
2.5 SES and family resources.....	19
2.6 SES and the school environment.....	20
2.7 SES and academic achievement.....	21
2.8 Psychological Health.....	21
2.9 The problem of Child labour worldwide.....	25
2.10 Child labour in India	25
2.11 Child labour laws in India	28
2.12 Causes of child labour in India	30
2.13 Bonded child labour in India.....	32
2.14 Consequences of child labour	33
2.15 Child labour in Diamond industry	34
2.16 Fireworks manufacture.....	35
2.17 Child employed in Silk manufacture.....	36
2.18 Domestic labour	36
2.19 Initiatives against child labour	37
2.20 Non-governmental organisations	37
2.21 The African Child Labour Participation Rates.....	37
2.22 Child labour in Kenya	38
2.23 Child labour in Uganda	38
2.24 Child labour in Tanzania.....	39
2.25 Incidence and Nature of Child Labor.....	40
2.26 Child Labor Laws and Enforcement	41

2.27 Current Government Efforts to Eliminate the Worst Forms of Child Labor	42
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CHAPTER THREE	45
RESEARCH METHODOLOGY	45
3.0 Introduction	45
3.1 Study Area.....	45
3.2 Research Design.....	45
3.3 Research Population.....	46
3.4 Sample Size	46
3.5 Sampling Procedure	47
3.6 Data collection	47
3.7 Research Instruments	47
3.7.1 Questionnaire	47
3.7.2 Interviews.....	48
3.7.3 Focus group.....	48
3.8 Validity and Reliability	48
3.9 Data Gathering Procedures	49
3.10 Data analysis	50
4.1 Demographic characteristics of the respondents.....	51
4.1.1 Age of the respondents.....	51
4.1.2 Education level of the respondent	51
4.1.3 Income level of the respondent	52
4.1.4 Expenditure of the respondent	52
4.1.5 Kind of asset owned by the respondent.....	52
4.1.6 Occupational status of the respondent.....	53
4.3: Relationship between child labour and socio-economic status.....	58
4.4: Observation through interview	59
4.5 General observation	62
4.6: Poverty and child labour	63
4.7: Indicators of poverty	63

CHAPTER FIVE.....	65
CONCLUSION AND RECOMMENDATIONS	65
5.0: Introduction.....	65
5.1: Conclusion	65
5.2: Areas for further research	66
REFERENCES.....	68
APPENDECIES	71

LIST OF TABLES

Table 3 .1 Sample Size.....	46
Table 4.1 Information of the Respondents and their Socio-economic Status	53
Table 4.2 Child labour status	56
Table 4.3 Respondent's opinion on Child Labour practice.....	57
Table 4.4 Correlation between parents' socio-economic status and child labour practices.....	58
Table 4.5 Regression Analysis between independent and dependent variables	59

LIST OF APPENDIXES

Appendix I: Pictures of children representing child labour	71
Appendix II: Questionnaires for parents/guardians about working children	72
Appendix III: Interview guide for children about child labour.....	78

CHAPTER ONE

BACKGROUND INFORMATION

1.0 Introduction

This chapter intends to introduce the research topic that is ‘the parents’ socio economic status and child labour practices in Northern Pemba’ and explain the problem to be studied in the research. The chapter will also cover the main objective of the study, background of the problem, the specific objectives, research questions, significance of the study, and scope of the study.

1.1 Background of Study

Children are the flowers of heaven. They are the most beautiful and purest creation of God. They are innocent both inwardly and outwardly. No doubt they are the beauty of this world. Early in the morning when children put on their clothes and begin to go school for the sake of knowledge, we feel a specific kind of joy through their innocent. But there are also other children who cannot go to school due to financial, economic and social problems of their parents and the society surrounding them. They only watch others go to school and they can merely wish to seek knowledge. It is due many hindrances and difficulties, desperate conditions that they face in the life. Having been forced to kill their aspirations, dreams and other wishes, they are pressed to earn a living for themselves and for their families. It is also fact that there are many children who play a key role in sustaining the economic life of their family without which, their family would not be able make their ends meet. These children are part of our society but with no wrong they have done they don’t enjoy the sweet of their childhood.

During the late eighteenth and early nineteenth centuries Great Britain became the first country to industrialize. Because of this, it was also the first country where the nature of children's work changed so dramatically that child labour became seen as a social problem issue (Tally and Scott, 1978).

Children of poor and working-class families had worked for centuries before industrialization, helping around the house or assisting in the family's enterprise when they were able. The practice of putting children to work was first documented in the medieval era when fathers had their children spin thread for them to weave on the loom. Children performed a variety of tasks that were auxiliary to their parents but critical to the family economy. The family's household needs determined the family's supply of labour and "the interdependence of work and residence, of household labour needs, subsistence requirements, and family relationships constituted the 'family economy' (Tally and Scott, 1978:12)

Children who lived on farms worked with the animals or in the fields planting seeds, pulling weeds and picking the ripe crop. Kussmaul (1981) research uncovered a high percentage of children working as servants in husbandry in the sixteenth century. Boys looked after the draught animals, cattle and sheep while girls milked the cows and cared for the chickens. Children who worked in homes were apprentices, chimney sweeps, domestic servants, or assistants in the family business.

As apprentices, children lived and worked with their master who established a workshop in his home or attached to the back of his cottage. The children received training in the trade instead of wages. Once they became fairly skilled in the trade they became journeymen. By the time they reached the age of twenty-one, most could start their own business because they had become highly skilled masters. Both parents and children considered this a fair arrangement unless the master was abusive. The infamous chimney sweeps, however, had apprenticeships considered especially harmful and exploitative. Boys as young as four would work for a master sweep who would send them up the narrow chimneys of British homes to scrape the soot off the sides.

The first labour law passed in Britain to protect children from poor working conditions, the Act of 1788, attempted to improve the plight of these "climbing boys." Around age twelve many girls left home to become domestic servants in the homes of artisans, traders, shopkeepers and manufacturers. They received a low

wage, and room and board in exchange for doing household chores (cleaning, cooking, caring for children and shopping).

Children who were employed as assistants in domestic production were in the best situation because they worked at home for their parents. Children who were helpers in the family business received training in a trade and their work directly increased the productivity of the family and hence the family's income. Girls helped with dressmaking, hat making and button making while boys assisted with shoemaking, pottery making and horse shoeing. Although hours varied from trade to trade and family to family, children usually worked twelve hours per day with time out for meals and tea. These hours, moreover, were not regular over the year or consistent from day-to-day. The weather and family events affected the number of hours in a month children worked. This form of child labour was not viewed by society as cruel or abusive but was accepted as necessary for the survival of the family and development of the child.

Once the first rural textile mills were built (1769) and child apprentices were hired as primary workers, the connotation of "child labour" began to change. Charles Dickens called these places of work the "dark satanic mills" and E. P. Thompson described them as "places of sexual license, foul language, cruelty, violent accidents, and alien manners" (1966, 307). Although long hours had been the custom for agricultural and domestic workers for generations, the factory system was criticized for strict discipline, harsh punishment, unhealthy working conditions, low wages, and inflexible work hours. The factory depersonalized the employer-employee relationship and was attacked for stripping the worker's freedom, dignity and creativity. These child apprentices were paupers taken from orphanages and workhouses and were housed, clothed and fed but received no wages for their long day of work in the mill. A conservative estimate is that around 1784 one-third of the total workers in country mills were apprentices and that their numbers reached 80 to 90% in some individual mills (Collier, 1964).

Despite the First Factory Act of 1802 (which attempted to improve the conditions of parish apprentices), several mill owners were in the same situation as Sir Robert Peel and Samuel Greg who solved their labour shortage by employing parish apprentices. After the invention and adoption of Watt's steam engine, mills no longer had to locate near water and rely on apprenticed orphans - hundreds of factory towns and villages developed in Lancashire, Manchester, Yorkshire and Cheshire. The factory owners began to hire children from poor and working-class families to work in these factories preparing and spinning cotton, flax, wool and silk.

Employed in the textile factories. These two seemingly contradictory claims can be reconciled because the labour market for child labour was not a national market. Instead, child labour was a regional phenomenon where a high incidence of child labour existed in the manufacturing districts while a low incidence of children were employed in rural and farming districts.

Since the first reliable British Census that inquired about children's work was in 1841, it is impossible to compare the number of children employed on the farms and in cottage industry with the number of children employed in the factories during the heart of the British industrial revolution. It is possible, however, to get a sense of how many children were employed by the industries considered the "leaders" of the Industrial Revolution - textiles and coal mining. Although there is still not a consensus on the degree to which industrial manufacturers depended on child labour, research by several economic historians has uncovered several facts.

There are many opinions regarding the reason(s) for the diminished role of child labour in these industries. Social historians believe it was the rise of the domestic ideology of the father as breadwinner and the mother as housewife that was imbedded in the upper and middle classes and spread to the working-class. Economic historians argue it was the rise in the standard of living that accompanied the Industrial Revolution that allowed parents to keep their children home. Although mandatory schooling laws did not play a role because they were so late, other scholars argue that families started showing an interest in education and began

sending their children to school voluntarily. Finally, others claim that it was the advances in technology and the new heavier and more complicated machinery, which required the strength of skilled adult males that lead to the decline in child labour in Great Britain. Although child labour has become a fading memory for Britons, it still remains a social problem and political issue for developing countries today.

Integrated Regional Information Networks (IRIN) report of June, 2006 in assessment by the International Labour Organisation (ILO), an associate organisation of the United Nations, has found that child labour is common in Zanzibar, with prostitution, fisheries and seaweed farming among the most hazardous sectors in which children are involved.

The report also found evidence of child labour on clove plantations in Zanzibar, a semi-autonomous island chain within Tanzania, and in the hotel and tourism sector, for which it is also famous, although the levels of child labour in these sectors were classified as moderate.

The 2001 Situation Analysis of Children in Tanzania recently released by the United Nations Children's Fund (UNICEF) also painted a depressing picture, noting that, while the country had maintained relative stability and improved its economic performance, this had not translated into real improvements in the lives of children.

"Tanzania has not met 2000 targets, and is far from being on track to meet 2015 international development targets," the report stated. "Instead, virtually every critical measure of child wellbeing stagnated or declined through the 1990s."

Because the ILO report on Zanzibar was on the basis of a rapid assessment, it does not provide an in-depth analysis of the impact of child labour, according to sources at the organization.

However, it does propose a series of measures that would go some way towards tackling the problem. Those measures included: a sensitization process for all stakeholders about the impact of child labour; measures to withdraw children from

child labour in fishing and prostitution, while providing alternative income sources; formulation of bylaws restricting child labour; and a curb on the tourist-induced influx of western influences on Zanzibar people.

According to the report, the main causes of child labour are poverty, irresponsible parents, family breakdown, and a lack of alternatives for children after they have completed their formal education, and children's desire to be financially independent from their parents.

Children between the ages of six and fourteen were found to be involved in the preparation of seeds, planting, harvesting and drying processes on seaweed farms in Micheweni Northern Pemba and the east coast of Unguja, where working environments were reported to be dangerous.

Meanwhile, through the process of physical counting, researchers revealed there were some 50 child engaged in mining quarry/ breaking rocks (aged between fourteen and eighteen) in the main urban centre and more than 60 child in rural of Micheweni Pemba.

None of these children were reported to be attending school, but, of the child engaged in mining quarry, only three percent were said they have not originated in Zanzibar.

The extent of child labour in Zanzibar varied not only by sector but also according to the season of the year. With the high tourist seasons and harvest period significantly, increasing the levels of child labour practices, according to the ILO report. The ILO has suggested that additional studies should take place to explore the nature, scope and impact of child labour in clove plantations, mining quarry, the hotel and tourism sector, and in prostitution during their respective peak seasons.

1.2 Statement of the Problem

Currently, there are many children who engaged in child labour practices in Pemba. These include agriculture activities, clove farming, seaweed farming, livestock keeping, hotel industries, market, petty trading and breaking down of big stones into

smallest and fishing activities. Other activities are climbing of coconut trees, digging at farms, harvesting and domestic services. Some of the children have been engaged in commercial sexual exploitation near tourist location.

According to a 2001 assessment by the International Labour Organization (ILO), children in Zanzibar face a tougher time working in clove plantations and seaweed farms, as well as in the hotel and tourism sector. Many are also engaged in child prostitution. More than 100,000 children between the age of five and seventeen are employed in Zanzibar according to a 2006 government survey.

As a result, these children are lacking their basic rights of education, health service and sympathy between them, their families, mother and father and community at large. Moreover they are preparing for themselves for poor environmental life for future. The problems further lead to poor development to the concerned children and less contribution in their society. Due to this phenomenon this study intends to grasp why this problem continues to exist while the government and community in general still tolerant and silent.

1.3 Research Objectives

The main objective of the study is to investigate whether there is relationship between the parent's social economic status and child labour practices in Micheweni District. Specifically the study will cover the following objectives;

- (a) To assess the level of parent's socio-economic status in terms of their age, gender, education and their income.
- (b) To examine the level of child labour practices in the study area and at Zanzibar at large
- (c) To establish relationship between parent's socio-economic status and the current problems faced by many children.
- (d) To obtain information to support the analysis of the causes and consequences of children engaged in work, including household earnings and debts,

perception of parents/guardian/children, and the hazards and abuses faced by the children at their work.

- (e) To obtain information on the underlying forces leading to child labour practices especially on the impacts of poverty, parent unemployment, lack of proper education and school facilities and so on.

1.4 Research Questions

In the course of the study the following questions are addressed;

- (a) Why do children engage in work?
- (b) What are the social economic activities of the people of Micheweni?
- (c) What is the level of parents' socio-economic status in Micheweni?
- (d) What is the level of child labour practices in Micheweni?
- (e) Is there any relationship between parents' socio-economic status and child labour practices?

1.5 Scope of the Study

The study was conducted in Micheweni District in northern part of Pemba. The study focused on parents' socio-economic status and its association with child labour practices in Micheweni district. The study examined the children activities like clove picking, seaweed farming, breaking down big stones into smallest, livestock keeping, harvesting and fishing and so on in relation to their parents' social economic status.

1.6 Significance of the Study

This study will benefit the following groups of people:

The government of Zanzibar will benefit by getting the actual statistics on children activities and problem they are facing in their working environment. The report can help the government to make policies and regulations relating children.

Ministry of Education will be benefited by identifying the factors which lead the children drop out from schools and suggest on how they can minimize this problem.

School Management will benefit by using report in which provides education about the impacts of child labour and explain the importance of education for future challenges.

The report will also benefit the Parents, by advising them on how to care for their children and to encourage to school

Children will acquire knowledge and awareness from the research for escaping from dangerous activities and environment.

The study will also be used by other researchers for further study.

1.7 Limitation of the study

The researcher has forecasted some problems that may hinder successful completion of the study. These problems include shortage of fund and time, inadequate cooperation from the respondents, lack of targeted respondents as may be occupied with other business, difficulties in gathering some data as the researcher has to travel to different villages to see the respondents and other family problems.

To overcome the mentioned problems, the researcher has planned to take his annual leave from his office so that he may have ample time to complete the study at prescribed time. Because the researcher is originated from the study area, he will try to use indigenous respondents, his fellow friend and colleagues in collection of data. The researcher is also expected to find financial assistance as much as he can from different sources so as to make the study successfully.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents concepts, opinions, and ideas from authors, the theoretical review and other related issues on the child labour with regards to the present study. An extensive review of literatures has been made to highlight various theoretical clarities and process of child labour and contribution in social development for the purpose of the present study.

2.1 Operational Definition of Key Terms

2.1.1 Social economic status (SES)

According to Cultural Dictionary, social economic status is an individual's or group's position within a hierarchical social structure. Socioeconomic status depends on a combination of variables, including occupation, education, income, wealth, and place of residence. Sociologists often use socioeconomic status as a means of predicting behaviour. Socioeconomic status (SES) is an economic and sociological combined total measure of person's work experience and of an individual's or family's economic and social position in relation to others, base on income, education and occupation. When analyzing a family's SES, the household income, earner's education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

Socioeconomic status can be divided into three categories; high SES, middle SES and low SES. When placing a family or individual into any of these categories, any or all of the three variables income, education and occupation can be assessed. Low income and little education have shown to be strong predictors of a range of physical and mental health problems. These may be due to environmental condition of their work place.

2.1.2 Child labour

The term "child labour" generally refers to children who work to produce a good or a service which can be sold for money in the marketplace regardless of whether or not they are paid for their work.

According to ILO (2003) child labour is all types of work done by children under eighteen years. These works includes all economic activities that results in a child being classified as employed in terms of labour force statistics as well as non economic activities such as unpaid housekeeping in one's own home and caring for children, the elderly, ill and disabled.

2.1.3 Child labour and child work

Not all work done by children should be classified as child labour. Child work is considered to have essential socialization function while child labour tends to take place outside the family and some time could be exploitative (Mendelievich, 1979)

Child labour is considered as work performed by children under eighteen years of age which is exploitative, hazardous or inappropriate for their age as well as detrimental to their rights of schooling, social, mental, spiritual and moral development. This also shrinks their opportunities for schooling and future external choice sets. This may not only require them to assume the multiple burdens of schooling and work at home and other work place, but also enslave them and separate them from their families. In most cases this practice is violation of international laws and national legislations on children's rights.

Children's participation in work that does not affect their health and personal development, or interfere with their schooling, is generally regarded as being something positive. This include activities such as helping their parents around their home, assisting in family business or earning pocket money outside school hours and during school holidays. These kinds of activities contribute to their development and to the welfare of their families. They provide them with skills and experiences, and help to prepare them to be productive member of the society during their adult life.

The term child labour is often defined as a work that deprives the right of their childhood, their potential and their dignity, and that is harmful to their physical and mental development. Generally it refers to work that;

- (a) Is mentally, physically, socially or morally dangerous and harmful to children, and
- (b) Interfere with their schooling by
- (c) Depriving them of the opportunity to attend school;
- (d) Obliging them to leave school prematurely; or
- (e) Requiring them to attempt to combine school attendance with excessively long and heavy work.

In its most extreme forms, child labour involve children being enslaved, separated from their families, exposed to serious hazards and illnesses and or left to fend for themselves on the streets of large cities, often at very early age. Whether or not particular forms of work can be called child labour depends on the child's age, the type and hours of work performed, the condition under which it is performed and the objectives pursued by individual country.

2.1.4 The worst forms of child labour

The child labour can take many different forms. The priority is to eliminate them without delay. Article 3 of ILO convention No. 182 defines the worst forms of child labour as follows;

- (a) All forms of slavery or practices similar to slavery, such as the sale or trafficking of children, debt bondage and serfdom and forced or compulsory labour including forced or compulsory recruitment of children for use in armed conflict;
- (b) The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- (c) The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;

- (d) Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Labour that jeopardize the physical, mental or moral well being of a child, either because of its nature or because of condition in which it is carried out, is known as hazard work.

2.1.5 Definition of a Child

A child is usually defined as a person who is dependent upon other individuals (parents, relatives, or government officials) for his or her livelihood. The exact ages of "childhood" differ by country and time period.

Section four of the Tanzania Employment and Labour Relations Act, 2004 defines a child as a person under the age of fourteen years but for the purpose of employment in hazardous sector, it is defined as a person under the age of eighteen years.

On the other hand, the Zanzibar Employment Act, 2005 defines a child as a person under the age of seventeen years, but for the purpose of employment in hazardous sector, it defines a child as a person under the age of eighteen as in the case law governing the Tanzania Mainland in labour matter.

2.1.6 Parents

Are both male and female who can give birth or can take care of their children. Not only that they can give birth but also they teach us how to live in this world. They teach us a lot of thing like respecting and obeying of the elders, they teach us the good and wrong deeds, and many other important things in the general life. The most important thing is that they work from morning to night so as to search the food to eat for their children. So parents are most important in our life.

Parenting is the process of raising and educating a child from birth until adulthood. This is usually done in a child's family by the mother and father (i.e., the biological parents). Where parents are unable or unwilling to provide this care, it is usually taken on by close relatives (including older siblings) and grandparents, adoptive parents, foster parents, godparents, or institutions (such as group homes or

orphanages). Parent refers to the public policy power of the state to usurp the rights of the natural parent, legal guardian or informal caregiver, and to act as the parent of any child or individual who is in need of protection.

2.2 Theoretical Literature

There are several theories underlying this study. In this part, we have seen some ideas and opinion of the some scholars as here discussed hereunder.

2.2.1 Social learning theory

Psychologist Albert Bandura (1977) proposed what is known as social learning theory. According to this theory of child development, children learn new behaviours from observing other people. Unlike behavioural theories, Bandura believed that external reinforcement was not the only way that people learned new things. Instead, intrinsic reinforcements such as a sense of pride, satisfaction and accomplishment could also lead to learning. By observing the actions of others, including parents and peers, children develop new skills and acquire new information.

This theory is more crucial in my study to explain because Bandura argue that children are learning through observation the activities of their parents and try to imitate those activities which have done with their parents. That means children are observing, imitating, practising and adapting different practices were seeing in the society. When the children are seeing the practices of daily life of their elders automatically they decided to engage or participate in those practices. For instance, when children wake up in the morning look their parents what are they doing or what are they going, definitely children will start to get interest on what and how their parents do. This explains how child can observe activity and practise quickly from their elders or parents. Generally, Bandura perspective is most relate with my topic in both parent's socio- economic status and child labour practices Micheweni District, Pemba Zanzibar.

Not only Bandura who explained more about child development in relation to child labour but also there are other authors who develop the theory of child labour practices.

2.2.2 Social Child Development Theory

There is a great deal of research on the social development of children in relation to what they are doing. John Bowlby proposed one of the earliest theories of social development. Bowlby believed that early relationships with caregivers play a major role in child development and continue to influence social relationships throughout life.

2.2.3 Psychoanalytic Child Development Theory

By Sigmund Freud stressed the importance of childhood events and experiences, but almost exclusively focused on mental disorders rather than normal functioning. According to Freud, child development is described as a series of 'psychosexual stages.' In "Three Essays on Sexuality" (1915), Freud outlined these stages as oral, anal, phallic, latency and genital. Each stage involves the satisfaction of a libidinal desire and can later play a role in adult personality. If a child does not successfully complete a stage, Freud suggested that he or she would develop a fixation that would later influence adult personality and behaviour.

Theorist Erik Erikson (1950) also proposed a stage theory of development, but his theory encompassed human growth throughout the entire human lifespan. Erikson believed that each stage of development was focused on overcoming a conflict. For example, the primary conflict during the adolescent period involves establishing a sense of personal identity. Success or failure in dealing with the conflicts at each stage can impact overall functioning. During the adolescent stage, for example, failure to develop an identity results in role confusion.

2.2.4 Cognitive Child Development Theories

The theorist Jean Piaget suggested that children think differently than adults and proposed a stage theory of cognitive development. He was the first to note that children play an active role in gaining knowledge of the world. According to his theory, children can be thought of as "little scientists" who actively construct their knowledge and understanding of the world.

2.2.5 Behavioural theory

Behavioural theories of child development focus on how environmental interaction influences behaviour and are based upon the theories of theorists such as John B. Watson, Ivan Pavlov and B. F. Skinner. These theories deal only with observable behaviours. Development is considered a reaction to rewards, punishments, stimuli and reinforcement. This theory differs considerably from other child development theories because it gives no consideration to internal thoughts or feelings. Instead, it focuses purely on how experience shapes who we are. Learn more about these behavioural theories in these articles on classical conditioning and conditioning.

Another psychologist named Lev Vygotsky (1978) proposed a seminal learning theory that has gone on to become very influential, especially in the field of education. Like Piaget, Vygotsky believed that children learn actively and through hands-on experiences. His socio-cultural theory also suggested that parents, caregivers, peers and the culture at large were responsible for the development of higher order functions.

2.3 Empirical literature

This part of the study focuses on what other researchers say on child labour in relation socioeconomic status of their parents and the society surrounding them.

2.3.1 The problem of child labour

Child labour is one of the greatest social ill facing Nigeria today, and Africa in general. The researchers like Okeihialm (1984), Omokhodion and Odusote (2007), Tegende and Rechardson (2006), Osiruemu, (2007), Togunde and carter (2009); Olawale (2009) have written a lot about the problem of child labour in Nigeria. The general findings of these researchers revolve around the fact that child labour is prevalent in Nigeria, and that drastic measures will be required to curb its ugly trend. Child labour exposes children to series of dangerous.

Togunde and Curter (2008), examined some of the consequences of child on working children. These includes malnourishment which makes them susceptible to diseases, musculo-skeletal disorders from heavy labour, physical and sexual abuse, educational problems due to absence from and lateness to school.

Many factors have been studied and found to be responsible for child labour practices. For example Togunde and Carter (2008) attributed the phenomenon to several factors like globalization, population growth, socialization and violence within the family structure.

Other studies of interest on the phenomenon of the child labour in the African context include that of Osiruemu (2007) who considered the nature and implications of poverty of parents on child labour in Benin City, Nigeria. The outcome of the study revealed a significant positive relationship between poverty of parents and child labour. The analysis of data on the occupation of parents in the said study shows their consecration in low paying jobs.

The study of Togunde and Carter (2008), reviewed was in support of the fact that parents engaged their children in child labour in order to augment family incomes. They also revealed that the parents of child labourers tend to have low educational, occupational, and income attainment. Correlating these findings was another study earlier conducted by Togunde and Richardson (2006) on household size and composition as correlate of child labour in urban Nigeria, various household sizes and composition were examined as implicating factors in child labour. The study concludes that most working children come from household with low parent social economic status.

Other demographic variables like parental educational achievement and number of children were found to influence child labour practices.

In his study of parental social economic status as correlates of child abuse and neglect in the Ibadan, Nigeria, Olawale (2009) reported a significant deference in the abuse and neglects of student from lower social economic background than those from higher socio-economic background. He also reported a significant deference in child abuse and neglect among parents of low educational status than parents of high educational status.

Rocky R.J Akarro and Nathan A. Mtweve (2011) did a research on poverty with child labour in Njombe district Tanzania and found that many children participate in

income generating activities to support house hold income. About 88% of the heads of households responded that some of the school children were engaged in child labour on either part time or full time basis, the report further said. However the research uncovered the thing like adult unemployment, economic status of elders, orphans and single parent's families.

2.3.2 The Practice of Child Labour

The significance of child labour during the Industrial Revolution was attached to both the changes in the nature of child labour; and the extent to which children were employed in the factories. Cunningham (1990) argues that the idleness of children was more a problem during the Industrial Revolution than the exploitation resulting from employment. He examines the Report on the Poor Laws in 1834 and finds that in parish after parish there was very little employment for children.

In contrast, Cruickshank (1981), Hammond and Hammond (1937), Nardinelli (1990), Redford (1926), Rule (1981), and Tuttle (1999) claimed that a large number of children were employed in rural and farming districts.

2.3.3 Causes of child labour

Child labour is a socio-economic phenomenon. The socio-economic backwardness followed by poverty, illiteracy, unemployment, demographic expansion, deep social prejudices and above all the Government apathy are commonly considered as the most prominent causative factors for large-scale employment of children. It has been officially stated that "child labour is no longer medium of economic exploitation but is necessitated by economic necessity of the parents and in many cases that of the child himself." Gangrade (1978) believes that child labour is a product of such factors as customs, traditional attitude, and lack of school or reluctance of parents to send their children to school, urbanization, industrialization, migration and so on. In addition to the

Morgan, Farkas, Hillemeier, & Maczuga (2009) in their study Education & Socioeconomic Status Carried out in Egypt found out that Socio-economic status (SES) is often measured as a combination of education, income, and occupation. It is commonly conceptualized as the social standing or class of an individual or group. When viewed through a social class lens, privilege, power, and control are

emphasized. Furthermore, an examination of SES as a gradient or continuous variable reveals inequities in access to and distribution of resources. SES is relevant to all realms of behavioural and social science, including research, practice, education, and advocacy.

Low SES and its correlates, such as lower education, poverty, and poor health, ultimately affect our society as a whole. Inequities in wealth distribution, resource distribution, and quality of life are increasing in the United States and globally. Society benefits from an increased focus on the foundations of socioeconomic inequities and efforts to reduce the deep gaps in socioeconomic status in the United States and abroad. Behavioral and other social science professionals possess the tools necessary to study and identify strategies that could alleviate these disparities at both individual and societal levels.

2.4 SES and Educational Issues

Researches indicate that children from lower SES households and communities develop academic skills more slowly compared to children from higher SES groups. Initial academic skills are correlated with the home environment, where low literacy environments and chronic stress negatively affect a child's pre academic skills. The school systems in low-SES communities are often under resourced, negatively affecting students' academic progress (Aikens & Barbarin, 2008).

Inadequate education and increased dropout rates affect children's academic achievement, perpetuating the low-SES status of the community. Improving school systems and early intervention programs may help to reduce these risk factors, and thus increased research on the correlation between SES and education is essential.

2.5 SES and family resources

Families from low-SES communities are less likely to have the financial resources or time availability to provide children with academic support.

Children's initial reading competence is correlated with the home literacy environment, number of books owned, and parent distress (Aikens & Barbarin,

2008). However, parents from low-SES communities may be unable to afford resources such as books, computers, or tutors to create this positive literacy environment.

In a nationwide study of American kindergarten children, 36% of parents in the lowest-income quintile read to their children on a daily basis, compared with 62% of parents from the highest-income quintile (Coley, 2002).

When enrolled in a program that encouraged adult support, students from low-SES groups reported higher levels of effort towards academics (Kaylor & Flores, 2008).

2.6 SES and the school environment

Research indicates that school conditions contribute more to SES differences in learning rates than family characteristics (Aikens & Barbarin, 2008).

Schools in low-SES communities suffer from high levels of unemployment, migration of the best qualified teachers, and low educational achievement (Muijs, Harris, Chapman, Stoll, & Russ, 2009).

A teacher's years of experience and quality of training is correlated with children's academic achievement (Gimbert, Bol, & Wallace, 2007). Yet, children in low income schools are less likely to have well qualified teachers. In fact, of high school math teachers in low income school districts 27% majored in mathematics in college as compared to 43% of teachers who did so in more affluent school districts (Ingersoll, 1999).

The following factors have been found to improve the quality of schools in low-SES neighborhoods: a focus on improving teaching and learning, creation of an information-rich environment, building of a learning community, continuous professional development, involvement of parents, and increased funding and resources (Muijis et al., 2009).

2.7 SES and academic achievement

Research continues to link lower SES to lower academic achievement and slower rates of academic progress as compared with higher SES communities.

Children from low-SES environments acquire language skills more slowly, exhibit delayed letter recognition and phonological awareness, and are at risk for reading difficulties (Aikens & Barbarin, 2008).

Children with higher SES backgrounds were more likely to be proficient on tasks of addition, subtraction, ordinal sequencing, and math word problems than children with lower SES backgrounds (Coley, 2002).

Students from low-SES schools entered high school 3.3 grade levels behind students from higher SES schools. In addition, students from the low-SES groups learned less over 4 years than children from higher SES groups, graduating 4.3 grade levels behind those of higher SES groups (Palardy, 2008).

In 2007, the high school dropout rate among persons 16- 24 years old was highest in low-income families (16.7%) as compared to high-income families (3.2%) (National Center for Education Statistics, 2008)

2.8 Psychological Health

Increasing evidence supports the link between lower SES and learning disabilities or other negative psychological outcomes that affect academic achievement.

Children from lower SES households are about twice as likely as those from high-SES households to display learning-related behavior problems. A mother's SES was also related to her child's inattention, disinterest, and lack of cooperation in school (Morgan et al., 2009).

Identifying as part of a lower/working class in college has been associated with feelings of not belonging in school and intentions to drop out of school before graduation (Langhout, Drake, & Rosselli, 2009).

Perception of family economic stress and personal financial constraints affected emotional distress/depression in students and their academic outcomes (Mistry, Benner, Tan, & Kim, 2009).

Salawu (2010) in his study *The Practice of Child Labour and Attainment of the Educational Component of the Millennium Development Goals (MDGS)*, carried out in Ilorin Metropolis has found out that, An examination of the distributional percentage frequencies of the respondents by age shows that 16 (13.0%) of the respondents were between 5 and 10 years old; 72 (60.0%) respondents were between 11 and 14years old; while 32 (27.0%) respondents claimed that they were between 15 and 18 years old. The data on age indicate that the majority of children who are engaged in child labour are above 10years old but below 15years. This age bracket represents the most active period of schooling.

The percentage frequency distribution of the respondents with respect to sex, shows that 32 (27.0%) respondents were male, while 88 (73.0%) were female. The data here reveal that in the research setting, female children were more predominant in child labour. The distribution here can be explained by the fact that the female children have a wider variety of commercial items of hawk than male and the female children are predisposed to being sent on errand than boys. The few boys that were captured in our research include those who engaged in auto-repairs, bus-conducting and weaving.

This means that a fewer number of them than female children move about on the street hawking. The respondents are also examined relative to the size of their family. The data shown in table 1 item 3 reveal that 12 (10.0% respondents said that they have less than four children in the family; 43 (36.0%) respondents claimed that they have between 4 and 6 children in the family; 62 (52.0%) respondents have between 7 – 9 children in the family; while 3 (2.0%) respondents reported that they have 10 and above children in the family. The trend shown in the data described above shows that the majority of those children who engaged in child labour come mostly from large-sized families.

The reason for this is that it is such families that need most extra income for the survival of the entire family. When questioned on the types of child labour activities they engaged in, 35 (29.2%) respondents said they engaged in hawking; 24 (20.0%) respondents claimed that they were engaged as domestic servants; 10 (8.3%) respondents reported that they engaged in weaving, while 18 (15.0%) respondents said that they were apprentices. Also, 8 (6.7%) respondents claimed that they engaged in bus conducting; 10 (8.3%) respondents reported that they engaged in scavenging; and 15 (12.5%) respondents said that they engaged in baby-sitting. The data presented above show that in the research setting, children who engaged in child labour vary in the types of child labour they engaged in. The percentage frequency distribution of the respondents with respect to length of period since engagement in child labour shows that 43 (36.0%) respondents were in less than one year category; 30 (25.0%) respondents have been into child labour for three years now; 22 (18.0%) respondents were in 5years category; 14 (12.0%) respondents were in 7years category; while 10 (9.0%) respondents reported that they have been into child labour for the past ten years. The data described above show that the majority of our respondents have child labour experience ranging from three years to ten years.

The respondents are also examined relative to the economic status of their parents. The data gathered in this regard reveal that only 12 (10.0%) respondents reported that their parents are rich; 42 (35.0%) respondents claimed to come from economically average parents; while 66 (55.0%) respondents belonged to poor parent's category. This supports the fact that poor parents are more likely to engage their children in child labour than the economically average or rich parents.

An examination of the distributional percentage frequency of the respondents relative to whether schooling is affected by their engagement in child labour, reveals that 95 (79.0%) respondents reported that their schooling has been affected, while only 25 (21.0%) respondents said that their schooling has not been affected. But when questioned on whether schooling is important again, the frequency distribution pattern changed. In their responses 57 (47.5%) said that they still considered schooling to be important, while 63 (52.5%) respondents claimed that schooling is no

longer important to them. What this distributional pattern means is that even though the majority claimed that their schooling was affected, having education still remains an important thing to them.

When questioned on the respondents' fathers' level of education, 23 (19.1%) respondents reported that their fathers have no education, 38 (31.7%) respondents claimed that their fathers have primary education; 51 (42.5%) respondents said that their fathers have post-primary education; while only 8 (6.7%) respondents reported that their fathers have tertiary education. On the mother's level of education, 52 (43.3%) respondents said that their mothers have no education; 41 (34.2%) respondents claimed that their mothers have primary education; 23 (19.2%) respondents reported that their mothers have post-primary education; while 4 (3.3%) respondents declared that their mothers have tertiary education.

The percentage frequency distribution in terms of father and mother's type of occupation indicate that 62 (51.7%) respondents reported that their fathers' occupation was artisans; 30 (25.0%) respondents reported their fathers' occupation as trading; 12 (11.0%) respondents said that their fathers' occupation was civil service; while 16 (13.3%) respondents indicated farming as their fathers' occupation. Relative to mother's occupation; 32 (26.7%) respondents claimed that their mothers were artisans; 57 (47.5%) respondents reported that their mothers were traders; only 6 (5.0%) respondents said their mothers were civil servants; while 25 (20.8%) respondents reported that their mothers were full-time house-wife. The data presented above show that children whose fathers' were either artisans or traders and even farmers were more likely to be engaged in child labour than children whose fathers were civil servants. In the same way, children whose mothers were either artisans or trader or even fulltime house-wife are more likely to be engaged in child labour than children with civil servant mothers.

2.9 The problem of Child labour worldwide

ILO (2005) report on child labour estimated that about 211 millions children aged between 5 and 17 years were engaged in child labour around the world. The report stipulates that 70% were working in agriculture, commercial hunting and fishing or forestry, 8% were working in manufacturing, 8% were working in wholesale and retail trade, restaurant and hotels while 7% were working in community, social and personal services, such as domestic work.

In some developing countries children beyond babyish stages are encouraged to work. Mendelievich (1979) noted that in developing countries there is a widely used notion that a child who is no longer a baby should not be left idle without work. The belief that children must work from an early age in order to contribute family to upkeep still hold. Basing on this view may legalise child abuse by not distinguishing between activities that constitute normal family obligation and those that give right to abuse.

2.10 Child labour in India

Child labour is one among the social problem faces India today. Many children in India engage themselves in economic activity, on part time or full time basis. The practice deprives children of their childhood, and is harmful to their physical and mental development. Poverty, lack of good schools and growth of informal economy are considered as the most important causes of child labour in India.

Sanjay and Dash (2011) in their study, Child Labour: A Product of Socio-Economic Problem for India, Findings and Preventives, A Case of Bhubabaneswar (A State Capital of India) has observed that in India and other countries, the practice of child labour is a socio-economic problem. Many appalling realities like poverty, illiteracy, unemployment, low wages, ignorance, social prejudices, regressive traditions, poor standard of living, backwardness, superstition, low status of women have combined to give birth to the terrible practice of child labour.

The prevalence of child labour is one of the most important problems confronting the world at large, especially developing countries such as India. In many cases, child labour is mainly necessitated by economic compulsions of the parents. The main reason which gives rise to child labour is widespread unemployment and underemployment among the adult poor strata of the population, inter alia, due to sharp growth of population. Large families with low income and often lack of educational facilities, illiteracy and ignorance of parents about the importance of education as well as about the impact of labour on the health of their children are some of the reasons which breed child labour.

The 2001 national census of India estimated the total number of child labour, aged 5–14, to be at 12.6 million. Child labor problem is not unique to India; worldwide, about 215 million children work, many full time.

In 2001, out of the 12.6 million, about 0.12 million children in India were in a hazardous job. UNICEF estimates that India with its larger population has the highest number of labourers in the world under 14 years of age, while sub-saharan African countries have the highest percentage of children who are deployed as child labour. International Labour Organization estimates that agriculture at 60 percent is the largest employer of child labor in India while United Nation's Food and Agriculture Organization estimates 70 percent of child labour is deployed in agriculture and related activities. Outside of agriculture, child labour is observed in almost all informal sectors of the Indian economy.

Companies including Gap, Primark, Monsanto and others have been criticised for child labour in their products. The companies claim they have strict policies against selling products made by underage kids, but there are many links in a supply chain making it difficult to police them all. In 2011, after three years of Primark's effort, BBC acknowledged that its award-winning investigative journalism report of Indian child labor use by Primark was a fake. BBC apologized to Primark, to Indian suppliers and all its viewers.

Article 24 of India's constitution prohibits child labour. Additionally, various laws and the Indian Penal Code, such as the Juvenile Justice (care and protection) of Children Act-2000, and the Child Labour (Prohibition and Abolition) Act-1986 provide a basis in law to identify, prosecute and stop child labour in India.

International Labour Organization (ILO) states that child labour may be defined in a number of different ways, and a different definition yields a different estimate of child labor in India as well as other countries. According to ILO, children or adolescents who participate in work that does not affect their health and personal development or interfere with their schooling, is not child labor; rather it may generally be regarded as being something positive. Such harmless work includes activities such as helping their parents around the home, assisting family or earning pocket money outside school hours and over holidays. These kinds of activities, suggests ILO, may contribute to children's development by providing them with skills and experience, and help to prepare them to be productive members of society during their adult life.

The term child labour, suggests ILO is best defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to work that is mentally, physically, socially or morally dangerous and harmful to children, or work whose schedule interferes with their ability to attend regular school, or work that affects in any manner their ability to focus during school or experience healthy childhood.

UNICEF defines child labour differently. A child labour, suggests UNICEF, is involved in child labour activities if between 5 to 11 years of age, he or she did at least one hour of economic activity or at least 28 hours of domestic work in a week, and in case of children between 12 to 14 years of age, he or she did at least 14 hours of economic activity or at least 42 hours of economic activity and domestic work per week. UNICEF in another report suggests, "Children's work needs to be seen as happening along a continuum, with destructive or exploitative work at one end and beneficial work - promoting or enhancing children's development without interfering

with their schooling, recreation and rest - at the other. And between these two poles are vast areas of work that need not negatively affect a child's development."

India's Census 2001 office defines child labour as participation of a child less than 17 years of age in any economically productive activity with or without compensation, wages or profit. Such participation could be physical or mental or both. This work includes part-time help or unpaid work on the farm, family enterprise or in any other economic activity such as cultivation and milk production for sale or domestic consumption. Indian government classifies child labourers into two groups: Main workers are those who work 6 months or more per year. And marginal child workers are those who work at any time during the year but less than 6 months in a year.

Some child rights activists argue that child labour must include every child who is not in school because he or she is a hidden child worker.¹ UNICEF, however, points out that India faces major shortages of schools, classrooms and teachers particularly in rural areas where 90 percent of child labour problem is observed. About 1 in 5 primary schools have just one teacher to teach students across all grades.

2.11 Child labour laws in India

Section 12 of India's Child Labour (Prohibition and Regulation) Act of 1986 requires prominent display of 'child labour is prohibited' signs in many industries and construction sites in local language and English.

After its independence from colonial rule, India has passed a number of constitutional protections and laws on child labour.

The Constitution of India in the Fundamental Rights and the Directive Principles of State Policy prohibits child labour below the age of 14 years in any factory or mine or engaged in any other hazardous employment (Article 24). The constitution also envisioned that India shall, by 1960, provide infrastructure and resources for free and compulsory education to all children of the age six to 14 years. (Article 21-A and Article 45).

India is a federal form of government, and child labour is a matter on which both the central government and state governments can legislate, and have. The major national legislative developments include the following:

The Factories Act of 1948: The Act prohibits the employment of children below the age of 14 years in any factory. The law also placed rules on who, when and how long can pre-adults aged 15-18 years be employed in any factory.

The Mines Act of 1952: The Act prohibits the employment of children below 18 years of age in a mine.

The Child Labour (Prohibition and Regulation) Act of 1986: The Act prohibits the employment of children below the age of 14 years in hazardous occupations identified in a list by the law. The list was expanded in 2006, and again in 2008.

The Juvenile Justice (Care and Protection) of Children Act of 2000: This law made it a crime, punishable with a prison term, for anyone to procure or employ a child in any hazardous employment or in bondage.

The Right of Children to Free and Compulsory Education Act of 2009: The law mandates free and compulsory education to all children aged 6 to 14 years. This legislation also mandated that 25 percent of seats in every private school must be allocated for children from disadvantaged groups and physically challenged children.

India formulated a National Policy on Child Labour in 1987. This Policy seeks to adopt a gradual & sequential approach with a focus on rehabilitation of children working in hazardous occupations. It envisioned strict enforcement of Indian laws on child labor combined with development programs to address the root causes of child labor such as poverty. In 1988, this led to the National Child Labour Project (NCLP) initiative. This legal and development initiative continues, with a current central government funding of ₹602 crores, targeted solely to eliminate child labor in India. Despite these efforts, child labor remains a major challenge for India.

2.12 Causes of child labour in India

For much of human history and across different cultures, children less than 17 years old have contributed to family welfare in a variety of ways. UNICEF suggests that urbanization and rapidly changing economic systems have made matters worse for many families, putting basic subsistence more precarious. This encourages child labor. The report also notes that in rural and impoverished parts of developing and undeveloped parts of the world, children have no real and meaningful alternative. Schools and teachers are unavailable. Child labor is the unnatural result. A BBC report, similarly, concludes poverty and inadequate public education infrastructure are some of the causes of child labor in India. Between boys and girls, UNICEF finds girls are two times more likely to be out of school and working in a domestic role. Parents with limited resources, claims UNICEF, have to choose whose school costs and fees they can afford when a school is available. Educating girls tends to be a lower priority across the world, including India. Girls are also harassed or bullied at schools, sidelined by prejudice or poor curricula, according to UNICEF. Solely by virtue of their gender, therefore, many girls are kept from school or drop out, and then provide child labour. International Labour Organization (ILO) suggests poverty is the greatest single force driving children into the workplace. Income from a child's work is felt to be crucial for his/her own survival or for that of the household. For some families, income from their children's labour is between 25 to 40% of the household income.

According to 2008 study by International Labour Organization (ILO), among the most important factors driving children to harmful labour is the lack of availability and quality of schooling. Many communities, particularly rural areas do not possess adequate school facilities. Even when schools are sometimes available, they are too far away, difficult to reach, unaffordable or the quality of education is so poor that parents wonder if going to school is really worth it. In government-run primary schools, even when children show up, government-paid teachers do not show up 25% of the time. The 2008 ILO study suggests that illiteracy resulting from a child going to work, rather than a quality primary and secondary school, limits the child's ability to get a basic educational grounding which would in normal situations enable

them to acquire skills and to improve their prospects for a decent adult working life. An albeit older report published by UNICEF outlines the issues summarized by the ILO report. The UNICEF report claimed that while 90% of child labor in India is in its rural areas, the availability and quality of schools is decrepit; in rural areas of India, claims the old UNICEF report, about 50% of government funded primary schools that exist do not have a building, 40% lack a blackboard, few have books, and 97% of funds for these publicly funded school have been budgeted by the government as salaries for the teacher and administrators.

A 2012 Wall Street Journal article reports while the enrollment in India's school has dramatically increased in recent years to over 96% of all children in the 6-14 year age group, the infrastructure in schools, aimed in part to reduce child labor, remains poor - over 81,000 schools do not have a blackboard and about 42,000 government schools operate without a building with make shift arrangements during monsoons and inclement weather.

Biggeri and Mehrotra have studied the macroeconomic factors that encourage child labour. They focus their study on five Asian nations including India, Pakistan, Indonesia, Thailand and Philippines. They suggest that child labor is a serious problem in all five, but it is not a new problem. Macroeconomic causes encouraged widespread child labor across the world, over most of human history. They suggest that the causes for child labor include both the demand and the supply side. While poverty and unavailability of good schools explain the child labor supply side, they suggest that the growth of low paying informal economy rather than higher paying formal economy - called organized economy in India - is amongst the causes of the demand side.

India has rigid labor laws and numerous regulations that prevent growth of organized sector where work protections are easier to monitor, and work more productive and higher paying. The unintended effect of Indian complex labor laws is the work has shifted to the unorganized, informal sector. As a result, after unorganized agriculture sector which employs 60% of child labor, it is the unorganized trade, unorganized assembly and unorganized retail work that is the largest employer of child labor. If

macroeconomic factors and laws prevent growth of formal sector, the family owned informal sector grows, deploying low cost, easy to hire, easy to dismiss labor in form of child labor. Even in situations where children are going to school, claim Biggeri and Mehrotra, children engage in routine after-school home-based manufacturing and economic activity.

Other scholars too suggest that inflexibility and structure of India's labor market, size of informal economy, inability of industries to scale up and lack of modern manufacturing technologies are major macroeconomic factors affecting demand and acceptability of child labor.

Cigno et al. suggest the government planned and implemented land redistribution programs in India, where poor families were given small plots of land with the idea of enabling economic independence, have had the unintended effect of increased child labor. They find that smallholder plots of land are labor-intensively farmed since small plots cannot productively afford expensive farming equipment. In these cases, a means to increase output from the small plot has been to apply more labor, including child labor.

2.13 Bonded child labour in India

Srivastava (2010) describes bonded child labour as a system of forced, or partly forced, labour under which the child, or usually child's parent enter into an agreement, oral or written, with a creditor. The child performs work as in-kind repayment of credit. In this 2005 ILO report, Srivastava claims debt-bondage in India emerged during the colonial period, as a means to obtain reliable cheap labour, with loan and land-lease relationships implemented during that era of Indian history. These were regionally called Hali, or Halwaha, or Jeura systems; and by colonial administration the indentured labour system. These systems included bonded child labour. Over time, claims the ILO report, this traditional form of long-duration relationships have declined.

In 1976, India passed legislation that prohibits solicitation or use of bonded labour by anyone, of anyone including children. Evidence of continuing bonded child labour

continue. A report by the Special Rapporteur to India's National Human Rights Commission, reported the discovery of 53 child labourers in 1996 in the state of Tamil Nadu during a surprise inspection. Each child or the parent had taken an advance of Rs. 10,000 to 25,000. The children were made to work for 12 to 14 hours a day and received only Rs. 2 to 3 per day as wages. According to an ILO report, the extent of bonded child labour is difficult to determine, but estimates from various social activist groups range up to 350,000 in 2001.

Despite its legislation, prosecutors in India seldom use the Bonded Labour System (Abolition) Act of 1976 to prosecute those responsible. According to one report, the prosecutors have no direction from the central government that if a child is found to be underpaid, the case should be prosecuted not only under the Minimum Wages Act, 1948 and the Child Labour (Prohibition & Regulation) Act, 1986, the case should include charges under the Bonded Labour Act of India. The few enforcement actions have had some unintended effects. While there has been a decrease in children working in factories because of enforcement and community vigilance committees, the report claims poverty still compels children and poor families to work. The factory lends money to whoever needs it, puts a loom in the person's home, and then the family with children works out of their homes, bring finished product to pay interest and get some wages. The bonded child and family labour operations were moving out of small urban factories into rural homes.

2.14 Consequences of child labour

The presence of a large number of child labourers is regarded as a serious issue in terms of economic welfare. Children who work fail to get necessary education. They do not get the opportunity to develop physically, intellectually, emotionally and psychologically. Children in hazardous working conditions are in worse condition. Children who work, instead of going to school, remain illiterate which limits their ability to contribute to their own well being as well as to community they live in. Child labour has long term adverse effects for India.

To keep an economy prospering, a vital criterion is to have an educated workforce equipped with relevant skills for the needs of the industries. The young labourers today will be part of India's human capital tomorrow. Child labour undoubtedly results in a trade-off with human capital accumulation. Child labour in India are employed with the majority (70%) in agriculture and the rest in low-skilled labour-intensive sectors such as sari weaving or as domestic helpers, which require neither formal education nor training.

According to the International Labour Organisation (ILO), there are tremendous economic benefits for developing nations by sending children to school instead of work. Without education, children do not gain the necessary skills such as English literacy and technical aptitude that will increase their productivity to enable them to secure higher-skilled jobs in future with higher wages that will lift them out of poverty.

2.15 Child labour in Diamond industry

In 1997, the International Labour Organization co-published a report with Universal Alliance of Diamond Workers, a trade union. The ILO report claimed that child labour is prevalent in the Indian diamond industry. International Confederation of Free Trade Unions (ICFTU) in a separate 1997 press release observed that child labor continued to flourish in India's diamond industry. Not everyone agreed with these claims. The South Gujarat Diamond Workers Association, another trade union, acknowledged child labour is present but it is not systematic, is less than 1% and against local industry norms. Local diamond industry businessmen too downplayed these charges. According to the 1997 ILO paper, India annually cuts and polishes 70 per cent of the world's diamonds by weight or 40 per cent by value. Additionally, India contributes 95 percent of the emeralds, 85 percent of the rubies, and 65 percent of the sapphires worldwide. India processes these diamonds and gems using traditional labour-intensive methods. About 1.5 million people are employed in the diamond industry, mostly in the unorganized sector. The industry is fragmented into small units, each employing a few workers. The industry has not scaled up, organized, and big operators absent. The ILO paper claims that this is to avoid the complex labor laws of India. The export order is split, work is subcontracted through

many middlemen, and most workers do not know the name of enterprise with the export order. In this environment, claims the ILO report, exact number of child labor in India's diamond and gem industry is unknown; they estimate that child labourers in 1997 were between 10,000 to 20,000 out of 1.5 million total workers (about 1 in 100). The ILO report claims the causes for child labor include parents who send their children to work because they see education as expensive, education quality offering no real value, while artisan work in diamond and gem industry to be more remunerative as the child grows up.

A more recent study from 2005, conducted at 663 manufacturing units at 21 different locations in India's diamond and gem industry, claims incidence rates of child labour to have dropped to 0.31%.

2.16 Fireworks manufacture

The town of Sivakasi in South India has been reported to employ child labor in the production of fireworks. In 2011, Sivakasi, Tamil Nadu was home to over 9,500 firecracker factories and produced almost 100 percent of total fireworks output in India. The fireworks industry employed about 150,000 people at an average of 15 employees per factory. Most of these were in unorganized sector, with a few registered and organized companies.

In 1989, Raju reported that child labor is present in India's fireworks industry, and safety practices poor. Child labor is common in small shed operation in the unorganized sector. Only 4 companies scaled up and were in the organized sector with over 250 employees; the larger companies did not employ children and had superior safety practices and resources. The child labour in small, unorganized sector operations suffered long working hours, low wages, unsafe conditions and tiring schedules.

A more recent 2002 report by International Labour Organization claims that child labour is significant in Tamil Nadu's fireworks, matches or incense sticks industries. However, these children do not work in the formal economy and corporate establishments that produce for export. The child labourers in manufacturing

typically toil in supply chains producing for the domestic market of fireworks, matches or incense sticks. The ILO report claims that as the demand for these products has grown, the formal economy and corporate establishments have not expanded to meet the demand, rather home-based production operations have mushroomed. This has increased the potential of child labour. Such hidden operations make research and effective action difficult, suggests ILO.

2.17 Child employed in Silk manufacture

A 2003 Human Rights Watch report claims children as young as five years old are employed and work for up to 12 hours a day and six to seven days a week in silk industry. These children, claims HRW, are bonded labour; even though the government of India denies existence of bonded child labour, these silk industry child labourers are easy to find in Karnataka, Uttar Pradesh and Tamil Nadu, claims HRW. Children are forced to dip their hands in scalding water to palpate the cocoons and are often paid less than Rs 10 per day. In 2010, a German news investigative report claimed that in states like Karnataka, non-governmental organizations had found up to 10,000 children working in the 1,000 silk factories in 1998. In other places, thousands of bonded child labours were present in 1994. But today, after UNICEF and NGOs got involved, child labour figure is drastically lower, with the total estimated to be fewer than a thousand child labourers. The released children were back in school, claims the report.

2.18 Domestic labour

Official estimates for child labour working as domestic labour and in restaurants is more than 2,500,000 while NGOs estimate the figure to be around 20 million. The Government of India expanded the coverage of The Child Labour Prohibition and Regulation Act and banned the employment of children as domestic workers and as workers in restaurants, dhabas, hotels, spas and resorts effective from 10 October 2006.

2.19 Initiatives against child labour

In 1979, the Indian government formed the Gurupadswamy Committee to find about child labour and means to tackle it. The Child Labour Prohibition and Regulation Act was not enacted based on the recommendations of the committee in 1986. A National Policy on Child Labour was formulated in 1987 to focus on rehabilitating children working in hazardous occupations. The Ministry of Labour and Employment had implemented around 100 industry-specific National Child Labour Projects to rehabilitate the child workers since 1988.

2.20 Non-governmental organisations

Many NGOs like Bachpan Bachao Andolan, CARE India, Child Rights and You, Global march against child labor etc. have been working to eradicate child labour in India. Pratham is India's largest non-governmental organization with the mission 'every child in school and learning well.' Founded in 1994, Pratham has aimed to reduce child labour and offer schooling to children irrespective of their gender, religion and social background. It has grown by introducing low cost education models that are sustainable and reproducible. In 2005, Pratham was involved in coordinating a child labour rescue operation with India's Ministry of Labour and police, when around 500 children were rescued from zari sweatshops in New Delhi.

2.21 The African Child Labour Participation Rates

If we look at the major regions we see that Sub-Saharan Africa has a higher child labour participation rate than the other major regions. According to International Labour Organization (ILO) statistics 41 percent of children under age 14, approximately 80 million, are working. This number is almost twice the Asian rate. Poverty appears to be the major reason for child labour. As the poorest continent, Africa has a higher incidence of child labour which is further differentiated within the continent itself. Countries in which a large share of children works are, on average, poor. As Basu (1999) states it, sending their children into the labour force is the family's last income-earning resort. As soon as income increases, the children are withdrawn from the labour force.

2.22 Child labour in Kenya

In Kenya's approximately 9.6 million school-age children, 2.6 million, around 27%, do not attend school. The International Labour Organization (2010) report estimates that the large amount of this number, 1.9 million is child labourers. Child labour in Kenya poses an enormous challenge to the country's achievement of Education for All goals by 2015.

It is widely acknowledged that poverty is one of the main contemporary causes of child labour. Nonetheless, the problem of child labour in Kenya has a long history, traceable back to the colonial period, in which radicalized notions of childhood were played out, allowing for the practice of child labour to become entrenched. It begins with a brief recount of the role of work in the socialization and education of children before colonization by the British. Following this, an introduction of the colonial period in which the twin processes of land alienation and the introduction of a cash economy cause the introduction of child labour. Changing notions of childhood in the Western context where the child gradually becomes a school-going non-worker are contrasted with the more radicalized notions of childhood that were applied to children in the colonies, where children were forced to work. The somewhat dubious role of Christian missionaries and their provision of education for the African is also considered.

The section concludes by recounting the attempts of a newly independent Kenyan nation to 'catch up with modernity' by banning child labour guaranteeing the right of all children to an education. The paper concludes by suggesting avenues for research, particularly with regard to better understanding how and if 'modern' notions of childhood, conflict with cultural perceptions of childhood, and how this conflict can be resolved in order to enhance the chances of many child labourers of attending school.

2.23 Child labour in Uganda

As other African countries, the government of Uganda is also faced with problem of child labour. Child labour contributes to a violation of the rights children to

education and protection and it is putting at risk the countries' progress by limiting the potential of its work force.

According to Child Labour Baseline Survey (2009) which was conducted by Uganda Bureau of Statistics it was estimated that about 1.76 million children aged 5-17 years were engaged in some forms of child labour in Uganda. The report revealed that many children were engaged in agriculture, transport, mining and related sectors, fishing, construction, the urban informal sector, domestic services and commercial sexual exploitation. The most affected groups are HIV/AIDS affected children, children from poor families, orphans, children with disabilities as well as children caught up in armed conflicts.

It was for these reasons that the government of Uganda has placed the elimination of child labour high on its national development agenda. It has ratified number of major regional and international conventions, covenants and instruments which relate to the welfare and rights of children.

2.24 Child labour in Tanzania

The United Republic of Tanzania comprises a union between mainland Tanzania and the semi-autonomous archipelago of Zanzibar. In rural areas of mainland Tanzania, children work in small-scale agriculture on clove, coffee, sisal, sugarcane, tea, and tobacco farms. Some children also work in mines and quarries, including tanzanite and gold mines. Girls who live around mines also sell food and haul food supplies, water, and rocks. Boys, known as "snake boys," run errands in unregulated mines, which include gathering stones by crawling through narrow tunnels in the mines.

Children work in the informal sector in stone-crushing, food processing, brick making, tailoring, basket making, preparing fish, or scavenging for items to sell such as plastic, metal, and bottles. Other children work as barmaids, street vendors, and auto mechanics. Children work as domestics, known as "house girls," in third-party homes. After fleeing abusive employers, some are exploited in prostitution.

Sareer (2005) estimated that Tanzania had between 350,000 and 400,000 child labourers in all sectors. The report revealed that the percentage of working children is higher in rural areas than in urban area where 34% of all children from rural areas were engaged in child labour compared to 11% of all children from urban areas.

On Zanzibar, children work in agriculture, fishing, markets, and hotels. Zanzibari children also work in the tourism industry, petty trading, seaweed farming, clove picking, and domestic service, and are involved in commercial sexual exploitation near tourist locations. The commercial sexual exploitation of children is also a problem in mainland Tanzania.

Child labour joint survey (2012) has revealed that a total of 1248 children from Unguja and Pemba Islands have dropped out of schools due to several reasons including engagement of worst forms of labour. According to the survey, among them, 781 are boys and 467 girls from 16 wards (Shehias) of Micheweni and Wete (Pemba) and North A and South for Unguja.

2.25 Incidence and Nature of Child Labor

The United Republic of Tanzania comprises a union between mainland Tanzania and Zanzibar. According to United States Department of Labor, 2009 in its reports of 2008 findings on worst forms of child labour in Tanzania it has been revealed that in rural areas of mainland Tanzania, children work in small-scale agriculture on clove, coffee, sisal, sugarcane, tea, and tobacco farms. Some children also work in mines and quarries, including tanzanite and gold mines. Girls who live around mines also sell food and haul food supplies, water, and rocks. Boys, known as "snake boys," run errands in unregulated mines, which include gathering stones by crawling through narrow tunnels in the mines.

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Children in Tanzania are trafficked internally; boys are trafficked for exploitive labor in agriculture, mines, and fishing, and girls are trafficked from rural to urban areas for forced domestic service and commercial sexual exploitation. A limited number of Tanzanian girls are reportedly trafficked to the Middle East and Europe for sexual exploitation and forced domestic service (United States Department of Labor, 2009).

2.26 Child Labor Laws and Enforcement

The labor laws of mainland Tanzania through Tanzania Employment and Labour Relation Act No. 6 of 2004 and Zanzibar laws through Zanzibar Employment Act No. 11 of 2005 provide for the protection of children from exploitation in the workplace, and prohibit forced or compulsory labor. Mainland Tanzanian laws prohibit the employment of children under 14 years except for light work that is not likely to harm the child's health and development, and that does not limit the child's attendance at school. The law also prohibits children under 18 years from working in mines, factories, ships, or other worksites that the Minister of Labor deems to be hazardous. The Government of Tanzania maintains a list of the worst forms of child labor.

The labor law of mainland Tanzania establishes a criminal punishment for anyone using illegal child labor or forced labor. Violators can be penalized by a fine, 1 year of imprisonment, or both.

Zanzibar is governed by its own labor laws. In Zanzibar, the minimum age for employment is 18 years. Zanzibari law provides for the following two categories of child labor offenses: (a) ordinary practices for child labor, and (b) worst forms of child labor. Penalties for these offenses are similar to mainland Tanzania's; the penalty for category (a) offenses is a fine or imprisonment for up to 6 months; while

penalties for category (b) offenses include a fine, imprisonment for a minimum of 1 year, or both.

Tanzanian law also prohibits the military recruitment of children under 18 years, though children may volunteer with parental consent. The law also prohibits the procuring of a child less than 18 years for indecent exhibition or for sexual intercourse, either inside or outside the country.

The Anti-Trafficking in Persons Law became effective in February 2009, and formally criminalized trafficking in persons in both mainland Tanzania and Zanzibar. Trafficking in children is a form of "severe trafficking in persons" and punishable by a fine and 10 to 20 years' imprisonment. The procurement, promotion or facilitation of trafficking is punishable by a fine and 1 to 7 years' imprisonment.

The Ministry of Labor carries the primary responsibility of enforcing mainland Tanzania's labor laws. USDOS reports child labor cases were brought to court in 2008, but that effective enforcement is impacted by the insufficient number, low pay, and high turnover of labor officers. The police Interpol Office of Transnational Crimes incorporate a former anti-human trafficking unit, which received additional funding and training in order to effectively investigate cases of trafficking, including child trafficking. Zanzibar has its own Ministry of Labor, which is responsible for enforcing the island's child labor laws.

2.27 Current Government Efforts to Eliminate the Worst Forms of Child Labor

Tanzania's National Strategy for Growth and Reduction of Poverty (NSGRP) 2005-2010 includes specific references to the reduction of the worst forms of child labor. The NSGRP commits the Government to reducing the percentage of children engaged in child labor to less than 10 percent by 2010 and linking former child laborers with a range of educational alternatives. It also aims to increase the rates of primary school enrollment, attendance, and completion for child laborers, as well as orphans and other vulnerable children.

At the district and community level, child labor committees identify and monitor children engaged in exploitive child labor. The Dar Es Salaam Police Department has

a special officer dedicated to identifying children involved in child labor and referring them to education and healthcare assistance provided by a local NGO.

The Government of Tanzania is participating in a USDOL-funded, USD 5.09 million Child Labor Education Initiative project, TEACH, implemented by Winrock International. This 4-year project aims to withdraw 5,145 children and prevent 5,270 children from exploitive child labor through the provision of educational services. The Government also works with ILO-IPEC to implement its Timebound Program, supported by a USD 4.87 million, 4-year, USDOL-funded project to continue efforts to eliminate the worst forms of child labor in commercial agriculture, domestic service, mining, fishing, and prostitution in mainland Tanzania by 2010. The project ends in December 2009 and targets 10,250 children for withdrawal and 11,750 children for prevention in Mainland Tanzania and Zanzibar.

The Government of Tanzania partners with ILO-IPEC on the implementation of additional child labor and education projects including a 2-year, USD 428,040 inter-regional project to combat child labor and youth employment, funded by the Government of Sweden, and a 4-year, USD 1.44 million project to combat child labor in tobacco farming in the Urambo district, funded by the Foundation for the Elimination of Child Labor in the Tobacco Industry.

The Ministry of Education and Vocational Training operates learning centers initially established by Education Development Center through a USDOL-funded project, providing radio-based curriculum and awareness raising activities.

The Government collaborated with IOM in a campaign to train law enforcement officials, NGOs, and community leaders on all aspects of child trafficking and child labor. Police officers, immigration officials, and prosecutors were trained by USDOL on anti-trafficking measures. The Government established an anti-trafficking fund, which is used to trace families of victims of human trafficking, including young girls lured to foreign countries with promises of employment that end up in commercial sexual exploitation. The Government of Tanzania continues to participate in the 2-year, USD 460,000 regional anti-trafficking technical assistance project implemented

by the UNODC's Regional Office for Eastern Africa and funded by Norway and Sweden. The project aimed to bolster coordination among the 11 EAPCCO countries through the Regional Action Plan to Prevent and Combat Human Trafficking in Eastern Africa, and harmonize national legislation with the Palermo Protocol.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Research methodology is a way to systematically solve the research problem by collecting and analyzing data through sampling process and finally interpret research findings (Kothari, 1993). This chapter provides detailed explanation concerning the methodology to be used to accomplish the study. The researcher will introduce the area upon which the study is to be conducted, design to be used, methods and instruments which the researcher is going to use in data collection and techniques for data analysis and the respondents from whom the data will be collected and the general procedures that are used to conduct the research.

3.1 Study Area

The research was conducted at Micheweni district. Micheweni is located at Northern part of Pemba Island. Pemba is one among the two major islands which make Zanzibar. The study area has been selected basing on the topic to be studied, ie '*the parent's social-economic status with the child labour practice*' where many children at there have been engaged in child labour practice. The study area has also been selected because the researcher is familiar with the place.

3.2 Research Design

Research design is a plan showing how the problem of investigation would be solved. It is a process of meticulous selection of methods to be used to answer the research question and solve the research problem (Ngechu, 2006).

The researcher applied a case study approach in which the findings of the research questions raised previously will be among the source of data. The researcher was encouraged to use this type of design for the purpose of analyzing the particular unit in detail and the fact that it is less expensive, flexible and manageable in the process of data collection.

3.3 Research Population

Population is generally a large collection of individuals or objects that is the main focus of a scientific query (Kothari, 1993). In this study, the targeted population consisted of the parents, guardians, elders and children who were practicing child labour in the study area. The selected seven local government areas were estimated to have a total population of 4,137 males and females above the age of 30 according to 2002 censuses. Adults with school going age children and children under the age of eighteen years who were found working have been selected to represent the population.

3.4 Sample Size

The sample size of this study consisted of 363 respondents from seven Local Governments where from each Local Government the researcher selected 40 parent respondents to represent population. Some of the parents were selected because they were familiar with the situation and that they knew a lot about the problem under the study but they had no children who were working. Also 83 children under the age of eighteen years who were found working were interviewed.

Table 3 .1 Sample Size

Shehia	Population	Sample size Calculation (Solvin's formulae)
Shumba mjini	751	$n = \frac{N}{1 + N(e)^2}$ $n = \frac{4,137}{1 + 4,137(0.0025)}$ $n = \frac{4,137}{11.372} = 363$ $n = 363$
Majenzi	648	
Maziwa ng'ombe	745	
Kiuyu mbuyuni	451	
Msuka magharibi	323	
Tumbe mashariki	439	
Mjini wingwi	780	
TOTAL	4,137	

3.5 Sampling Procedure

The researcher has used systematic and convenient samplings technique to select the respondents from the study area. Systematic sampling is a type of simple random sampling where every n th element of the sampling frame is selected for the sample (Duane, Thomas and Cornell, 2008). Systematic sampling was applied to select the parent respondents while the convenient sampling was used to select the children respondents who were found working in their working places. With the systematic sampling technique, the selected respondents were asked to fill in the distributed questionnaires correctly without leaving any space unanswered, while with convenient sampling only those children who were ready to cooperate were interviewed and they provide useful information.

3.6 Data collection

Data in a simple meaning is information, statistics, facts, figures, numbers or records. Data are divided into two types, primary and secondary. Data was collected using various research instruments; questionnaires, interview guide questions and observations. The research employed different study instruments in gathering necessary information for this study.

3.7 Research Instruments

The research employed different tools in this study to obtain information. They include questionnaires, interviews, focus group discussion, documentary guide, and internet. Those instruments provided useful information in the process of making this study.

3.7.1 Questionnaire

These are set of written questions that people respond to directly on the form itself without the aid of an interviewer (Duane, Thomas and Cornel, 2008). Questionnaires have been designed and distributed to the respondents in such a way that all necessary information required from the respondent be easily obtained. Both closed and opened question used to obtain the relevant data. Through questionnaire, a lot of information was obtained and helped the study be successful.

3.7.2 Interviews

It is a technique in which interviewer reads the questions to the respondents and records their verbal responses (Duane, Thomas and Cornel, 2008). Marshal and Rossman (1995) suggest, interview is a useful way to get large amount of data quickly and allows a researcher to understand the meanings which people hold for their everyday activities. This communication can be done when both interviewer and respondent are faced each other or through the use telephone. The researcher used both restricted and non restricted questions in conducting the interview. This technique was as useful as it helped the researcher to get primary and reliable information.

3.7.3 Focus group

Another instrument which was used by the researcher is a focus group discussion. Focus group is an interview with a whole group of people at the same time, especially for the purpose of seeking people's subjective reactions and level of meaning that are important to people behaviour (Duane, Thomas and Cornel, 2008). The researcher did discussion with different groups like friends, students and teachers to get their ideas on the research topic. From this technique, the researcher collected some useful information concerning the topic.

3.8 Validity and Reliability

Data validity is concerned with whether the findings are really about what they appear to be about (Saunders et al, 2000). Reliability on the other hand is the extent to which data collection process yields consistent results. Much has been said about the degree of accuracy and reliability of the data collected in most of the developing countries, Tanzania inclusive and how this can constrain the value of social-economic research due to lack or inadequate records and reliance on recall (Casely and Lurry, 1987; Kashuliza, 1994; Ndanshau, 1996).

This study is not an exception, thus efforts are made to supplement quantitative data with qualitative data so as to minimize biases and distortions. Whenever possible the data gathered from this study was counterchecked at other possible sources. In this way, the degree of reliability and accuracy of data was greatly enhanced.

Content validity will be ensured by subjecting the researcher will devised questionnaires on parents' socio-economic status and child labour practices to judgment by the competent experts who shall estimate the validity on the basis of their experience.

The pre-test technique will be used to determine the reliability (accuracy) of the researcher devised instruments to ten respondents from Micheweni District. These respondents will not be included in the actual study. In this pre-test technique, the questionnaires will be administered twice to the same subjects. If the test is reliable and the trait being measured is stable, the results will be consistent.

3.9 Data Gathering Procedures

An introduction letter was obtained from the University for the Researcher to solicit approval to conduct the study from respective Local Government Authority and departments.

The researcher secured a list of the qualified respondents from the Local Governments authorities in charge and selected through systematic random sampling from this list to arrive at the minimum sample size. The respondents were explained about the study and requested to give their consent. Selected research assistants assisted in distribution and collection of questionnaires. The respondents were requested to answer completely and not to leave any part of the questionnaire unanswered.

The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution. On retrieval, all copies returned questionnaire checked and all were answered. The collected data then encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

3.10 Data analysis

The data which were obtained were prepared for analysis by transforming them into codes and entering them into the computer using applicable computer software, known as SPSS (Statistical Package for Social Sciences). This software is most preferred because of its consistency and virtues of providing compatibility mode in problems analysis. The results were summarized into tabular form for analysis and discussions. The Researcher used the collected information to provide explanation and clarifications of information where appropriate.

The frequency and percentage distribution used to determine the Socio Economic Status Profile of the respondents. The mean and standard deviations applied for the levels of child labour practices in Micheweni District.

The following mean range used to arrive at the mean of the individual indicators and interpretation:

For the level of child labour practices

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very satisfactory
2.51-3.25	Agree	Satisfactory
1.76-2.50	Disagree	Poor
1.00 -1.75	Strongly Disagree	Very Poor

A Pearson Product Moment correlation was run to establish a relationship between parents socio–economic status and child labour practices.

A regression analysis was also used to establish the effect of the independent variable and the dependent.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents analysis data through tables. It explores data on the socio-economic status of the respondents, the level of child labor practices, the relationship between parent's social economic status and child labour practices; it also explains the regression analysis which establishes the effect of the independent variable on the dependent variable.

4.1 Demographic characteristics of the respondents

Table 4.1 below explains the demographic characteristics and Socio economic status of the respondents. Demographic characteristics include the age, sex, educational level and income. A sample of 353 of the respondents were interviewed where majority of the respondents were males (54.1%). On the other hand females made a percentage of (45.8%).

4.1.1 Age of the respondents

Age of the respondent is the vital role in participation in income generation. On the respondents age many of the participant were in between the age of 40 -44 who have the percentage (23.8%), followed by 45 – 49 (22.4%). The reason why this study has more parents with the age of 45-49 is that, the number of youth in the study area is low because most them migrate from Pemba to Dar es salaam, Mombasa, Kenya, Unguja and other places to find other activities like fishing, business and so on. As a result the income generation in these areas becomes very low as the good productive generation is not there.

4.1.2 Education level of the respondent

Considering educational level, (36.8%) of the respondents had completed Secondary ordinary level, (34.6%) of the respondents had primary education and very few (4.5%) of the participants had bachelor's degree and above. This is because most of pupils were drop out from the school to join hard labour. And then there is no any motivation to educated people like equality in governmental employment

opportunity. As a result most of them were missing the opportunities to get higher education.

4.1.3 Income level of the respondent

Monthly family income shows that (34.8%) of the respondents earn less than Tshs. 70,000 per month. (19.5%) of the respondents earn between Tshs. 130,000 to 170,000 per month while only (12.2%) of the respondents earns Tshs. 230,000 to above per month. This is contributed by the scarcity of formal work in Micheweni District like governmental activities. Therefore most of the participants had to struggle in other activities so that they can earn something for life.

Concerning the number of meals per day it was found out that (46.7%) of the respondents receive two meals per day, followed by (31.4%) of the respondents who got three times of meals per day and only (2.3%) were enough meals which five times per day. For this situation of the respondents it is shown that their income level is very low. Than most of them are busy in their activities which do not generate good profits for their life.

4.1.4 Expenditure of the respondent

It was observed that many of the respondents (32.3%) spend between Tshs 4,000 to 5,100 per day where, (31.7%) spend between Tshs 5,200 to 6,300, while very few of the respondents (6.5%) spend between less than Tshs 1500/= per day. This indicates that there is the absolute poverty in the areas of study that is high demand but low income. So it drives to join with hard labour in both parents and children to fight for life.

4.1.5 Kind of asset owned by the respondent

It was observed that many of the respondents (29.7%) had bicycle and motor cycle whereas (28%) of the respondents had the piece of land and very few (10.5%) had house and car. This is because most of the respondents have low income, so they had to own only a bicycle which was used transporting fishes from one area to another also they were used for carrying big stone and fire wood.

4.1.6 Occupational status of the respondent

In terms of occupational status (43.6%) of the respondents were self-employed, (33.4%) of the respondents were unemployed while only (22.9%) were in paid employment. This indicates that many of the people in this area have no official works. Because most of them were uneducated as it shows above in term of level of education many were primary and ordinary secondary level.

Table 4.1 Information of the Respondents and their Socio-economic Status

Category	Frequency	Percentage
GENDER		
MALE	191	54.1
Female	162	45.9
Total	353	100.00
Respondent's age (in years)	Frequency	Percent
30-34	64	18.1
35-39	57	16.1
40-44	84	23.8
45--49	79	22.4
50 and above	69	19.5
Total	353	100.0
Educational level	Frequency	Percent
Completed Primary School	122	34.6
Completed Secondary Ordinary Level	130	36.8
Completed Secondary advance Level	41	11.6
Completed Certificate/ Diploma	44	12.5
Completed Bachelor's degree and above	16	4.5
Total	353	100.0
Income level per month(TZS)	Frequency	Percent
30,000-70,000	123	34.8
80,000 – 120,000	54	15.3
130,000 – 170,000	69	19.5
180,000 -220,000	64	18.1
230,000 and above	43	12.2

Category	Frequency	Percentage
GENDER		
Total	353	100.0
Number of meals you get per day	Frequency	Percent
Once	55	15.6
Twice	165	46.7
Three Times	111	31.4
Four Times	14	4.0
Five Times	8	2.3
Total	353	100.0
Your average Daily expenditure (in TZS)	Frequency	Percent
400-1500	23	6.5
1600-2700	53	15.0
2,800-3900	51	14.4
4,000-5100	114	32.3
5200-6300	112	31.7
Total	353	100.0
Kinds of Assets you possess	Frequency	Percent
Bicycle and mirror cycle	105	29.7
Livestock keeping	49	13.9
Piece of land	99	28.0
Boat and fishing net	63	17.8
House and car	37	10.5
Total	353	100.0
Your Current Occupation	Frequency	Percent
Self employed	154	43.6
Paid employment	81	22.9
Unemployed	118	33.4
Total	353	100.00

Source : Data analysis, 2013

From objective one of the study which sought to assess the level of Parents socio-economic status, it was found out that majority of the respondent were males, many of the respondent were between the age of 40-44 and very few were above 50 years.

The educational profile of the respondents show that majority of the respondents had completed primary and secondary ordinary level and very few completed bachelor degree and above. This means that a large number of students can't afford to pay the cost associated with higher education. That is why they end up with secondary or ordinary level.

It was also found out that monthly income level of were between 30,000/= and 70,000/= and few of them earned 230,000 and above. Majority of the respondents got meals twice a day and only 2.3% got five times a day. It was observed that many respondents spent between 4000-5100 and whiles few of them spent less than 1500 per day. It was discovered that most of them had bicycle and motor cycle and a few had house and car. Finally, in the term of occupational status majority of the respondents were self employed whereas 22.9% were into paid employment.

4.2: Level of child labour practice

Table 4.2 below presents the means and ranks on the levels of child labour practices, where all items were ranked in a descending order, and it is observed that respondents Strongly Agreed that on average boys get involved in hard labour than girls. Children of the poor are mainly engaged in child labour, orphans on average go for hard labour compared with children with both parents, children go for labour due to peer pressure, parents also strongly agreed that their children go for labour due to lack of advice. It was also observed that parents strongly agreed that children below the age of 18 work as house maids and shamba boys in their area. Social harassments is one of the major factors identified for child labour practices in Micheweni District Zanzibar.

Table 4.2 Child labour status

ITEM	N	Mean	Interpretation	Rank
On average boys get involved in hard labour than girls	353	3.7932	Strongly Agreed	1
Children of the poor are mainly engaged in child labour practices	353	3.7394	Strongly Agreed	2
Children go for hard labour because of peer group pressure	353	3.5722	Strongly Agreed	3
children dropout of school to join the labour market	353	3.5496	Strongly Agreed	4
Orphans on average go for hard labour compared to children with both parents	353	3.5354	Strongly Agreed	5
Children go for child labour because they lack school fees	353	3.4306	Strongly Agreed	6
Children go for child labour due to lack of proper advices from their parents	353	3.4051	Strongly Agreed	7
Child goes to the market to sell food staff	353	3.2946	Strongly Agreed	8
Parents rescue children to work in those factories	353	3.2691	Strongly Agreed	9
During holiday child work at the nearby factory earn a living	353	3.2635	Strongly Agreed	10

Source: Data analysis, 2013

On the other hand, respondent in table 4.3 agreed that they have school going age children who are not in school. Some of children below to the age of 18 work as house maids and shamba boys in our village and then children go for labor because of the social harassment from their parents.

However respondents disagreed with the statement that children go for labour because of the distance from home to school. Also respondents disagreed that all school going children are in school.

Table 4.3 Respondent's opinion on Child Labour practice

ITEM	N	Mean	Interpretation	Rank
Have school going age children who are not in school?	353	3.2465	Agreed	11
Some of children below to the age of 18 work as house maids and shamba boys in our village	353	3.1501	Agreed	12
Children go for labour because of the social harassment from their parents	353	3.1445	Agreed	13
Child well do family always go for hard labour	353	3.0227	Disagree	14
Our culture encourage child labour	353	3.0198	Agreed	15
Children from parents who are averagely young get involved in hard	353	3.0085	Agreed	16
Foster parents indulge more in child labour	353	3.0000	Agreed	17
Before going to school children have to fetch water, firewood and prepare food	353	2.9943	Agreed	18
Well-to-do parent indulges more in child labour	353	2.9603	Agreed	19
Child labour is part and a parcel of our culture	353	2.9490	Agreed	20
Children go for hard labour because of the corporal punishment from their teachers in schools	353	2.8697	Agreed	21
Children from educated parents mainly get involved in child labour practices	353	2.6742	Agreed	22
Children with both parents do not engage in hard labour	353	2.6657	Agreed	23
Children go for labour because of the distance from home to school	353	2.5099	Disagreed	24
All school going children are in school	353	2.3853	Disagreed	25

Source: Data analysis, 2013

From objective two of the study which sought to examine the level of child labour practice, it was found out that respondents strongly agree that on average boys got involve in hard labour than girls. It was observed that Children of the poor are mainly engaged in child labour as compared to those from well off families as most

of the respondent had strongly agreed. It was further observed that orphans on average go for hard labour as compared to children with both parents.

Furthermore it was observed that respondents agreed that, they have school going age children but not all their children attend school. It was also found out that some of children below to the age of 18 work as house maids and shamba boys in our village and then children go for labor because of the social harassment from their parents.

However it was sought that respondents disagreed with the statement that children go for labour because of the distance from home to school. Also respondents disagreed that all school going children are in school.

4.3: Relationship between child labour and socio-economic status

Table: 4.4 below indicate that there is a significant relationship between parent's socio-economic status and child labor practices. This is shown by P value of 0.065 which indicate a significant relationship since it is above 0.005.

Table 4.4 Correlation between parents' socio-economic status and child labour practices

Parents' Status VS Practices	Socio-Economic Child Labour	R	p	Interpretation	Decision
		.226	.065	Significant Correlation	Ho Rejected

Regression analysis between Parents' socio-economic status and child labour practices indicates that F-value is (3.666), R-value (.280), Sig (.000) R² (.079). Therefore, there is significant effect between independent and dependent variables and Decision on Ho is rejected. Considering the value at r² of 0.079, the researcher there for infer that the independent variable affect the dependent variable by 79%.

Table 4.5 Regression Analysis between independent and dependent variables

Variables	F-Value	R-Value	Sig	R ²	Interpretation	Decision on Ho
	1.471	.065	.226	.079	Significant effect	Rejected

From objective three it was observed that a significant relationship exists between parent's socio-economic status and child labour practices. The correlation between independent variable and dependent variable was significant at r (0.225) and P (0.065) which accepts the correlation between parent's socio-economic status and child labour practices.

4.4: Observation through interview

Through interview with children, an examination of the distributional percentage frequencies of the respondents by age shows that 10 percent of the respondents were between 5 and 10 years old; 60 percent of respondents were between 11 and 14 years old; while 30 percent of respondents claimed that they were between 15 and 18 years old. The data on age indicate that the majority of children who are engaged in child labour are above 10 years old but below 15 years. This age represents the most active period of schooling, but it seems that they are not attending to school.

Majority of the respondents with respect to length of period since engagement in child labour shows that respondents were in less than one year category; respondents have been into child labour for three years now; respondents were in 5 years category; respondents were in 7 years category; while respondents reported that they have been into child labour for the past ten years. The data described that the majority of our respondents have child labour experience ranging from three years to ten years. *"I have been working here as a beach boy for two years now"*. Replied one respondent when asked on how long he has been in work.

Most of those children who engaged in child labour had only one parent, other remained had both, mother and father. Also a higher prevalence rate of child labour was observed among children living with parents and relations than among those living with unrelated guardians.

With regards to the reasons why the children engage in work, the majority of the children replied that they did this work because of the absolute poverty that they look for tuition fees, clothes and even to help their parents in daily food. When asked about the main reasons that make them engage in child work, most of them replied that their families are very poor so they have to work. *“We don’t have enough money to buy food, if it happen that I cannot attend at work, my grandmother will eat nothing”*, replied one child.

Most of the children found that they are involved in labour activities based on the instruction of one or both of their parents in order to contribute to their family income. *“Yes! My mother asked me to work so that I can get money to buy my own shoes because she can’t buy for me”*. Replied one of the children when he was asked if is there is any who asked him to work.

Children of parents with low socio-economic status or of poorly educated parents were significantly involved in labour activities. Many of children answered that their parents support child labour practices while very few were explained that their parents were not support this activities.

Majority of the children were dropout from school whereas very few were never attended to school. Their most reasons is that they can’t go to school because they have many responsibilities at their home which force them to work. Even those who got a chance for school they didn’t pass to higher level. The highest level of the most children was the primary level in standard III to VI while few of the children were Secondary Ordinary level Form I up to Form II.

Many of the respondents explained that they faced with a lot of problems in their working like different diseases, mental disorder, physical and sexual abuse; Educational problems such as absenteeism, lateness and poor performance. *“I stayed at home for a month without working because I was wounded when I was crushing the stone”*, replied one boy. *“During the whole period I didn’t manage to go to the*

hospital because the hospital was very far from our home, I only used local medicine which I was given by our neighbor”, the boy added.

In the question of do you enjoy working, most of the respondents agreed that they enjoy working because they earned some money which help them to get their crucial demand like food, clothes and shoes. *“Yes! I like my work because I earn some money to buy new clothes on my own for every year”*, replied the boy when interviewed.

There were equal of the respondents, some of the children explored that they would like to go back to school however, 50 percent of the respondents were disagreed to go back to school.

With regards to the working it was found that children do work for many hours. Most of the children answered that they attended in the factories between 6 and 7 o’clock in the morning and go back to their home after 1 o’clock and very few above 5 o’clock in the evening. This possible denies their rights of schooling and playing with their fellow children as they are in most of the time working for money so that they can help their families.

In term of any other work at home majority of the respondents said that they had so called light activities such as fetch water and clean clothes. Others explained that they had not any work at home.

Most of the children replied that they gave some money to their parents while very few were just contributed to the family.

Majority of the respondents had between 2 – 4 brothers and sisters bellow 18 years were working while others had between 0 – 1 brothers and sisters bellow 18 years were working.

In item the type of work are they doing, many of the children were in mining quarry, breaking down big stones into smallest, seaweed farming and fisheries activities

whereas very few of the respondents were in livestock keeping and go to the market to sell commodities.

Most of the children stayed with their parent weather steps parents or blood parents while remaining of the children stayed with their guardians.

4.5 General observation

This study has provided a significant insight into the link between parents' socio-economic status and child labour. These findings are relevantly contradistinctive to the findings of Osiruemu (2007) which also found a significant relationship between poverty of parents and child labour. Such outcome as this is not unlikely in a socio-economic environment with high negative economic indices. Child labour is therefore exploited as a means of making the child augment the family income by contributing in their own little way to the economic survival of the family.

The findings also support the study of Olawale (2009) which found a significant relationship between parental socio-economic status and child abuse. There are several possible reasons for such an outcome like this. The customary penchant of the rich and wealthy to give good education to their children because of their access to wealth speaks true of what obtains in Zanzibar. Most poor children and youths necessarily have to engage themselves in one form of labour or the other in order to fulfill the financial demands of schooling. It is not something new in Zanzibar that many children especially those live in village combine job with schooling while those in the villages may need to return to farm each day immediately after school. The rich in Zanzibar like those in the other lands often do not need to engage their children in labour practices; they rather engage the children of the less privileged ones to serve them.

The result obtained when the attitudes of low income parents and high income parents to child labour was compared shows that there is a significant difference in child labour practices to the advantage of high income parents who indulge less in the practice.

Togunde and Carter (2008) and Obidigbo (1999) did make similar discoveries in the various studies they conducted even as far back as 10 years ago, the socio-economic indices that contributed to the outcome of their studies appear still potentially prevalent today. One would indeed be justified to conclude that the trend of the socio-economic malaise continues to be more pervasive. These indices include unemployment, corruption in government establishments, turbulent political practices, poor public education findings, frequent worker strikes and loss of jobs as was warranted by the recently global economic meltdown that spread across world economies starting from the west.

4.6: Poverty and child labour

From the finding above, the majority of the respondents have strongly agreed that their children engaged in child labour compared to those who are not involved in child labour. The relationship between child labour and family expenditures, family income, meals per day and asset possessed by the respondent showed that there is strong relationship between poverty and child labour.

The relationship between sources of family income and child labour showed that about 34.8 percent of the respondents earn less than 70,000 tsh per month which is very low as compared to their expenditures. This implies that they live within the poverty line.

Private and governmental employed factor were also associated with the poverty. The findings showed that about 43.6 percent of the respondents were private employed, while 33.4 are not employed and only 22.9 are government employed. The 33.4 percent of unemployed people is very big number. And this suggests that it is very possible for their children to engage themselves in the hard work so that they can help their parents in income generation.

4.7: Indicators of poverty

The kind of asset one possesses is one among the indicators of poverty. The result in table 4.1 shows that about 29.7 percent of the respondents possess only bicycle and very few possess livestock keeping and house and car. These results suggest that

majority of the respondents live within poverty line and therefore their children have to engage in the work to make their families survive.

The availability of enough food is also among the indicator that someone is not living within the poverty line. The results from the findings showed that 46.7 percent of the respondents manage to get meals only twice a day while 15.6 got meals once a day. The finding further shows that only few respondent among the sampled respondents manage to get meals four and five times a day. The data here suggest that it is more likely that those children whose their families afford once or twice meals per day to engage in the child labour so as to help their families.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0: Introduction

This chapter has intended to give a brief summary of the conclusion and recommendation about the study findings. The recommendation and conclusion is based on the results findings.

5.1: Conclusion

This study concludes by asserting that poverty is a major cause of child labour. Therefore, the clarion call is directed at the government to intensify efforts on revalidating Universal Basic Education in a manner that will enable children of low income parents have access to formal education at a critical formative stage of education delivery. This should come with full cost sharing-free both at the primary and secondary school levels.

The study has established that the poverty is one of the major causes of discontinuity of schooling by many children. According to the interview done, most of the children replied that they dropout from school because of poverty in their families. As a result they can't afford to buy school uniforms, food and fees. This situation is worse in rural areas as compared to urban areas. On this regard, policy on poverty alleviation should target more the rural population by emphasizing on provision of credit facilities and training in entrepreneurship skills for small income generating activities.

It has been established in this study also that some children work for more than four hours each day in economic and housekeeping activities. It is obviously undesirable as well as detrimental to schooling, social, mental, spiritual and moral development when the child works for long hours. Working for long hours also endangers the health of the child. This could be one of important causes of the falling of standard of education in Tanzania. It is very difficult to improve the standard of education when

the children continue to combine school and working for long hours in their economic and household responsibilities. Therefore while measures are sought to improve the education standards in Tanzania, there is a need to educate parents/guardians on this problem and to remove these obstacles because they don't give the children ample time to revise their books.

The economic situation of the country also needs to be revamped so as to enhance the standard of living of the citizenry and a law should be enacted mandating all school age children not to be found working during school hours. Also the Government should, as a matter of urgency, ensure that the child right law is made operational and effective in all states of the federation, while attempts should be made to redistribute the national wealth such that a greater percentage is directed at taking care of citizen's welfare. Governmental and non – governmental organizations should also endeavor to create care centers for the children of the destitute and the less privileged.

Finally government and corporate bodies should create more jobs which will alleviate poverty, and the National Assembly must ensure that a social security bill is passed into law.

5.2: Areas for further research

Socio-economic status and child labour has got more information than what has been presented in this study. There are some areas which have not been fully covered in this study, and if covered they will provide more important information which help the government and the public at large for future purpose. Those areas include the following;

1. Information on school environment. This will enable to identify problems faced by children in their schooling in relation to what they are doing away from school.
2. The generalization of rural area does not give clear pictures which regions are more affected by child labour practices than the others. There is a need to give a special attention to those rural areas that are potential to source of child

labour. Also rural areas differ economically, there those who are better off and other are poorer. Therefore since poverty has been seen as main causes of child labour, it is more sensible to obtain regional estimates of child labour.

3. There is also a need to obtain more information on education performance for children who attend school only against those who combine both school and other duties such as economic and non economic activities only.
4. There is also a need to research and obtain information on street children, domestic child workers and child prostitution, orphans, widows and elders as they contribute the child labour.

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Zanzibar Employment Act No. 11 of 2005.

APPENDECIES

Appendix I: Pictures of children representing child labour



Breaking down big stones into smallest.



Source: <http://www.sauti-zetu.org>

Appendix II: Questionnaires for parents/guardians about working children

(A) Write correspondent numbers in the boxes bellow for appropriate answer

1. Choose the following categories of your age

(i) 30 -----34

(ii) 35 -----39

(iii) 40 -----44

(iv) 45 -----49

(v) 50 -----Above

2. Please write appropriate number for gender.

(1) Male

(2) Female

3. State your educational level

(1) Completed Primary School

(2) Completed Secondary Ordinary level

(3) Completed Secondary Advanced level

(4) Completed Certificate/Diploma

(5) Completed Degree and above.

(6) None of the above

4. What is your appropriate occupational status in the following list?

(i) Self employed

(ii) Paid employment

(iii) Unemployed

5. State your income level per months.

(1) 30,000 ----- 70,000

(2) 80,000 ----- 120,000

(3) 130,000 ----- 170,000

(4) 180,000 ----- 220,000

(5) 230,000 ----- 270,000

6. How many times do you get meals per day?

(1) Once a day

(2) Twice a day

(3) Three times a day

7. State your day's expenditure

(1) 400 ----- 1500

(2) 1600 ----- 2700

(3) 2800 ----- 3900

(4) 4000 ----- 5100

(5) 5200 ----- 6300.

8. Which kinds of assets do you possess?

(1) Bicycle and motor cycle

(2) Livestock keeping

(3) Piece of land

(4) Boat and net fishing

(5) House and car.

(6) Others-----

9. How many school going age children do you have?

(i) one

(ii) two

(iii) three

(iv) four

(v) five and above

10. Among your children, how many are in school?

(1) None

(2)Only one

(3)Two

☐

(4)Three

(5)Four and above

11. How many have been engaged in work?

(i) one

(ii) two

(iii) three

(iv) four

(v) all

(vi) none

12. What kind of problems does your child face as result of his/her work?

(i) Injury, illness or poor health

(ii) Poor grade in school

(iii) No time to go to school { }

(iv) Sexual abuse

(v) Other (Specify)

13. What are the main reasons for letting your child/children to work?

(i) Support family income

(ii) Cannot afford school fees

(iii) No school/school too far { }

(iv) Learn skills of work

(v) Other (Specify)

14. What do you consider now best for your child/children?

(i) Work for income

(ii) Assist family business { }

(iii) Attend school

(iv) Other (Specify)

(B) Use the scale below to give your opinion on the following sentences

(a) Strongly Disagree (b) Disagree (c) Agree (d) Strongly Agree

1. Most of the children dropout of school to join the labour market
(.....)
2. Children go for labour because the school is too far or no school at all.
(.....)
3. Children go for child labour because they lack school fees.
(.....)
4. Children go for child labour due to lack of proper advices from their parents.
(.....)
5. Parents rescue children to work in those factories.
(.....)
6. Before going to school, children have to fetch water, firewood and prepare food. (.....)
7. During holiday, child work at the nearby factory to earn a living.
(.....)
8. Child goes to the market to sell food staff.
(.....)
9. After school, children go to town to sell commodities.
(.....)

10. Some of children below the age of eighteen work as house maids and shamba boys in our village.
(.....)
11. Children of the poor are mainly engaged in child labour practices.
(.....)
12. Children from educated parents mainly get involved in child labour Practices.
(.....)
13. Children from single parenthood are mainly involved in hard labour.
(.....)
14. Children with both parents do not engage in hard labour.
(.....)
15. Children from parents who are averagely young get involved in hard labour.
(.....)
16. On average, boys get involved in hard labour than girls.
(.....)
17. Child well do family always goes for hard labour.
(.....)
18. Orphans on average go for hard labour compared to children with both parents. (.....)
19. Our culture encourages child labour.
(.....)
20. Foster parents indulge more in child labour.
(.....)
21. Child labour is part and a parcel of our culture.
(.....)

22. Well-to-do parent indulges more in child labour.

(.....)

23. Children go for labour because of the social harassment from their parents.

(....)

24. Children go for hard labour because of the corporal punishment from their teachers in schools.

(.....)

25. Children go for hard labour because of peer group pressure.

(.....)

Appendix III: Interview guide for children about child labour

- 1 What is your name?
- 2 How old are you?
- 3 When did you start working here?
- 4 What is the main reason for you engage in work?
- 5 Is there anyone who asked you to work?
- 6 Are your parents alive?
- 7 Do your parents support it?
- 8 What are those problems that face you in your work?
- 9 How your employer treats you? (Good or bad)
- 10 Do you enjoy your work?
- 11 How much money do you make?
- 12 What do you usually do with the money you get from your work?
- 13 When do you get up?
- 14 Do you eat anything at home before coming to work?
- 15 At what time do you go back at your home?
- 16 After working, do you have any other work at home?
- 17 How many of your brothers and sisters bellow 18 years are working?
- 18 What type of work are they doing?
- 19 Whom do you stay with, how old is she/he?
- 20 Have you ever gone to school?

- 21 If yes, then why did you decide to choose work rather than school?
- 22 If not, what made you never attend at school?
- 23 What was your highest level in school?
- 24 Would you like to go back to school?
- 25 What are you telling children of your age and you government about child labour?