

**THE TREND OF CHILD LABOUR AND ITS EFFECTS ON
ACCESS TO PRIMARY EDUCATION IN MASASI DISTRICT**

BY

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**A dissertation submitted in partial fulfillment of the requirements for the
degree of Master of Arts in Education (M.A.Ed) of the Mzumbe University.**

2017

CERTIFICATION

We, the undersigned certify that we have read and hereby recommend for acceptance by the Mzumbe University a dissertation titled “**The trend of Child Labour and its Effects on Access to Primary School in Masasi District**” in partial fulfillment of the requirements for the degree of Master of Arts in Education of the Mzumbe University.

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DEDICATION

This work is dedicated to my beloved wife, Elizabeth, the wind beneath my wings and my children Lusajo and Maureen.

LIST OF ABBREVIATIONS AND ACRONYMS

DHS	-	Demographic and Health Survey
EFA	-	Education for All
ESDP	-	Education Sector Development Programme
ETP	-	Education and Training Policy
ILO	-	International Labour Organization
MCDGC	-	Ministry of Community Development, Gender and Children
MDGs	-	Millennium Development Goals
NBS	-	National Bureau of Statistics
PEDP	-	Primary Education Development Programme
UNESCO	-	United nations Educational, Scientific and Cultural Organization
URT	-	United Republic of Tanzania
LCA	-	Law of Child Act

ABSTRACT

For many years in Tanzania, appropriate interventions for enhancing access to primary education have been limited by several factors. This study provides the profile of the trend of child labour in Masasi district and its effects on the access to primary education among the children. The study utilizes case study design under qualitative sequential quantitative mixed research approach basing on interpretive philosophical lens. The survey involves four ward of Masasi district in which seventy-three (73) out of school child labourers aged 5 -14 years were involved in a sample acquired through purposive sampling. With the use of interview, questionnaire, observation and document analysis the findings revealed that child labour in Masasi district has been less considered by the surrounding community as a problem. Lower income of the parents has been identified as the major factor fueling child labour in the district whereby children have to work to meet their own needs and the family's. Yet, child labour leads to massive dropouts among children in primary schools and cause complete failure of enrolment to some other children. Understanding that the problem can be reduced, the framework to address how to curb child labour has been proposed. Data analysis employed SPSS computer software version 16.0 and Microsoft Office Excel in analysing quantitative data. Also there was the use of content analysis in the analysis of qualitative.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

Over centuries and across the world child labour has been evident. Both developed and developing countries are involved in this circumstance (Brown, 2011; Webbink *et al* 2010; Sakurai, 2006). The aim of this study is to examine the trend of child labour in Masasi district and the effects it poses to access to primary education.

1.2 Background to the problem.

Child labour is not the current experience. Since the introduction of industries over centuries, child labour has been the concern of many scholars and children's right advocates including several international organizations (Sakurai, 2006). In developing countries around Asia, Africa, Latin America and the Caribbean, child labour is said to be extensive (ILO, 2006; Webbink *et al*, 2010; Brown, 2011; Beegle *et al*, 2007). Children under 14 years of age are used to work in the factories, agricultural sector, business areas as well as in house works some of them being paid while others do not get paid (ILO, 2006).

Mentioning child labour can make anyone visualize children working in different places like in mines, farms, military forces and many other places. Boys and girls under the legal age of working are exposed to work that in turn denies children's rights like right to education (Brown, 2011). Several factors propel to child labour each with its intensity and nature. Despite the similarity of the factors provided by several scholars, there have been scholars who came up with factors different from others. For example, while most of the scholars show that poverty drives to child labour, some scholars found out that children from rich families are more likely to engage in child labour (Basu and Van, 1998; Johansson, 2009). Child labour in whatever form and for any reason is associated with children using most of the time to work, the fact that robs their opportunities to attend school, where some children drop-out of school while others completely fail to be enrolled to school. This really is

the problem that has to be taken into account and so interventions have to be pursued in a bid to curb it.

Moyi (2011) points out that there is no definition of child labour that is accepted universally. There are complexities that encompass the concept. Mudzongo and Whitsel (2013) highlight that child labour involves the employment of a child in any work that deprives him/her of childhood. ILO (2004) conceptualises child labour in line with the previous definition but it specifies that child labour involves work to a child who is under eighteen (18) years of age that intervenes child's education and development. UNICEF (2005: 10) in Sakurai (2006) points out that child labour involves all cases in which children are exposed to harmful work whether or not children are less than 14 years of age (p. 6). The above definitions have some complexities which make one definition different from the other. Despite their differences, all these definitions share the aspects, "a child", whether or not the age is specified; and the effects of work to the child. But with the effects, the definitions elicit negativity. Moyi (2011) argues that such definitions are narrow ones. Therefore, he suggests that definitions should include benefits the child gets out of work that he/she performs. For the purpose of this study, child labour is employed to entail exposing children under legal age of working to any work that interferes with their educational, mental and physical development. This involves the concept on whether they are paid or not.

The problem of child labour is not only the local issue but rather it covers the entire world ranging from developed countries to developing ones (Webbink *et al*, 2010; Webbink, 2011; Sakamoto, 2006, Sakurai , 2006). The difference lies on the types of works pursued and the intensity. Brown (2011) writes extensively about child labour in United Kingdom, which is one among the developed countries and the earliest industrialized country. Furthermore, there are many other scholars writing about child labour in developing countries including those in the South American continent, Asian countries and Sub-Saharan African countries. ILO (2006) highlights that 104 million children in the world are currently without primary schooling and

about 56 percent are girls. About 130 million children fail to attend school regularly due to working (ibid p.57). With consideration to the existing trend, it was estimated that by 2015 more than half of this number of out-of-school children would be in Africa. UNESCO (2014) points out that by 2011 sub-Saharan Africa alone had 29.8 million out of school children. Brown (2011) asserts that in the region, about 10 million of the out of school children are working. This manifests that many children in sub-Saharan Africa fail to attend school because of being engaged into different forms of child labour. In Tanzania, Demographic and Health Survey-DHS (2010) showed that there were 1,805, 000 out of school children and most of them are engaged in child labour. Beegle *et al* (2007) highlight that average working for children reduces the chances for them to attend school properly. It is therefore evident that the problem of child labour in Tanzania draws back the efforts towards improving education. This includes difficulties in implementing policies taking into account failure to achieve access to education as per plan.

There have been some policies and public interventions that have been exercised in a bid to deal with the problem of child labour. Since independence, Tanzania has been legally contesting against child labour. In 1969 there was an amendment of an ordinance of 1955 which was amended by act no. 5 of 1969 (Manogerwa, 2015). This prohibited employment of any capacity to children below 15 years of age. Since then there have been several policies that recognize children's rights and forbid child labour. Mudzongo and Whitsel (2013) highlight that most of the countries form national policies against child labour using ILO Convention No. 138 as the blueprint. National Bureau of Statistics (2006) elicits that in 1991 Tanzania approved the United Nations Convention of 1989 on Rights of the child. In this convention every child has the right to be protected from exploitation and work that interferes with child's education, in article 32.1. URT (2008) indicates that in 1996 Tanzania formulated Child Development Policy which had some success. On the other hand the policy had some weaknesses that heightened the concern to review the policy. The 2008 review has some objectives which include, "to educate the community on the basic children's rights; to clarify the roles and responsibilities of children,

parents, guardians, communities, institutions, and government in planning, coordination and implementation of children development plans.” The policy has succeeded to raise awareness among the community members that many people register their children to primary education with the help of free education policy. But still there are some weaknesses in this review of the policy. The policy is formulated following the UN Convention on the Rights of the Child (URT, 2008: 6). This is externally driven the fact that makes it losing internal pressure and support. Furthermore, the implementation targets Millennium Development Goals and other agreements such as Child Survival, Protection and Development (CSPD). These are international programmes which most of the developed countries have just to abide by whether they like or not. Implementation is fostered by programmes and strategies like Primary Education Development programme (PEDP) as well as Tanzania Social Action Fund (TASAF) whose funds come from international organizations (URT, 2008; URT, 2001b). This is one among the great challenges because it is not easy to combat child labour while depending much of fund from outside the domestic sources.

It is obvious that there have been efforts towards combating child labour around Tanzania. Together with other interventions, there is a lot of research conducted by government agencies such as Tanzania Commission of Science and Technology (COSTECH); and private and international agencies like ILO, UNICEF. The researchers come up with some recommendations which to the great extent are worked on and be implemented. For instance, ILO (2006) indicates that the Universal Declaration of Human Rights 1948 demands that education shall be free and compulsory at least in the elementary and fundamental levels (p. 23), and this would help to combat child labour. The Tanzanian government abolished school fees in primary schools during the implementation of PEDP I 2002-2006 (ILO, 2006: 22). In addition, free education has been implemented currently with abolition of school fees up to secondary level. Other efforts include implementation of different objectives of policies like educating the society about consideration of children’s rights in Child Development Policy of 2008.

Despite all efforts to combat the problem, there is an obvious existence of the problem in Masasi district. In an interview with the coordinator of UZIMA Project of Masasi district, there are about 870 out of school children from six (6) villages that they have been helping them to get back to school in the period of six (6) years. This paves the way to the necessity to conduct the study about child labour in this area.

1.3 Statement of the problem

Policies against child labour are obvious and they were formulated in a bid to emancipate children. The Child Development Policy work with other co-policies like Education and Training Policy which together intend to make children get access to education. Together with policies there are laws as well as programmes. With programmes, the PEDPs have been forward in making sure all children who are school-aged are enrolled to school. The programmes have succeeded to the great extent. Many children have been enrolled to primary schools and are kept to concentrate to studies.

Despite the fact there are several efforts made to make sure that children access the primary education to its fullest, it is an undeniable fact that child labour is still a barrier in such progress. There are many school-aged children who are engaged in child labour. Scholars and educational stakeholders heighten their concerns on this and depict the way children are exploited and being denied of their rights to education. It is estimated that 1 out of 3 children who are aged 5-14 years are engaged in child labour in sub-Saharan Africa (ILO, 2006; NBS, 2006). At this age it is expected that a child attends school, particularly primary school. But on the contrary some of them fail to enroll to school while others drop out of school due to lack of concentration to studies. The children participate in different works including economic and household works. National Bureau of Statistics survey of 2001 revealed that 47.8 percent of the working children were engaged in housekeeping and farming activities. Participation of children in these activities robs their opportunities to attend school.

The records available elicit that Mtwara had many out of school children, about 57 thousand. Among them, there were others who were working in different areas (DHS, 2010). Being one of the districts in Mtwara, Masasi has evidently been highlighted to have the problem of child labour. This was revealed in an interview with a Coordinator of Uzima Project of Masasi prior to the conduction of the study. It was revealed that they had helped about 870 children back to school in six (6) consecutive years. Among these children about 70 percent were proved to be working in various sectors. Seeing that there is a problem of child labour in Masasi district, the researcher found that it was worth conducting the study on the trend of child labour and its effects on access to primary school in Masasi district.

1.4 Objectives of the study

1.4.1 Main objective

To investigate the trend of child labour and its effects on access to primary education among the school aged children in Masasi district.

1.4.2 Specific objectives

- i. To identify the trend of child labour in Masasi district.
- ii. To examine the leading factor that fuel child labour in Masasi district.
- iii. To assess the extent to which access to primary education is constrained by child labour.

1.5 Research questions

- i. What is the trend of child labour in Masasi district?
- ii. What is the leading factor that fuels child labour in Masasi?
- iii. To what extent is the primary education constrained by child labour in Masasi district?

1.6 Scope of the study

Scope of the study demarcates the boundary lines beyond which the research should not focus. That is, the research has to have boundaries where it limits itself to cover. This study was undertaken in Mtwara, particularly in Masasi district.

The sample of this study involved ninety two (92) participants including children who are primary school aged children (5-14 years) who are out of school, especially those who are engaged in child labour. Assessment of these children was in line with some parents/guardians selected from the selected area of study. In addition, parents included were both, those with children who are out of school as well as those whose children are not out of school. Some of the experts who were involved are those who deal with out of school children's affairs, particularly Uzima Project. Also some head teachers were involved in this study so as to get some information related to children affairs at school. The participants were selected through purposive sampling technique due to nature of the study.

The study was guided by case study design under the mixed research approach where qualitative approach takes the greater part. This is because people's insights, interpretations, attitudes and perceptions were needed to be gathered to attain the objectives of this study. Interpretive philosophical research underpinning carries the entire foundation of this study. However, the cases involved four (4) wards of Masasi district which are Mkalapa, Mwena, Ndanda and Nangoo which account for approximately 10 percent of the child labourers in Masasi.

1.7 Significance of the study

Significance of the research entails the new development that the study generates in line with its research questions. In addition, it implies the knowledge to be generated by the research that is to be conducted.

Identification of the trend of child labour in Masasi district plays the great role in creating awareness among educational stakeholders concerning the way a number of child labourers fluctuates with time and efforts made to restrain the problem. Furthermore, special attention is drawn to all children working regardless they work for payment or not. Some findings which are spearheaded by literatures reveal that there are children who work at home as a part of work for the family. This could not be considered as child labour but seeing its impacts on child's development helps to rethink about child labour considering other forms.

Examination of the leading factor fueling child labour is of paramount due to the fact that dealing with the problem requires specific measures against the key cause. Every place with the similar problem of child labour does not entail that it has the same reasons for it to happen. The key causes vary with the social, cultural as well as economic contexts. It is therefore necessary for the leading factor causing child labour to be examined in Masasi district so that effective measures can be taken. It is revealed that economic reasons regarding income of the parents and nature of parent's economic activities lead in fueling child labour in Masasi district. With this finding, educational stakeholders will make necessary efforts through provision of necessities to the families as it is currently done by TASAF.

Assessment of the extent to which primary education is constrained by child labour calls for the special attention of educational stakeholders. This alerts the legal and education stakeholders of whether policies, laws and programmes are effectively enforced and implemented. Knowing that children lose concentration to studies and/or are kept out of school because of child labour, some necessary legal measures will be addressed to curb the problem.

Understanding that there is existence of child labour in Masasi district, the study vows for the review of child development policy and propose formulation of new strategies to make sure the school aged children are enrolled and attend school regularly. In addition, this study creates a basis for other further researches on child labour in a bid to make the society aware of children's right.

1.8 Research limitations

There were some limitations that were met in conduction of this study. The limitations are both methodological and practical. The study was constrained by time factor because much time was required to extract information from children as well as parents with consideration to the fact that it is highly qualitative study. With the help of an assistant I could manage to collect data from targeted places within the limited time.

Furthermore, the information provided by parents/guardians seemed to be blurred a little because they feared of being sued for denying children's rights. But through pre visit and honest explanation that the data were only for studies, the limitation was overcome.

Translation of questionnaires from English to Kiswahili limited the acquisition of the intended information. For example, "child labour" was translated as "kazi kwa watoto" at first place. This was interpreted more positively by some respondents. Some perceived it as "work to children" which actually may imply positivity. But this was overcome by reformulating the questions and put "child labour" as "ajira kwa watoto."

Also it was not easy to get the officers because they had continuous meetings and excuses. Moreover, some did not return the questionnaires that they were provided with. The researcher had to find other officials with similar variables in order to get the information required.

There was also the methodological limitation whereby 10 children were expected to be involved in observation. However, the researcher found the need to interview them to extract more information from the children who were observed. In putting this in clear, some of the observed children were also interviewed so as to get the intended information.

1.9 Organization of the dissertation

The organization of this research dissertation involves the opening chapter with general introduction, background to the problem, statement of the problem, research objectives and questions, scope, significance and limitations of the study. The second chapter reviews theoretical and empirical literature and there is a conceptual framework where Basu and Van's (1998) Luxury and Substitution Axioms were adapted. Apart from that, the work has got research methodology in its third chapter which includes research design and approach, area of study, sample and sampling technique, data collection methods, validity and reliability of instruments, data analysis plan and ethical considerations. The fourth chapter presents the findings, the

fifth chapter analyses and interprets the findings while the last chapter is comprised of summary, conclusions and recommendations.

1.10 Summary of the chapter

This chapter covers the introduction of the study comprising background to the study, research problem statement, objectives of the study, research questions, significance of the study, scope of the study, and limitations of the study. This elicits the structure and nature of the work with which methodology and literatures to pass through can be easily determined. The next chapter covers the literature review of related literature in a bid to expand knowledge on research issue and research problem.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

For the acquisition of the broader picture of child labour and how it is related to access to primary education among children in Masasi, the related literature was reviewed. Different previous reports, books and other scholars' works have been surveyed so as to identify what they have found. The part includes theoretical and empirical literature in line with objectives of the study.

2.2 Theoretical review of literature

2.2.1 Description of key concepts

2.2.1.1 Child labour

There have been a number of studies about child labour and there have been different conceptions of child labour. NBS (2006) considers the aspects of time and type of work in defining child labour. Relating it to time spent in working, the child working for more than 48 hours per week in economic and housekeeping works is in child labor. Mudzongo and Whitsel (2013) highlight that child labour involves the employment of a child in any work which deprives him/her of his/her childhood. ILO (2004) points out that child labour involves work to a child who is under eighteen years of age that intervenes child's education and development. ILO, UNICEF and UNESCO (2008) include children who are involved in economic labour and those who work in hazardous conditions. This is drawn from the ILO Minimum Age Convention 1973 (No. 138). From the above conceptions, it obvious that there is no single agreeable definition of child labour. Moyi (2011) adds by saying definitions are varied and have some ambiguities.

It is even more controversial as the scholars come up with the arguments that there is a difference between child labour and child work. Muzongo and Whitsel (2013) assert that child work involves the light work pursued by children in a bid to help parents and for short time per day. It usually does not interfere child's time to attend school. This is not harmful because it provides children with basic life practical skills

(ILO, 2010). ILO, UNICEF and UNESCO (2008) note that this criterion involves only children who are 12 years or older. But there is no clear demarcation that separates child labour and child work. Child work can be regarded a child labour in circumstances. This is what has heightened the concern of Webbink et al (2010) to study about hidden child labour. Despite the differences child labour concepts there are some aspects concerning the way such works deprive the development of children physically and mentally. Generally, child labour in this research refers to work undertaken by children under legal minimum age of working for 48 hours a week which deprives them of their mental and physical development.

2.2.1.2 Access to primary education

The Education and Training Policy of 1995 elaborates that access to education is referred to as the opportunities of education available to the targeted population (p.117). The Gross National Products proportion directed to education in developing countries have been witnessed growing since 1960 (World Bank, 2006). The government has been increasing the education opportunities to meet the increasing demand. With access to education the policy indicates that there has to be increase in enrolment rates and expansion of educational facilities and human resource. Ishumi and Anangisye (2014) elicit that there have been increase in enrolments and expansion of education during different decades. In decade 2001-2011 enrolment increased tremendously right from the second year of the decade. The school population increase by 71.3 percent. With access to education, children living in environment that does not favour education have to be exposed to education (URT, 2001). The Education Policies of 1995 and 2014 also recognize that there have been high drop-out rates among girls. This denies the opportunities to acquire education among girls.

Mbelle and Katabaro (2003) elicit how enrolment rates are increased whereby one of the ways is to increase number of schools. Tanzanian government has been initiating efforts towards increasing schools and number of teachers. This involves many educational stakeholders including the community members who play the great role

in building classrooms. Also there are different external stakeholders who provide financial and material support to ensure that enrolment rates increase.

For the purpose of this study, access to education focuses primarily on enrolment of pupils to school and drop out of school. That is, the opportunities for children to be enrolled to school and the rates of drop outs which mean inaccess o education. To acquire the information pertaining to access to education, out-of-school children will be examined. This is because most of them are either not enrolled to school or were once enrolled and they then dropped-out. This is the way towards narrowing the study so that it can provide the intended information.

2.2.2 Child labour in relation to access to primary education.

Sakurai (2006) refers to World Bank data which expose that in sub-Saharan Africa there is 40 percent of out-of-school children of primary school age. Most of these children are out of school because of child labour. Rosati and Rossi (2001) found that there are children dropping out of school before completing and there are those who do not join school (they completely not enrolled to school). In both cases, children are limited to access of primary education. Following the reasons like working during school hours, children, access to education among these children becomes difficult. Working in the farm or mines for instance, requires an individual to spend up to more than 5 hours working. After hard working normally children get tired, something that hinders learning. For those who keep livestock they spend up to ten hours in search of pastures. Therefore there is no time to attend school. There are children who are to care for other children (may be siblings) at home (Webbink et al, 2010). There is no or little time for them to attend school.

2.2.3 Global trends of child labour.

Child labour is not only the concern of one country, instead it is the concern of the whole world (ILO, 2006; Sakurai 2006). The estimates before 2006 showed there were 317 million children who were economically active and among them, 218 million were regarded as child labourers (ILO, 2006; Sakurai, 2006). However, these children are found engaged to different activities including stone quarrying as well as

coal mining in different countries such as Brazil and Zimbabwe (NBS, 2007). One among many causes that is discussed by several scholars is poverty (Webbink, 2010; ILO, 2006; Johansson, 2009). Poverty is said to fuel many children to engage into hazardous activities by wanting themselves or being forced. There are some children who are forced to prostitution while others work with their parents or by themselves in agricultural activities (Brown, 2011). With regard on gender, boys are exposed to hazardous work more than girls. Education International (2013) elicits that there had been decline of child labour by 3 percent between 2004 and 2008. The decline is said to be slower. But due to the fact that there was tremendous improvement of education, it was supposed that it would draw many children from work to school. Child labour has many negative effects to education as children have to work for longer hours to earn payments. Due to this, children lack the opportunities to attend school as it was found in India, Nepal, Brazil, Zimbabwe (ILO, 2006; Sakurai, 2006).

2.2.4 Trends of child labour in Sub-Saharan Africa.

Sub-Saharan African is the region proved to have the highest incidence of child labour of all regions (ILO, 2006). ILO (2015) shows that about 21 percent of child labourers are in Sub-Saharan Africa. Despite the fact that the global trends show that child labour is declining, in Sub-Saharan Africa there, have been an increase of child labour. In 2004, a number of child labourers was about 26.4 percent while in 2008 it was 28.4 percent of the total child labourers in the world. (Education International, 2013: 15). Showing the analysis of the trend Brown (2011) argues that child labourers will increase by 15 million, by 2020. Children in Africa mostly work in agricultural sector. Education International (2013) shows that it is about 60 percent. But there are many children who are engaged in hazardous work such as military, mining and prostitution. According to Brown (2011) children Sub-Saharan Africa's primary school aged children about 13 percent are engaged in hazardous work. ILO (2015) mentions conflicts in Africa as accounting for large share of child labourers (p. 7). These conflicts range from country level to the lower levels where there are ethnical and political conflicts. At family level, many parents quarrel due to several reasons. In both cases, children are left with a single parent or orphans without

parents. Child labour in Sub-Saharan Africa contributes greatly to out-of-school children, where the number remained about 30 million between 2007 and 2012 ILO (2015: 8). It is therefore evident that child labour affects access to primary education in sub-Saharan Africa negatively. Children are denied of the opportunities to participate in education.

2.2.5 Trends of child labour in Tanzania

The issue of child labour has the long history in Tanzania. This is revealed by the fact that the legal frameworks to deal with child labour which existed since 1955 (Manogerwa, 2015). While the trends of sub-Saharan Africa show that there is increase of child labourers, in Tanzania there is a decrease. The decrease is said to have been fueled by priority given to education (Education International, 2013). Furthermore, during 2002-2006 Primary Education Development Plan school fees were abolished. Also there had been increase of facilities and infrastructure (ibid). Despite the decrease pronounced, the Integrated Labour Force Survey revealed 21.1 percent of children in mainland Tanzania are engaged in hazardous work (NBS, 2007). Poverty is seen to be one of the major causatives of child labour in the country. Child labour leaves many children out-of-school by either drop-out or complete failure to be enrolled to school. The Demographic and Health Survey (2010) revealed that in Tanzania there were 1.8 million out of school children. Great part of them are fueled by working for long hours in different sectors including agriculture, factories, fishing, mining as well as household chores (ILO, 2015).

The trends of child labour in the world reveal obvious existence of child labour over decades and around the world with the largest figures in the developing countries. Several reasons have been shown to account for child labour and conflicts have been elicited to be the major problem in Sub-Saharan Africa. It has been revealed that child labour has great effects to access to education among children including failure to be enrolled as well as to lead to children dropouts.

2.2.6 Factors causing child labour.

There are many factors that attribute to child labour in different places. The intensity of some factors varies with time, space and nature of the community. Understanding these factors help in depicting the way child labour devastates opportunities for children to pursue primary education, the determinants are described below.

2.2.6.1 Economic factors causing child labour

With economic factors that determine child labour, the focus is on nature of the economic activities of the parent as well as income of the parents.

2.2.6.1.1 Nature of parent's economic activities

Mudzongo and Whitsel (2013) highlight that parent's/guardian's economic activities have the great contribution in determining whether or not a child can be engaged in child labour. If the parent is engaged in pastoral activities it is likely that the children will be needed to help keeping livestock. Amma *et al* (2000) in Dachi and Garrett (2014) found that the pastoralists in Chunya involve their children in pastoral activities the fact that cause children failure to be enrolled to school. The authors further argue that even for the children who have already been enrolled. The tendency of dropping out of schooling seems to be common due to the same circumstance of involvement in pastoral activities. Also the parents who farm, in most cases, use their children in farming activities. This is the case with most of the parents in rural areas (Beegle *et al*, 2007).

2.2.6.1.2 Income of the parents/guardians

Families either demand or supply child labour based on the income of the parents or guardians. Dachi and Garrett (2014) depict the way parents demand child labour for their activities to be successfully accomplished in the household. On the other hand, the parents face some economic difficulties that drive them to send a child to work so that the earnings can help the family to survive. Webbink *et al* (2010) point out that most of the children of economically disadvantaged people are less enrolled to primary school because of working. Thus, parents/guardians choose to keep them at home to help with house works or send them to work where they can be paid. But

Fan (2011) points out that there are some cases in which children from wealthy families tend to work for payment. This raises what the author calls “wealth paradox.” Johansson (2009) asserts that a majority of studies in developing countries show that poor families put their children in child labour more often than families in a better economic situation (p. 11). To send children to school requires a parent/guardian to buy uniform, exercise books as well as afford transport costs if the school is far from home. Parents and children choose among the alternatives, whether a child should go to school but having no money for food and other needs, or go to work and get paid while missing schooling.

2.2.6.2 Social factors

2.2.6.2.1 Gender

Type of activity undertaken by a child at home or in an economic arena and its extent is also determined by whether a child is a girl or a boy. Most of the statistics reveal that many girls than boys are generally out of school (ILO, 2006: 59). Part of the reason for this is the fact that most parents do not educate girls but they prepare them for marriage. Girls are mostly engaged in household chores while boys are more engaged in family business works including looking for livestock, farming and work in family owned shops (Brown, 2011). It also happens that boys and girls work in a single economic area pursuing different activities. For example, in the mines boys are engaged in mining while girls cook food and some of them are engaged in prostitution (ILO, 2004). In addition, most of the studies elicit that boys work for a longer time per day or week than girls (Bhalotra and Tzannatos, 2003).

2.2.6.2.2 Parents’/guardians’ education

Educated parents are likely to take their children to school (Webbink *et al*, 2010) and make sure that the children get some enough time for self study at home. Most of these parents know the value of education. The situation is contrary when it comes to uneducated parents. Most of them do not take into consideration education for their children (Huisman and Smits, 2009). It is therefore predictable that educated parents engage less their children to child labour than the uneducated ones. The educated

parents understand that children are assigned to perform light works to gain some practical skills. And these activities use just little time. Webbink *et al* (2010) add that if a mother in a family is educated it is likely that her children, especially girls will be educated. Therefore, it is not easy to find such children are engaged in child labour.

2.2.6.2.3 Attitudes of parents/guardians on activities undertaken by children

Parents and guardians have different opinions, knowledge and attitudes towards the activities undertaken by children. The perceptions differ with consideration to the background of the parents and their experiences (Johansson, 2009). Most for the parents perceive that the activities they assign to their children are for the benefits of the children. Children acquire skills by doing (Webbink *et al*, 2010). For example, one cannot easily understand the way to farm, its benefits and challenges unless he/she participates directly to work in the farm. Most of the parents use girls as examples by saying that girls learn how to perform household chores which help them when they are married. On the other hand, some parents see that children help adults so they get some time to pursue their personal and family activities (Fan, 2011; ILO, 2006). When a person does not have a child to stay with at home, he/she will have to perform most of the activities without a helping hand. Therefore, children help parents so that they can get some time to rest or pursue other activities. Sakamoto (2006) notes that perceptions on child labour may differ between male and female parents (p.6). This raises what Basu and Van (1998) call “bargaining problem.” The mother may agree with assigning children to some activities while the father rejects. This situation may lead to child’s success or failure in schooling.

Johansson (2009) purports that parents either ask their children or a little bit command them to work as to contribute in the family. Having many children is therefore viewed by other parents as a strategy to have labour force. For most of the parents living in the rural areas, they use their children as labour force in farming (Beegle *et al*, 2007). Many children help in preparing a farm and harvesting. So most

of the parents in this case, get relief from working hard because of assigning activities to their children.

Furthermore, most of the parents associate activities they assign to their children with behaviour. They perceive work to children as an instrument to shape behaviour (UNESCO, 2014). A child who is a good worker at home is considered to have good manners. And a child with good manners is prepared to be a good acceptable member of the society. Therefore, the parents prefer that their children pursue some activities at home or at any other place so that they can be acceptable members in the society.

2.2.6.3 Geographical factor/ Context

With context, the main focus is on whether many child labourers are in urban areas or in rural areas. Most of the children in the rural areas are engaged on family agricultural activities in sub-Saharan Africa (Mudzongo and Whitsel, 2013). And rural areas, in addition, have many children engaged in work more than children in urban areas. ILO (2010) spearheads that this is associated with poor infrastructures as well as services which discourages children to attend school. Mudzongo and Whitsel (2013) disclose that rural children in Tanzania work for 16.3 hours while those in urban work for 10.25 hours a day. Therefore, the context determines type of work the children are engaged in and the degree to which they perform. It is therefore evident that children living in rural areas are likely to be engaged in child labour than those from urban areas.

Regarding the child labour fueling factors described above, the attributes of activities and their extent underline the central role that child labour hinders access of children to primary education. For some children it causes dropout while for others it prohibits them completely to join primary education. With this regard, Education for All (EFA) and Millennium Development Goals (MDGs) are hardly attained. One of the MDGs was to achieve Universal Primary Education by 2015. But still there have been a large number of out of school in the world and in Tanzania as elicited by

scholars and international organizations. The situation manifests that still there are some constraints (including child labour) in educational progress.

2.2.7 The sectors in which children are employed in.

Children who are engaged in child labour are employed in several sectors both economic and non-economic. The agricultural sector takes a lead in Sub-Saharan Africa in involving children in child labour. The children in agricultural sector participate in different aspects of agriculture. In terms of cultivation, they are engaged in farming rice, wheat, rubber, tobacco, sisal, sugarcane, cotton, coffee, as well as tea (ICF, 2011). For the case of food crops, children are involved in farming the crops that are mostly farmed in such areas. In addition, most of them farm maize because in the most common food crop (Beegle *et al*, 2010). It has to be noted that children working in agricultural sector either help their parents or work in commercial sectors (ICF, 2011).

In the same agricultural sector, some of the children are engaged in livestock keeping. While some herd their family's livestock there are others who herd the livestock belonging to other people, and they are paid for the work.

There are available studies that reveal the large number of children who participate in mining activities. These mining activities include quarrying and crashing of rocks to get gravels. Also there are those who participate in mining of minerals like gold, diamonds and Tanzanite. Despite the fact that these works involve boys and girls, boys always participate to the greater extent (Dachi and Garret, 2011; ICF, 2011).

Also there are a number of studies which show that there are children who are engaged in provision of services (ICF, 2011; ILO, 2006). The services include those children who work in tourism industry. Furthermore, some children, especially girls, work as barmaids in town or cities. Also there are others who work in the households as housemaids. The literatures point out that most of these workers are girls. In the same category, there are children who are street vendors and there are some who wash cars as well as shoe shining (ICF, 2011).

In addition to that there are children who are children who are engaged in what ILO calls “worst forms of child labour” (ILO, 2004; ILO, 2006; Moyi, 2011). These include engagement of children into prostitution, drug trafficking or forced to work by some adults. Some children are forced to work in mines, fishing, factories or begging (ICF, 2011, Walakira, 2010).

2.2.8 Legal and policy frameworks in combating child labour in Tanzania

Understanding that there are children who work in different sectors in Tanzania, stakeholders inside and outside the country consider legal measures in attempt to combat child labour.

2.2.8.1 Child Development Policy of 1996 reviewed in 2008

In order to make sure that every Tanzanian child is equally developed and not denied his/ her right, the government strived to formulate this policy. This policy is against any form of child labour. It is against any kind of employment that involves children in any of the sectors including fishing, mining, agriculture or household works. These have been pronounced to deny children’s rights including right to education. The policy calls for parents and other stakeholders to provide equal opportunities to all children regardless their differences in gender as well as physical abilities.

2.2.8.2 National Employment Policy of 1997 reviewed in 2008

This policy provides the guidelines for employment in both formal and informal sectors. Furthermore, it targets to improve the employment conditions for people in employment. The policy also is against child labour because it elicits the major areas where child labour has been seen to be excessive. These include domestic works, mining, agriculture as well as commercial sex. This policy further calls for all employers to abide by the laws that guide them on the proceedings of employment.

Apart from policies, there are laws formulated in a bid to prohibit child labour and guide the employers on how to get on with employment procedures. The laws include the following.

2.2.8.3 Law of the Child Act of 2009

In line with the international conventions that prohibit child labour and list child's rights, this Act forbid employment of a child who is less than 14 years of age. Furthermore, it specifies that at this age the child can be employed to light work. Moreover, sexual exploitation has mentioned to be prohibited in section 83 of the Law of Child Act (LCA).this law generally is against hazardous and worst forms of child labour as per ILO convention 138 and ILO Convention 182.

2.2.8.4 Education Act of 2002

With this Act, every child has the right to education and it further demands parents and/ or guardians to enroll their children to school whenever they reach the school age. That is 5 years to pre-school and 7 years and above to primary school. Enforcement of this Act automatically goes against child labour. This is because in most cases, child labour leaves children out of school. But with this Act, children are requires to go to school while minimally participate in child labour.

2.2.8.5 Anti trafficking Act of 2008

This act restricts human trafficking including trafficking of children. It further expands the meaning of sexual exploitation and prostitution. It mentions that any of these (human trafficking for sexual exploitation or prostitution) is an offence and when the victim is a child, the Act overtly states that no one should be used as a defense.

2.2.8.6 International efforts in combating child labour

War against child labour is not only internal but it is also fought by international multilateral organizations. ILO, UNICEF and UNESCO have been conducting researches and set conventions which guide formulations of policies which prohibit child labour. Some of these conventions include the ILO Convention 138 and ILO Convention 182.

2.2.9 Delivery of primary education in Tanzania

Delivery of education in Tanzania is under the guidance of policies and programmes designed to implement some strategies. Mainly up to recent the Education and Training Policy of 1995 necessitated the delivery of education along with the ETP of 2014. Being developed under the Education Sector Development Programme, the Primary Education Development Plan (PEDP) directs how primary education is to be provided. The programme was intended to be implemented in three phases of five years each (URT, 2001). It began with a 2002-2006 plan and followed by a 2007-2011 plan. One among the objectives of the plan is to increase the enrollment rates. There has been a great success in achieving this with the help of the free education programme which has been in progress since January 2016. With free education parents have to buy only school uniform and other facilities like learning materials for their children to proceed with primary education. The rest are funded by the government.

Despite the challenges facing primary education delivery in Tanzania, there have been strategies which ensure the increase of enrolment rates which emancipate children from street childhood and child labour as it has been discussed previously.

2.3 Critical analysis of empirical literature.

There are some related researches that have been conducted in Tanzania and other places around the world which study the problem of child labour. These literatures are reviewed critically with regard on the way they create the research gaps from their methodology, findings as well as implications.

There is available study by Webbink *et al* (2010) on hidden child labour studied in sixteen (16) developing countries. Data was drawn from UNICEF's Multiple Indicators Cluster Surveys (MICS) which involved studying 178, 000 children aged 8-13 years from 216 districts. The study is quantitative in nature. The researchers have come up with some findings that housework involves more girls than boys. Also there are several factors ranging from socioeconomic to demographic variables.

Webbink's *et al* (2010) study opens up the path through which stakeholders develop new insights considering other forms of child labour. This helps to develop some theories about child labour with consideration to the fact that there are hidden forms of child labour. However, there is necessity of studying child labour in Masasi district and find whether these forms of child labour are similar to Webbink's *et al* (2010) study. This study is quantitative in nature and has studied hidden child labour right from the beginning. This limits the chance to acquire more information associated to child labour in the areas of study. Contrary, my study employs mixed design relying more on qualitative methods. Furthermore, hidden form of child labour is the matter in the findings rather than being predetermined right from beginning as it has been done by the previous study analysed.

In his study about the problem of child labour in Tanzania, Manogerwa (2015) focuses on determining the parents' understanding about child labour; assessing the causes and types of child labour in Rufiji district. The design employed by the researcher was cross-sectional which involved observation and comparison of several variables. Along with this design, observation, interview, questionnaire and document analysis techniques of data collection were employed. The sample unit involved 100 participants in the study. The researcher's findings reveal that the majority of participants did not understand about child labour. Furthermore, the findings reveal that among other reasons, poverty takes the lead in fueling child labour in Rufiji district. Also, there are some activities that children are mostly engaged in. These include cooking, washing cars, carrying luggage, fetching and selling water and others are engaged in prostitution.

Manogerwa's (2015) study profoundly examined the problem of child labour in Rufiji district. This helps to provide the clear picture of the problem in the area. But education, which is one of the key children's rights, has not been profoundly discussed. Therefore, my study focuses on the way access to education is constrained by child labour. In addition, my study is conducted in Masasi district where

socioeconomic activities and practices differ from Rufiji. This gives the different view of child labour as the results differ.

Sakamoto (2006) conducted the research on the parental attitudes towards children and child labour studied in rural India. In his study, the researcher uses household survey data. The researcher comes up with attitude of parents toward their children on work as the crucial determinant of child labour. However, attitudes between mother and father in the family may differ. This affects the decisions made on whether a child should go to school or should work. The researcher classifies activities pursued by children whereby there are children who only work and there are those who work and attend the school. The study further reveals that the male dominated households are likely to send a child to work. But working at a home may be just helping parents for some few hours after school or fulltime. The attitudes of most of men in the rural areas studied are negative about schooling. Therefore, children are engaged in work that denies them the chances to attend school.

In line with this previous research, my study investigates the trend of child labour in Masasi district. Sakamoto's (2006) study has brought forward some new insights about the factor fueling child labour. Contrary to this previous study, my study examines the causes of child labour and whether or not perceptions of parents contribute, shall be determined in the findings rather being pre determined.

Walakira (2010) studies child labour in the lens of fisheries and aquaculture in East Africa. The study explains the causes of child labour pointing out poverty as the major reason. Interestingly, the study reveals that child labour is both cause and effect of poverty. The case of HIV/AIDS is mentioned to leave many children orphans. This propels children to participate in child labour because they find that they need to support themselves. In Kenya, family violence has been mentioned as one of the causes of child labour. The researcher has not left behind the extent to which child labour affects education. Child labour in fisheries leaves 59% of the school aged children not attending school.

Walakira's (2010) study has enlightened the new insights on the case of child labour in East Africa. In line with this study, my study focuses on the extent to which child labour constrains access to primary education in Masasi district. With this, different insights and findings are brought forward regarding the difference in socioeconomic activities and ethnic issues in the area of studies.

Mudzongo and Whitsel (2013) study about the determinants of child labour in Malawi and Tanzania. Using the surveys done in Malawi and Tanzania in 2009 and 2010 respectively, there were factors which were found to determine child labour. It was found that enrollment reduces the rate of child labour. Age was also found to play the role in child labour in that, older children are more likely to be engaged than the rest. At the household level, the parents with at least basic education are less likely to engage their children to child labour than the parent who are less educated. Lastly, children from rural areas participate more in child labour.

From this study there is a great deal to be learned about child labour considering the comparison of the two cases. This provides the vibrant insight of the ways child labour can be restrained with the view on the policies and public interventions of these two different countries. But on the other hand the study could yield more information if it could have involved the use of qualitative approach. Therefore, my study intends to investigate child labour but more specifically in Masasi district. It is therefore a case study. In line with Mudzongo and Whitsel's (2013) study, my study assesses the leading factor that fuels child labour in the area of study instead of general determinants of child labour.

Johansson (2009) focuses on the causes of child labour with the case of Babati town in Tanzania. The researcher employs qualitative approach where the interview used was semi-structured. In the findings the scholar reveals that in Babati children do not mostly work for the contribution of their family. Instead they keep money for themselves. But this is partly attributed by the fact that some children live independently from their parents. Relating findings to self actualization theory, the researcher found that most of the children do not like the work that they perform and

most of them tend to quit whenever they have the opportunity. Also there are some findings that parents' irresponsibility triggers greatly to child labour among children in Babati. Poverty has been found to be the most contributing factor to child labour among children in Babati where a small number of parents hold the higher status jobs. The researcher reveals that combination of these factors lead to children's failure to attend school.

Despite the vibrant research by Johansson (2006), the researcher's case study cannot be used to generalize the findings to all other places in the country. Thus my study intends to investigate the factor that is prevalent in fueling child labour in Masasi district. This is because factors are neither same to all places nor constant in the same place. Fan (2001) asserts that in some developed country, the children from the wealthier families are much more likely to work as it has been found in southern part of Brazil where there are many industries. Therefore, the necessity to study the same matters in Masasi district is obvious.

Sakurai (2006) conducted the study about child labour and education in India and Nepal. In assessing how child labour affects primary schooling, the researcher notes that most of the scholars associate child labour with poverty and education and they say that they in triangle cycle. The effects of working for children are focused on starting primary school, completing school, benefit from it and learning achievement. Sakurai (2006) also shows that most of the children who are engaged in work end drop out of school. The study employs mostly document analysis as well as data from the field in Nepal and India and it has a lot of quantitative ingredients.

A little bit different from Sakurai's (2006) research my study mostly employs qualitative techniques as it aims at acquiring information that needs interpretation and perceptions. My study sticks on associating child labour and primary education in Masasi district to find out whether there can be similar results concerning the factors fueling child labour. In addition, there was profound consideration on different forms of child labour as it was revealed by the previous study.

Moyi (2011) studies about child labour in relation to school attendance in Kenya. The researcher aims at answering questions about what determines the children's participation. In work and whether child labour is concentrated in certain regions and households. In conducting his study the researcher employed the use of Multiple Indicator Cluster Survey (MICS). This is the survey programme developed by UNICEF. Sample involved 17, 159 children aged between 5 and 17 years. The study found out that the higher number of child labourers are from rural areas and lower income households. Despite the fact that poverty takes the lead among influencing factors, there are some cases which show that there are children who come from wealthier families who participate in child labour. In addition to that, the study reveals that child labour does not completely impede children to attend school. but rather it affects children's school performance and concentration while they are at school.

Moyi's (2011) study illuminates the way towards profound understanding about child labour and the way it affects attendance of school. It also gives the stakeholders the direction towards finding the way to address the framework to curb the problem. However, Moyi's (ibid) study is more quantitative and covers the whole country. This hampers the in-depth interpretations and perceptions of participants on some matters. It also hinders extraction of profound information from particular areas. A little bit contrary to Moyi's (ibid) study, this study is more qualitative and therefore, profound information out of interpretations and perceptions of respondents on some matters. Furthermore, case study design was employed with focus on Masasi district. This enabled collection of data about child labour profoundly from particular area which in turn helps the interventions to focus on a particular scope in search of solution.

The study conducted by Kwariko (2004) studies the problem of child labour in Tanzania focusing on fishing industry and related support activities in Iringa district. in her study, the researcher used the grounded theory. In addition, the researcher employed interview, group discussion, observation, questionnaire and library research methods in collecting data for the study. The methodology focused on

accomplishing the objectives of research which include the extent and forms of child labour and finding out the effects of child labour to children in the area of study. The researcher's study reveals the findings which generally focus on education, health, economic exploitation and trafficking of children.

Kwariko's (2004) study builds the foundation on which some measures can be taken can be taken in addressing the problem and reduce the number of children who are deprived of their childhood by child labour. However, the study focuses on child labour in fishing industry in Iringa district. But my study focuses on child labour in Masasi district so that some different insights can be found out from this different area of study. Moreover, ethnical issues and socioeconomic activities differ from Iringa district. In addition, Kwariko (ibid) elicits the general effects of child labour. That is, the effects fall in different aspects such as social and economic aspects. This may limit the efforts to deal with the problem more effectively. A little bit contrary to Kwariko's (ibid) study, my study focuses on effects of child labour on access to education so that the stakeholders can play their part to effectively restrain the problem of child labour with particular focus on education.

Beegle *et al* (2007) study about the consequences of child labour in rural Tanzania. This is the quantitative longitudinal research which centres on examining the consequences of child labour education, employment choices and marital status. The researchers found that child labour has a negative consequence education in that it affects school years and possibility of a child to complete primary education. Also in rural areas studied, the possibility for a child to become a farmer is so great. To girls, child labour increases the credit for them to be married.

Although Beegle's *et al* (2007) research covers the rural setting of Tanzania providing the vital information on what goes on in the rural Tanzania concerning child labour. This work, on the other hand, leaves the question about the way child labour prohibits children to completely fail to enroll to school unanswered. It is therefore the concern of my study to investigate how child labour constrains access to primary education including children who completely fail to enroll to school.

These studies have played the great deal to illuminate the way through which my study can be conducted. But they leave unanswered questions about the connection between child labour and access to primary education with regard on the context similar to Masasi district. This entails that Masasi district has some different context considering ethnic issues and socioeconomic activities which plausibly explain child labour in a different way. This is the gap that this study intends to fill. In line with and contrary to, where necessary, this study employs both qualitative and quantitative approaches.

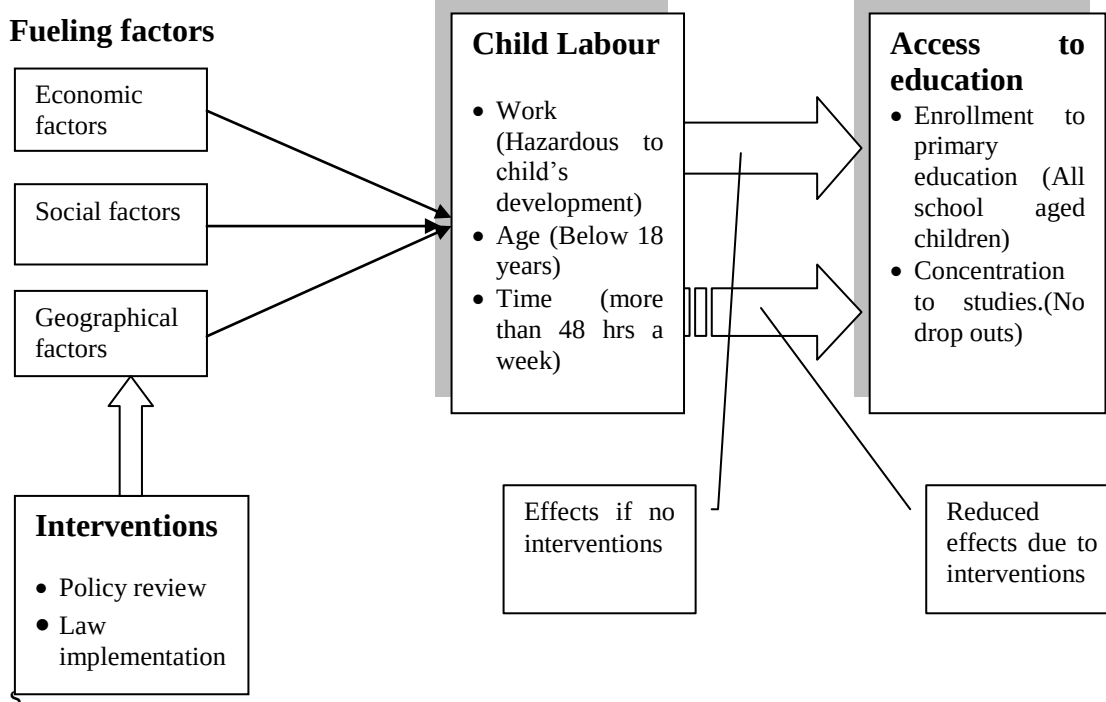
2.4 Theoretical and Conceptual frameworks

2.4.1 Child labour model

This child labour model builds on Basu and Van (1998) *Luxury Axiom* and *Substitution Axiom*. The luxury axiom puts forward some assumptions that a family will send the children to the labour market only if the family's income from non-child labour sources drops very low. On the other hand, substitution axiom assumes that child's labour and adult labour are substitutes. That is, child labour can be substituted by adult labour (p.416). Parents are the decision makers on how much the child should work (Sakamoto, 2006).

The connection of the axioms with the study is elicited regarding the way the study has been organized and with regard to the objectives of the study. With trend of child labour it is inevitable to talk of the factors that fuel child labour. There are factors fueling child labour which are associated with the parents, the fact that supports the assumptions of both Luxury and Substitution Axioms. For instance, parent's/family's income as well as helping parents to pursue several economic and non-economic activities as pre-described in literatures. This suggests that parents play a great role in enhancing a child to access his/her primary education. Fan (2011) highlights that the axioms must be applied together to balance the explanation of child labour rather than using only a single axiom. Therefore, assumptions from both axioms are constituted in fueling child labour. Falling of income of the family and substitution of adults' work determine child work which in turn affects access to education. Figure 2.1 depicts the relationship between the themes and their indicators.

Figure 2.1: Child labour model.



Source: Adopted and modified from Basu and Van (1998)

The diagram above conceptualises child labour as both, effect and cause. There are some factors which have been brought forward and suggested to fuel child labour. These have been grouped into economic factors (Parent's/ guardian's income and nature of parent's economic activities). Other factors are social factors within which gender and parent's education are included). In addition, geographical factor/context has been mentioned to influence child labour.

Child labour has some indicators which make it be determined as child labour. The indicators of child labour include the type of work that a child pursues. The work is normally hazardous to child's physical and mental development. In addition, age is one of the indicators where a child has to be less than 18 years which is the legal age for a child according to Tanzanian constitution. Also with time for working as an indicator, a child working for more than 48 hours a week is said to be in child labour. Therefore, a child exposed to work that devastates his/her development and that is pursued for more than 48 hours a week is said to be in child labour.

Child labour brings about effects to access to education. With the regard to the purpose of this study, access to education has two indicators, the first one is enrollments. When a child gets the opportunity to be enrolled to primary education then he/she has access to education. The second indicator is concentration to studies that hinders school dropout. Therefore, when child labour prohibits a child to be enrolled to school or when it prohibits a child to concentrate on studies and leads to drop out then child labour hinders access to education.

With this diagram, it is assumed that the goals that have been attached to education cannot be successfully attained unless child labour framework towards curbing child labour is addressed.

2.5 Summary of the chapter

This chapter reviews the related literature including theoretical and empirical literatures in a bid to gain and expand knowledge about child labour and the way it is affects access to primary education. It covers description of key terms employed in the study, theoretical literature as well as critical analysis of the empirical literature. From several literatures reviewed, the research gaps have been found and commended to be filled bythis study. The next chapter introduces the underlying research methodology guiding this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that has been used in conducting this study. It constitutes of research design and approach, description of area of study, population, sample size and sampling techniques, research data collection methods, validity and reliability of instruments, data analysis plan as well as ethical consideration.

3.2 Research design

A research design entails the arrangement of conditions of collection and analysis of data while deciding on what, where, when, how much, by what means (Kothari, 2004:31). The nature of this study necessitated the use of case study design. With case study design Ary *et al* (2010) highlight that case study design focuses on a single unit, be it a person, a family, an organization or programme. Kothari (2004) points out that case study design studies depth rather than breadth of the matter under investigation. It is the popular qualitative study. With this design, some perceptions, interpretations and insights associated with norms and conducts of the society can be gathered for full understanding of the problem.

This study therefore utilizes case study design to acquire the profound information about the problem of child labour from people's attitudes, perceptions and experiences. Case study design is under interpretive philosophical paradigm. Creswell (2009) asserts that qualitative studies are fundamentally interpretive (p.21). This is due to the fact that there is involvement of interpretation of data acquired and gathered.

3.3 Research approach

This study utilized qualitative sequential quantitative mixed research approach which entails that has domination of qualitative approach. This is based on the fact that there was a great need to interpret and understand the individuals' perceptions. Also data concerning some variables like age, education and gender were conducted

through questionnaire. This indicates that some quantitative ingredients were incorporated in this study. In analyzing some information about the extent to which child labour constrains access to education have been analysed in numeric and statement forms. Therefore, because there were some parts of study that necessitated the use of both, mixed approach was inevitable. Furthermore, explanation of each approach and its potentials and weaknesses has been discussed below.

With qualitative research approach, Creswell (2003) indicates that knowledge is made basing on constructive perspectives (p.21). Interpretations of data based on the surroundings and nature of the society. Qualitative approach regards inquiry and normally it intends to develop theory. This study is highly dominated by qualitative approach because profound understanding from people's insights, attitudes and perceptions are of paramount to be gathered. Also there was a need to listen to how individuals perceive child labour and how it is related to access to primary education.

Limitations of qualitative approach include the fact that research requires a researcher to have good interpreting skills. This goes together with having experience on the surroundings and norms of the people studied. All these construct the meaning of what is conveyed. Furthermore, Ary (2010) assert that qualitative approach requires the presence of the researcher him/herself because the researcher is the main data collection tool. This needs a lot of time for research to be accomplished. However, presence of the researcher may lead to hiding of some information by respondents (Walliman, 2011).

Quantitative approach on the other hand, is asserted by Creswell (2003) it employs the use of predetermined instruments to acquire the statistical data. This study employs questionnaire as one among the instruments for data collection. Kothari (2004) elicits that quantitative approach deals with cause-effect interrelationship among the variables. This study however, studies the interrelationship of the cause-effect between child labour and access to primary school. In addition, analysis of data employs some quantitative ingredients regarding statistics.

As such, in this study I utilized the mixed research approach due to the fact that each among the two approaches has its weaknesses the fact necessitated the use of both in a bid to cover wide range of the study.

3.4 Area of study

Mtwara region is located in the south-Eastern part of Tanzania. The region has got six districts namely Mtwara municipal, Mtwara rural, Masasi, Newala, Tandahimba and Nanyumbu. Within Mtwara region, Masasi district was selected for an in-depth analysis of the trend of child labour and its effects on access to primary education.

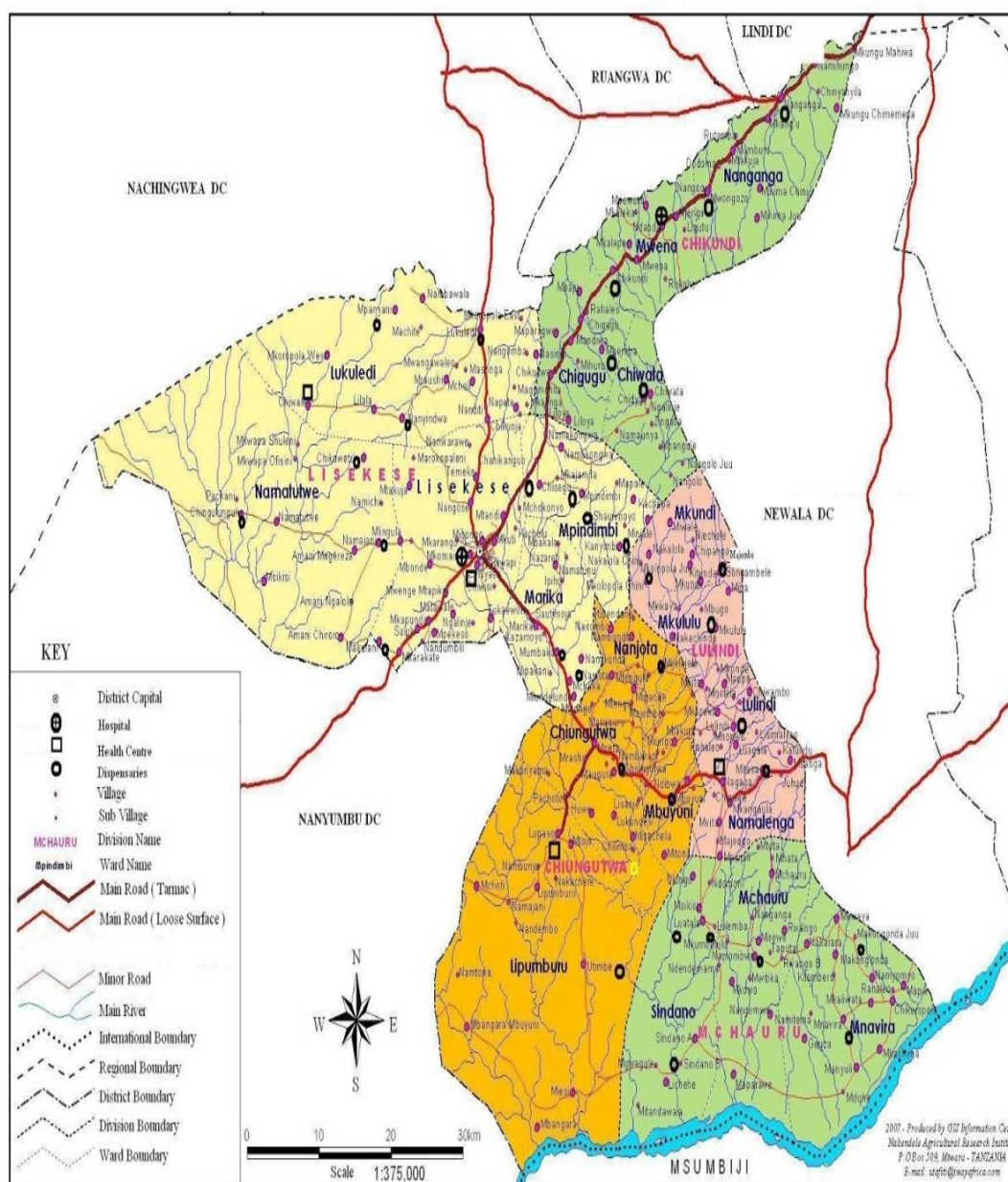
Masasi is the district located to the southern part of the region having many residents engaged in agricultural activities while some of them are engaged in business. The district borders Newala to its East, Nachingwea to its North West, Ruangwa to its North east, Nanyumbu to its South west and Ruvuma River to its south.

The study was conducted in Masasi because it is one among the leading districts in Mtwara region reported to have many out of school children. DHS (2010) reveals that Mtwara had 57,922 out of school children aged 7-14 years. This figure is great enough to alert educational stakeholders. ILO (2006) points out that large number of out of school children are working in different sectors including agriculture, mining as well as household activities. Masasi is one of the Mtwara districts having out of school children most of them being engaged in child labour.

There have been programmes and strategies like Millennium Development Goals (MDGs) and Education for All (EFA) which are needed to be attained. With child labour which leaves behind out of school children, it is not easy to attain such goals. This study therefore intends to trace child labour in Masasi as one of Mtwara districts understanding that currently there is a difference in number of out of school children from the previous statistics. Also there is a need to investigate child labourers from out of school children. In addition, UZIMA Project coordinator of Masasi has revealed in the interview that they have helped about 870 children in the period of 6 years. These children were not attending primary school and most of them were engaged in work whether for payment or not. With this reason, the study is found to

be worth conducted in this area in a bid to improve access to education among children.

Figure 3.1: A map of Masasi district



Source: Masasi district council ICT office

3.5 Study population

3.5.1 Total population

The participants included selected children, head teachers, officers from some organizations and government, and parents. These helped to provide robust information on the way child labour affects schooling among children. But the out of school children who are engaged to work are about 272 in four (4) wards that are studied.

3.5.2 Target population

According to Kothari (2004) target population is the population that the study intends to cover in a particular geographical area. In this study, the target population is 272 out of school child labourers aged 5 -14 years. This number counts about 10 percent of the total estimated population of child labourers in Masasi district which is about 2725 children.

3.6 Sample size and sampling technique

3.6.1 Sample size

Sample size according to Kothari (2004) refers to the number of items that are selected as representatives from universe. Among other factors that determine sample size, style of research is mentioned to have great contribution (Cohen *et al*, 2005).

With regard to nature of this study, sample size consists of ninety two (92) participants. The participants involved in this sample include seventy three (73) selected children (from target population), six (6) selected parents, six (6) community members and four (4) among the five (5) selected head teachers. All of these mentioned groups were selected from four wards which are Ndanda, Mwena, Mkalapa, and Nangoo. In addition, there was involvement of one district community development officer, one ward community development officer and a coordinator of Uzima Project. The sample size for the target population (children) has been presented in the table below.

Table 3.1: Sample size of target population (children).

Ward	Male	Female	Total
Mkalapa	11	7	18
Mwena	11	7	18
Nangoo	11	7	18
Ndanda	12	7	19
Total	45	28	73

Source: Research data 2017

This sample was acquired by Yamane's (1967) formula was employed to get 73 children. Acquisition of this sample has been show below.

The formula states:

$$n = \frac{N}{1 + N(e)^2}$$

Where n = sample size

N = population of the study in cases which was 272

e = margin of error which is 10% (for the purpose of the researcher)

1 = constant

$$\text{From } n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{272}{1 + 272(0.1)^2}$$

$$n = \frac{272}{1 + 272(0.01)}$$

$$n = \frac{272}{1 + 2.72}$$

$$n = \frac{272}{3.72}$$

$$n = 73$$

$$n = 73$$

$$n = \frac{272}{3.72}$$

$$n = 73$$

Therefore, sample size for the target population is 73 children.

Girls in this study are fewer compared to boys. This was predetermined in an interview with a coordinator of Uzima Project prior to the beginning of the study and it was found during the study that it is not easy to find girls child labourers. Among the participants, interview was done 50 children and all parents, community members involved, the coordinator of Uzima Project, and a community development officer. Observation involved only 23 children. Also questionnaire was for head teachers, parents, and selected community members.

3.6.2 Sampling techniques

Ary *et al* (2010) assert that qualitative researchers are purposeful in selecting participants and settings (p.428). Following the fact that this study is dominated by qualitative approach, mainly purposive sampling technique was involved in this study. Selection of children included in a sample is based on their backgrounds. That is, whether they live with a parent or a guardian or none. Also the children with different ages have different incidences. There are some who have never been enrolled to school and there are those who dropped out. Gender in a sample was taken into consideration since it is necessary to types of work pursued by different sexes and their extent.

In addition, parents were also selected purposely with regard to nature of the families they head. The executives/officers like coordinator of UZIMA Project, district community development officer, ward community development officer and some community members from wards selected were involved in this sampling technique.

3.7 Data collection methods

Under this section questionnaire, interview, observations, and documentary review were used to gather data from the field. The following framework elicits how each method was used with consideration to time covered.

3.7.1 Time frame for data collection

Table 3.2: Data collection framework

Data collection method	Days expected	Days administered
Interview	One week	10 respondents a day. 10 days were used for 68 children and 19 adults
Questionnaire	One week	19 questionnaires were supplied and collected within a week.
Observation	One week	10 participants were observed in five (5) days.
Document analysis	Three days	3 days were used

Source: Researcher's own framework

From the table above, data collection tools have been seen with regard to the time that was expected and time that was actually utilized during the study. The same week that the interviews were conducted, questionnaires were supplied to the selected respondents. Collection of questionnaires was completed three days after the interview with children selected. Interviews with parents, community members, community development officers and coordinator of Uzima Project took three days. In addition, it took five days to complete observation of ten children. However, whenever time and situation allowed I passed through different documents available and it took about three days. Total days covered in collection of data were sixteen (16). This is below the maximum time expected which were 21 days.

3.7.2 Methods for data collection

3.7.2.1 Primary sources

Primary sources of data involve tools which enable the researcher to acquire the first hand data. In this study, interview and questionnaire were used in collection of firsthand data.

3.7.2.1.1 Interview method (Semi-Structured)

Creswell (2003) notes that interview helps the researcher to collect detailed information on a topic with regard to research questions. Cohon *et al* (2005) asserts that the interviews enable people to discuss their perceptions and interpretations of the different matters and how they perceive from their points of view.

In this study, particularly semi structured interview suited the study because more information could be collected wherever the researcher demanded profound information while saving time. The interview guide comprised of open-ended questions which aimed at accumulating participants' experiences, interpretation and opinions on some phenomena. Interview allowed flexibility because the researcher could explain and restructure the questions for the intended information to be gathered. Interview was conducted among the parents, children community development officer as well as Uzima Project which deals with vulnerable children in the district.

It is understood that interview has its disadvantages like consumption of much time and some interviewees may not give all information they have (Kothari, 2004; Ary *et al* 2010). Cohon *et al* (2005) add that if questioning is too deep, the interviewee may avoid by using some tactics because of feeling uneasy. Limitations faced in using interview accounts for one of the reasons why I employed multiple methods.

3.7.2.1.2 Observation method

Cohen *et al* (2005) highlight that observation enables the researcher to move beyond perception-based data. It also enables the researcher to acquire data that might be missed if it was only using questionnaire and interviews. Kothari (2004) spearheads that the information obtained goes hand in hand with what happens currently. This is of paramount since the accuracy of information leads to true reflection what is reported.

There are two types of observations, that is, participant and non-participant. With participant observation, the researcher is directly engaged in the matter observed in a bid to study the behaviour and interrelations closely. On the other hand, in non-participant observation, the researcher remains detached from the matter, people or interactions observed (Walliman, 2011; Ary *et al*, 2010, Cohen *et al*, 2005). Both of observations were employed in this study depending on the situation.

The following was observed during the study. The first one is the types of activities that are mostly pursued by children and time they spend on such activities. In addition, behaviour and interrelationships between child labourers observed and their parents/guardians were observed.

3.7.2.1.3 Questionnaire method

Ary *et al* (2010) asserts that it is not always practical to obtain data using only an interview format, in these cases questionnaires are used (p. 398). Questionnaire is the method that is very widely used and it enables the researcher to cover a large geographical area without him/ herself being present in such area (Cohen *et al*, 2005; Walliman, 2011).

This study employs the use of questionnaire due to the fact that some respondents feel uneasy to speak about some of the matters in front of the interviewer. Using this method provides the chance for the respondents to express views freely. Among the categories of questionnaires, there are open and closed questionnaires. With open questionnaires, the questions formulated leaving the opportunity for the respondent to give his/ her views and explain where he/she can do that (Kothari, 2004; Creswell, 2003). On the other hand, closed questionnaire limits the respondent through questions with limited responses. In collection of data for this study, some questionnaires to extract information from key informants were prepared and they were dominated by open – ended questions. This is due to the fact that interpretations and perceptions regarding matters in question were important in this study.

Kothari (2001) points out that the method is the slowest of all. In addition, not all respondents complete the questionnaire (Walliman, 2011). To curb the limitations of this method, I designed a few questions to cover important aspects.

3.7.2.2 Secondary source

With secondary source of data collection, the researcher acquires information from sources that have already gathered information. This is mainly through written sources. Here, document analysis has been indicated the tool for collection of secondary data.

3.7.2.2.1 Documentary analysis

This involves reading books, magazines, reports and other related documents in a bid to gather data which is relevant to research questions and objectives. During this study, documents concerning information about out of school children who are being followed up by Uzima Project were reviewed. In addition, Mwena ward community development officer provided the researcher with some documents related to out of school children and children proved to have been working in different areas. With documentary analysis as one of the techniques employed in collecting data the researcher was able to predetermine where to start as some of the children were easily located.

3.8 Validity and reliability of research instruments

3.8.1 Validity

Validity entails the effectiveness of an instrument in measuring the specific property it intends to measure (Krishnaswami (1993) cited in Msabila & Nalaila, 2013). With validity, the differences that are found in measuring instruments reflect the true differences in the measured variables in the actual field (Kothari, 2004). However, Cohen *et al* (2005) describe that validity in qualitative study, for example, involves richness, honesty, scope and depth of data. The authors further argue that if research is invalid, then it is worthless.

To determine the validity of instruments like interview schedules and questionnaire the researcher conducted the pilot study in the area of study so as to find out if there were some necessary modifications. Moreover, the questions for interview and questionnaire were designed in two languages. This is to say, each question was in both English and in Kiswahili. Thus, questionnaires were printed in two mentioned languages and supplied according to choice of language of the respondent. This intended to get some necessary information intended from those who understand English and from those who do not understand it. This in turn led to collection of abundant information to suit the study among the participants who were involved.

Also the researcher went to particular offices to ask for the required documents to be prepared earlier before starting data collection. This was to avoid the missing of data. Different people and institutions have their own ways of storing information however there were some procedures to acquire them. For documentary analysis to be successful this was important.

3.8.2 Reliability

Ary *et al* (2010) purport that reliability is concerned with the consistence of the result yielded by the measure each time. Reliability ensures different tools bring about accuracy. If there is consistence of results, it means this facilitates accuracy of instruments. To make sure that the instruments are reliable, different measures were taken. Pilot tests of questionnaire and interview guide were done and the assistant in data collection was trained.

3.9 Data analysis

Data analysis entails identification of patterns through which data collected are interpreted (Ary *et al*, 2010). Content analysis of data was done in a bid to analyse qualitative data which normally requires interpretation of information acquired in relation to research question. Qualitative data analysis, however, involved coding and categorization.

In addition, quantitative data collected in this study were analysed using computer software, Statistical Package for Social Science (SPSS) version 16. With this software it was easy to analyse data quantitatively. There has been the use of percentages and figures like charts so as to build the picture of responses. In addition, Microsoft Office Excel 2007 was very helpful in analyzing data in terms of tables, charts and graphs. After the analysis, data was presented following some research objectives established.

3.10 Ethical consideration

Creswell (2003) asserts that the researcher has an obligation to respect the rights, needs, values, and desires of the informants (p.23). The researcher considered some ethical issues and to show consideration on its importance the following were done. Firstly, the researcher secured clearance from the Mzumbe University including the introduction letter. Also the request for permit from the authorities in the area of study was issued.

In the area of study, the participants were informed on what the research was about before the data collection process was put into progress. However, the researcher paid a visit physically before the process. The researcher explained the rights of participants to partake during the interview. Also the consent was sought from the parents and guardian of some of the children who were involved in the study. But there were some of the children whose parents/ guardians could not be easily located. In this case the permission was sought from the village executives. Furthermore, there was no photograph or tape record that was done or released after data collection process and they are not disclosed in reporting the study thus, they remain confidential. In continuation to consider ethical issues, no participant has been mentioned by his name. This is spearheaded by Creswell (2003) who points out that anonymity has to be protected by the study and individuals and their roles have to be considered in this.

3.11 Summary of the chapter

This chapter covers the methodology employed in this study whereby it includes several aspects. These are research approach which is mixed approach; research design which is a case study design as well as the area of study which is Masasi district. Furthermore, the chapter includes sample size which is 92 participants, sampling technique which is purposive and some research methods for primary and secondary data collection. Together with other components data analysis plan, validity and reliability of the research as well as ethical consideration have been presented.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study. The findings are presented in the sections answering the research questions which are in the first chapter of this dissertation. The presentation of findings is based on the objectives of this study. The findings are presented in three main sections. Each section answers the research question formulated under the objectives. The main sections are 4.1, 4.2 and 4.3. The findings are presented using tables, texts and percentages. The purpose is to illustrate the findings for easier understanding to the readers. Quotations from the field have been used as a way of supporting the presented findings and create a natural taste of the data. A table below provides a summary of number of participants who were involved in the study in relation to the number of those who were expected. The data has been categorized on the basis of gender as well as occupation in the study/administrative area.

Table 4.1: Expected and reached respondents

Category	Expected respondents		Reached respondents		Total	Remarks
	Male	Female	Male	Female		
Head teachers	4	1	3	1	4	One not reached
Out of school children	45	28	45	28	73	All reached
District community development officer	1	N/A	1	N/A	1	Reached
Parents	4	2	4	2	6	All reached
Community members	2	4	2	4	6	All reached
Organization coordinator	N/A	1	N/A	1	1	Reached
Ward community development officer	N/A	1	N/A	1	1	Reached
Total	61	37	60	37	92	

Source: Research field data 2017

Key: N/A – Not Applied

4.2 Trend of child labour in Masasi district

To get the understanding of the respondents, the researcher asked the respondents the questions on perceptions on engagement of children into work and whether the community is aware of the problem of child labour. Also there was an assessment of the sectors that mostly engage children. In addition, number of cases of child labour reported was traced together with assessing the possibility of persistence of child labor in Masasi district.

4.2.1 Perceptions of child's engagement in work

Respondents were asked "What do you think of children engaged in work at home or other places?" From this question, the perceptions on children working were gathered. Moreover, through this question it is easy to trace the trend of child labour because it determines whether child labour is likely to prevail.

4.2.1.1 Parents' perceptions on engagement of children into work

Parents responded on the way they perceive engagement on children into work whereby 60 percent parents viewed engagement of children to work as something that helps children themselves because children grow with the spirit of working hard which in turn help them in their adult life. Therefore, any time the child is needed to go to farm or sent to sell some of the commodities, he/ she has to go. On the other hand, 40 percent of parents saw that it is important for children to work so as to adapt the society's norm of working but there are types of work that are not suitable for children. In addition, it was revealed that the time for children to go to school must not be interfered by work for children. One of the parents was quoted saying this:

Well...children have to be assigned with tasks to perform. This is the way to teach about life. If children do not work they face some difficulties in life. Who is to be blamed for that? The parent has to be blamed. I am not ready to be blamed for something that I can fix.

(Interview with a parent from Mkalapa, February 2017)

Contrary to the previous parent, another parent argued that:

How can people be so inconsiderate to children?! Children must work but at home performing light work. They must get some time to play with fellows and also go to school. I wonder why the government is quiet while children are employed to perform heavy duties.

(Interview with a parent from Nangoo, February 2017)

4.2.1.2 Community's perceptions on engagement of children into work

Community members participated responded differently on the way they perceived engagement of children in work. 70 percent of them said that children have to be engaged into work but intensity of such work has to be taken into consideration. On the other hand, 30 percent community members said that work to children is important because it makes children good members of the community. But some types of work without consideration of intensity can ruin children. For example, conducting business in the streets and working in the households for payments.

One of the community members argued:

Any community needs to have good members. To most of us work is something that measures whether one is a good member or not. But if a child works in other people's farms and paid a little money or food. That is not acceptable.

(Interview with a community member from Ndanda, February 2017)

4.2.1.3 Head teachers' perceptions on engagement of children into work

Head teachers had some perceptions concerning children's engagement into work and their views are mostly associated with education. All head teachers interviewed perceived working for children as something important for children themselves but they have to be supervised. That is, their work has to have some limits and it is not supposed to interfere with their schooling. Quoted as he was giving his views, one of the head teachers said:

Education to children has to be given the priority. Here at school we assign children to perform different tasks. We understand that teaching a child to work will help him in his life. But any work given to a child has to consider the impact it leaves on child's education progress.

(Interview with a head teacher from Ndanda ward, February 2017)

4.2.2 Sectors that mostly engage children in Masasi district

In studying the child labourers it was found out about the sectors that children are mostly engaged in. the sectors range from economic to non economic. This has been shown in the table below.

Table 4.2: Sectors in which children are mostly engaged

Sector	Frequency	Percentage
Agriculture	33	45.2
Petty business	16	21.9
Household work	17	23.3
Apprenticeship	7	9.6
Total	73	100

Source: Research data 2017

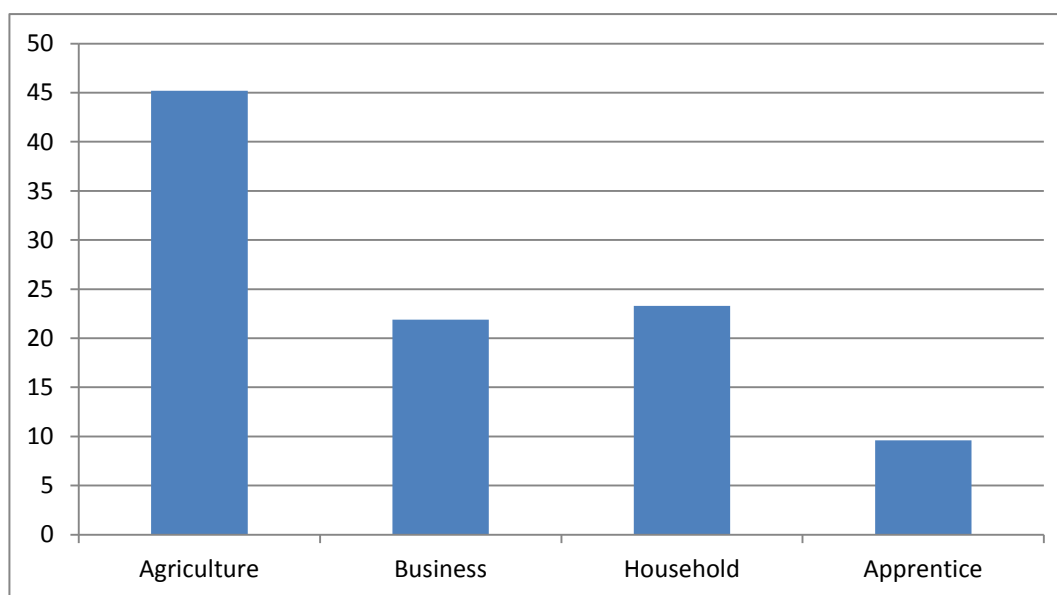
The table above illustrates that there are children who are in agriculture whether it is for payment or not. Some of them work in family farms while others work in other people's farms and being paid. With petty business, children are engaged in selling some items including biscuits, juice, bottled water, fruits, maize, bites, and roast chicken. Some of these children do the businesses in the streets and many others are at the bus stand.

Household works involve children who look after their siblings at home, as well as children pursuing some other household chores for payment or not in other people's houses or at home. Many children involved in this group are girls.

Also there are children who are engaged in apprenticeship. In this sector there are several activities including welding, motorcycle repair as well as working in grinding mills. Most of the involved children are boys. In addition, most of them are paid in this sector, yet they get experience on how several activities are performed.

These data can further be depicted diagrammatically as follows;

Figure 4.1: Sectors in which children are mostly employed



Source: Research data 2017

4.2.3 Community awareness on the problem of child labour

Respondents were asked of whether the community is aware of the problem of child labour in Masasi district. Understanding awareness of the community on the problem enables the researcher to know the possibility of persistence of the problem. The question was particularly asked to selected community members, selected parents, community development officers, Uzima Project coordinator and selected head teachers. The respondents gave the following views in response to a question which asked “Do you think the surrounding community is aware of child labour? Please explain.

People here are not aware of child labour. Most of them assign the children some tasks and pay them little money. They just hire them only thinking of little wages they pay them. Taking adults to work in your farm requires a lot of money. So people take children. They do not think of children, they just think of cheap service they get.

(Interview with a community member from Nangoo ward, February 2017)

Giving some additional view on that, another respondent said;

When a child works so as to help the family, he/she is praised. He/she is called intelligent for working. Do you think these people are aware of child labour?! A child brings money at home and he is given the names that impress him. You can hear “Kidume.”

(Interview with a community member from Mwena, February 2017)

Another respondent disclosed that;

This is bush life. It cannot be compared to town life. Everyone is supposed to work. So we cannot distinguish a child who is in child labour from a child who is not in child labour. What we know children participate in work. And that is not a problem.

(Interview with a community member from Mkalapa, February 2017)

There was a respondent who had some different view about whether the community is aware of child labour problem. She was quoted saying:

The community is aware of this situation. First, there are many people who do not take their own children to farms but they use other children as cheap labour. Also there was a time when the village government announces that it would arrest who take children to work and deny their right to school. Some of the employers of children ran away from the village for a while. If they were not aware of child labour why did they run away?

(Interview with a parent from Nangoo ward, February 2017)

Providing her experience on this, a coordinator of Uzima Project said:

If the child comes late at home from school a parent complains while he/she understands that it the school programme towards achieving higher scores of some exams. The parent tells a child to come back from school early so that the child can help him/her to pursue some of the activities at home. Some of the parents even persuade their children not to go to school so that they can help them to work.

(Interview with Uzima Project coordinator, February 2017).

However, the frequencies indicating a number (in percentage) of respondents have been presented below. It elicits how a number of those who answered whether the community is aware of child labour or not.

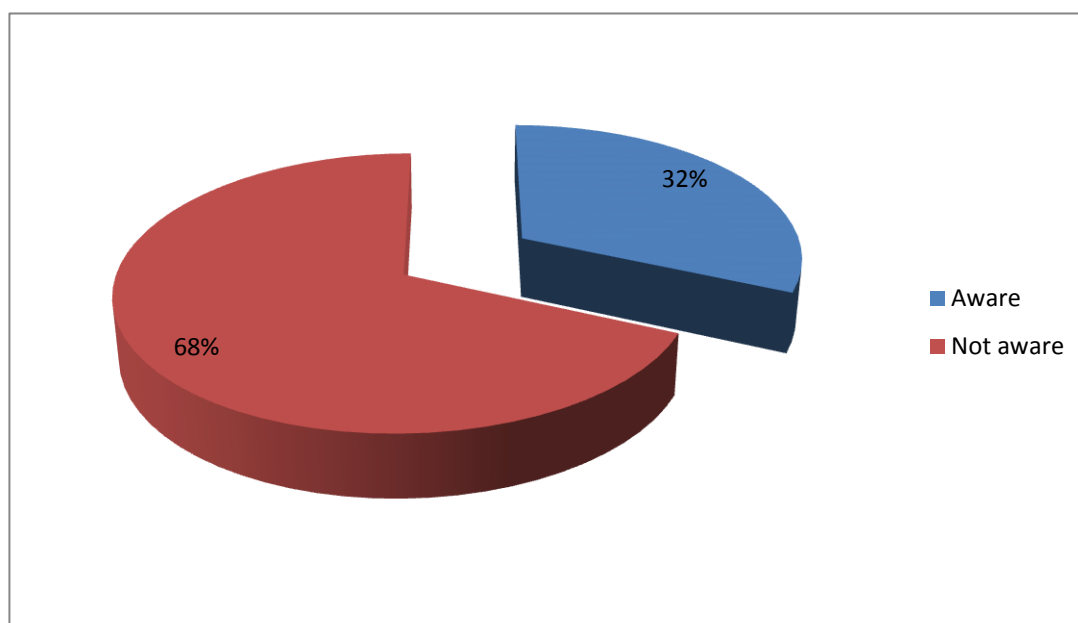
Table 4.3: Community awareness on the problem of child labour

Variable	Frequency	Percentage
Community is aware	6	31.6
Community is not aware	13	68.4
Total	19	100

Source: Research data, 2017

The table above indicates that 35 respondents who make 36.5 percent said that the community surrounding is aware of child labour. On the other hand, 61 respondents who make 63.5 percent said that the surrounding community is aware of child labour particularly which takes place in their wards. However, these data can also be presented in a pie chart as elicited below.

Figure 4.2: Community awareness on the problem of child labour



Source: Survey data 2017

4.2.4 Child labour cases reported in Masasi district

Statistics show that the problem of child labour has been revealed through years, particularly showing the records of three years from 2012-2014 in Masasi district. This is the number of out of school children who are also workers in different sectors including business, agriculture, apprenticeship or working in the household.

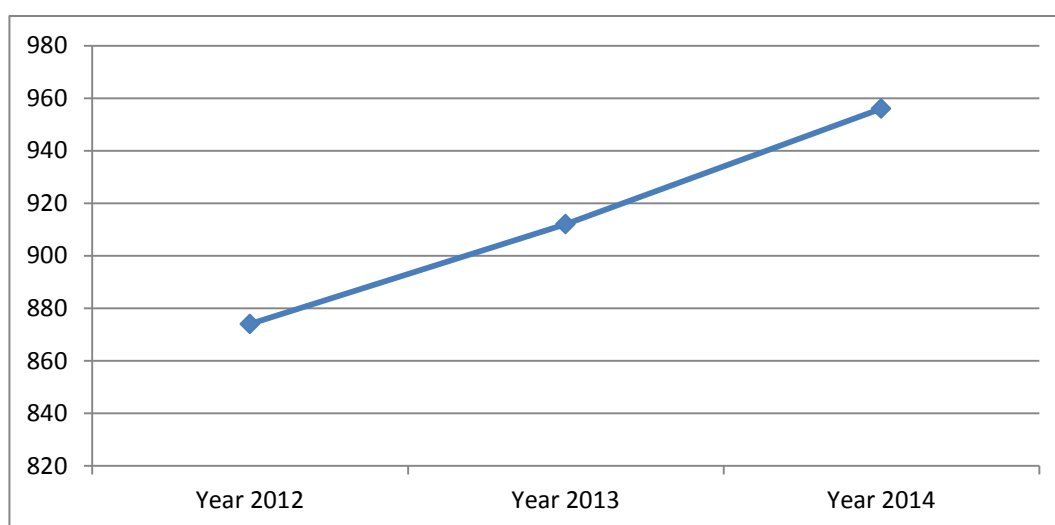
Table 4.4: Child labourer cases reported in Masasi district

Year	2012	2013	2014
Cases	874	912	956

Source: Masasi community development office 2017

The data about a number of cases of child that have been reported are also depicted diagrammatically below.

Figure 4.3: Child labourer cases reported in Masasi district



Source: Survey data 2017

4.2.5 Possibility of persistence of the problem of child labour.

Among the nineteen (19) respondents (a community development officer; Uzima Project coordinator; head teachers; community members and parents), 78.9 percent viewed that the problem of child labour can still persist due to several reasons including the life of most of the communities is still the same. That is, the same factors that bring about child labour today are almost the same factors that will cause child labour in the future. For example, if the family is poor and this ignites child labour, the possibility of child labour to continue in that family is high. On the other hand, 21.1 percent of the respondents pointed out that child labour problem can be reduced if everyone in his/ her position plays his role in a bid to make children

access primary education effectively and given time for self studying. The possibility of persistence of the problem is depicted in the table below:

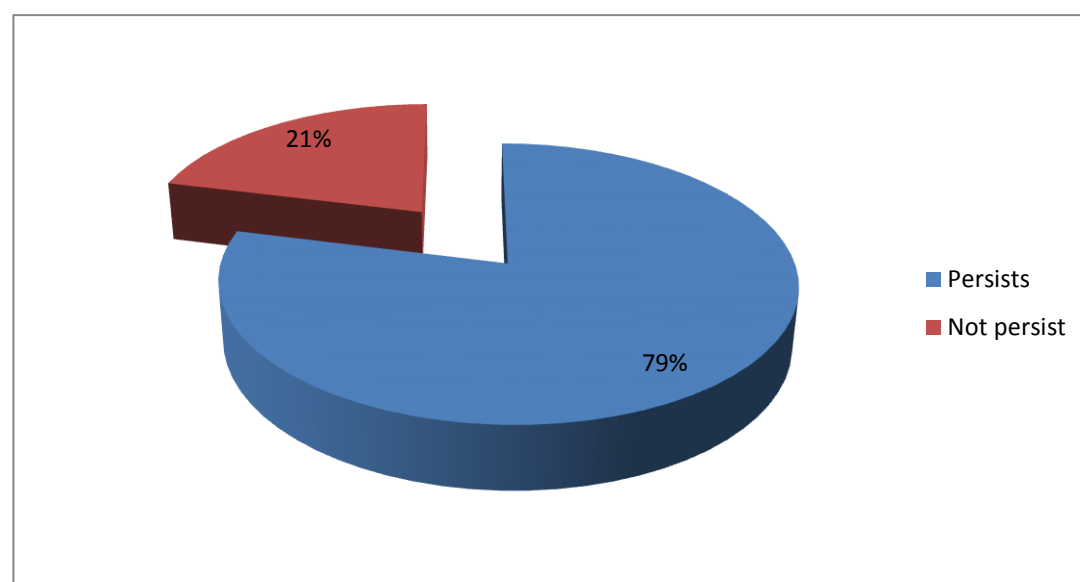
Table 4.5: Persistence of the problem

Variable	Frequency	Percentage
Persists	15	78.9
Not persist	4	21.1
Total	19	100

Source: Research data 2017

The data has also been displayed diagrammatically as shown below.

Figure 4.4: Persistence of the problem



Source: Research data 2017

Speaking about the persistence of the problem, one of the respondents said:

The problem of child labour is likely to persist because do not here do not understand that making children work while denying them rights is a problem. However, child labour begins at home where children take care of their young siblings and perform many other domestic chores. You cannot expect child labour to stop from persisting following what I have told you.

(Interview with a parent from Ndanda ward, February 2017)

4.3 Leading factor that fuels child labour.

In this section, the leading factor that fuels child labour in Masasi was traced through different methods of data collection. In addition, respondents were inquired of what they thought was the factor that leads in fueling child labour and they provided some responses as depicted below. Furthermore, in the progress towards understanding these factors, number of responses on similar factors was regarded as one of the aspects that can describe the leading factor fueling child labour.

The factors have been categorized in economic factors, social factors as well as geographical factors.

4.3.1. Economic factors.

Under this factor, the researcher includes income of the parents/ guardian and nature of economic activities of the parents/guardians as indicators. Each factor among income and economic activities are presented differently.

4.3.1.1. Income

Among 92 respondents, 45.7 percent mentioned income as the leading factor. The respondents gave their views in several ways and some of the quotations have been elicited below.

Poverty is the main reason why child labour persists in Masasi...most of the parents have very low income. Therefore, when children work they help parents to increase income. Parent cannot deny receiving what is brought by the children because it contributes lot to family's income.

(Interview with a community member from Mkalapa ward, February 2017).

...hardship of life people live. People have to struggle very hard to earn for survival. Therefore they cannot avoid child labour whether they know that it is a crime or not. Children in a family are a blessing and through them something is earned despite their ages.

(Interview with a community member from Mwena ward, February 2017).

One of the child labourers had commented on this factor saying;

Because of the family's low income, I have to work so that I can help parents with some other necessities. I work in farms, or I go to Ndanda Secondary School where I collect the remains of food and I sell them to people who keep pigs. I take some money to my grandmother and it helps us.

(Interview with a child labourer from Ndanda ward, February 2017).

By working a child thinks of increasing her/ his income and parent's income. A child is sent to sell "bagia" for example, and he is told that from the price of the commodity, he takes 20 shillings and 80 shillings belong to the owner. This persuades children to prioritize on business because it gives them money for their own and the family.

(Interview with Uzima Project coordinator, 13th February 2017).

In description of the same situation the District Community Officer, revealed that:

Most of the children in Masasi are engaged in child labour in several areas and this denies them the chance to attend school. Some have dropped out while others have never been enrolled to school....While most of people think that these children are forced to work, the fact is that there are so many children who just work to have money for their own personal use.

(Interview with the District Community development Officer, February 2017).

4.3.1.2 Economic activities of the parents

23.9 percent of the respondents revealed that economic activities of the parents contribute greatly to child labour. It was further revealed that most of the parents' activities are agricultural. The reasons to why these activities contribute to child labour were added where one of them was the fact that children help parents/guardians to work in farms. The activities in farm include helping in picking cashew nuts, help in preparing farms during rain seasons, planting maize, rice, sesame as well as harvesting such crops. On the other hand, some of the children are left home taking care of their siblings because parents shift temporarily to the farm. Some of the quotations of respondents are revealed below.

Here in Masasi, child labour has been greatly contributed by the notion of shifting settlement temporarily to the farm. When the season of farming sesame comes, we find the cases of truancy increase. Some parents go with their children to the farms while others leave the elder ones taking care of the siblings

(Interview with coordinator of Uzima Project, February 2017).

I have to help my father to go and pick cashew nuts together with my siblings. My father does not employ other people to do that job. If you do not go to pick cashew nuts, other people come to steal. We have to go there every morning so that we can collect enough.

(Interview with a child labourer from Nangoo ward, 15th February 2017).

During farming of rice we all go to the farm from morning. My uncle says that we need to go there early so that by the time the sun rises we are already far with work....When the season comes I do not attend school for almost a week

(Interview with a child labourer from Mwena ward, February 2017).

I have 5 children at home and 3 of them are matured enough to help me to work in farming activities. Actually, two of them are primary scholars but they can help me because it takes a long time to finish some tasks in farm alone....The primary scholars may miss only a day or two without going to school when we go to farm but they do not lose too much

(Interview with a parent from Nangoo ward, February 2017).

However, from observation the researcher witnessed farming activities of parents which involved children. Five different families were observed. Children were helping their parents to work in maize farm and rice. Parents were working with children of school age and the days they were going with them to the farm were school days and they used the school time.

4.3.2 Parenting

Parenting was identified as one of the factors that trigger to child labour in Masasi district. 16.3 percent of the respondents mentioned this as the factor that fuels child labour. There are several cases and they have been revealed in different ways by the

respondents as shown in some quotations. There are children who stay with a single parent which has been mentioned to be a great challenge in child's development in general. This has been revealed in interview with several participants as it can be seen.

Children here in Ndanda stay with a single parent, particularly their mothers. This is a very great challenge because their mothers do not have much time to monitor them. They rarely check whether their children have gone to school. These children make companies with their fellows who do not attend school and they are eventually convinced to participate in work so as to get money they can use to watch video shows.

(Interview with a parent from Ndanda, February 2017)

Commenting on the same issue concerning single parenting, one of the selected community members said:

It's no wonder if you find all child labourers here stay with a single parent. Men do not care for their children. After they impregnate a woman, it is up to the woman to care of child. All what men know is to bring children to the earth. I think that is all they think is their responsibility.

(Interview with a community member from Mwena village, February 2017).

Under parenting, it was found out that there are children who stay with relatives including uncles and aunts. In this case, these children find themselves get tortured and have inconveniences with the relatives they stay with. This lead them to find some works to do so that they can have money help them buy necessities. Some of them even leave their homes and go somewhere to leave alone or with friends. In their own words some respondents put this as follows.

Death of parents is the reason for child labour. Children are left to relatives and these relatives do not care for the children. Therefore they decide to work so that they can get money for food. Most of them are not given food at home.

(Interview with a community member from Ndanda, February 2017).

Furthermore, there are children who stay with their grandparents. This has been singled out as one among the issues that largely contribute to child labour under parenting factor. There is a number of children who have been mentioned to live with their grandparents. With this, children are said to be left to do what they think is right just by themselves. This is put as follows in quoting the respondents.

Many of the children I know stay with their grandparents. Therefore, these grandparents seem to have little emphasis on school attendance the fact that make children decide to engage in works that make them earn money

(Interview with a head teacher, February 2017)

Parents abandon their children. They leave them to their grandparents and go to live elsewhere. This happens even with female parents. It may be because they bear children at younger ages. So they think they still need to enjoy life as youths.

(Interview with a community member from Nangoo ward, February 2017)

The Uzima Project coordinator gave her experience on children living with their grandparents by saying

A child is free to go back home at any time. It is also surprising that these children are free to go even to the night clubs. Interestingly, when a child comes back home late, a grandmother opens a door for him/her. If she refuses, a child can threaten to break open the window. This is a very common thing in these areas, I have been working with most venerable children in the villages and I have seen this.

(Interview with Uzima Project coordinator, February 2017).

4.3.3 Parents'/guardians' education

This also has been mentioned as one among the factors which lead to child labour in Masasi district where 14.1 of the respondents revealed that most of the parents of children who are engaged in working (instead of going to school) are themselves not educated. This was told in various ways as it can be seen in some of the quotations.

Parents do not feel the importance of education. Therefore they cannot regard it as the priority to their children while themselves are not educated. I see them myself when we go to the villages. If a child does not go to school a parent does not care.

(Interview with Uzima project coordinator, 13th February 2017).

In spearheading this, the ward community development officer had the following to say.

There are a lot of parents and guardians who can neither read nor write, I have participated myself in some of the projects which involved parents in several villages of Masasi. I have seen a lot of parents of the sort. Most of children of these parents do not attend school and the parents do not bother to insist them to go to school. If these children work and bring money home, the parents get happy and praise them.

(Interview with a ward community development officer, 16th February 2017).

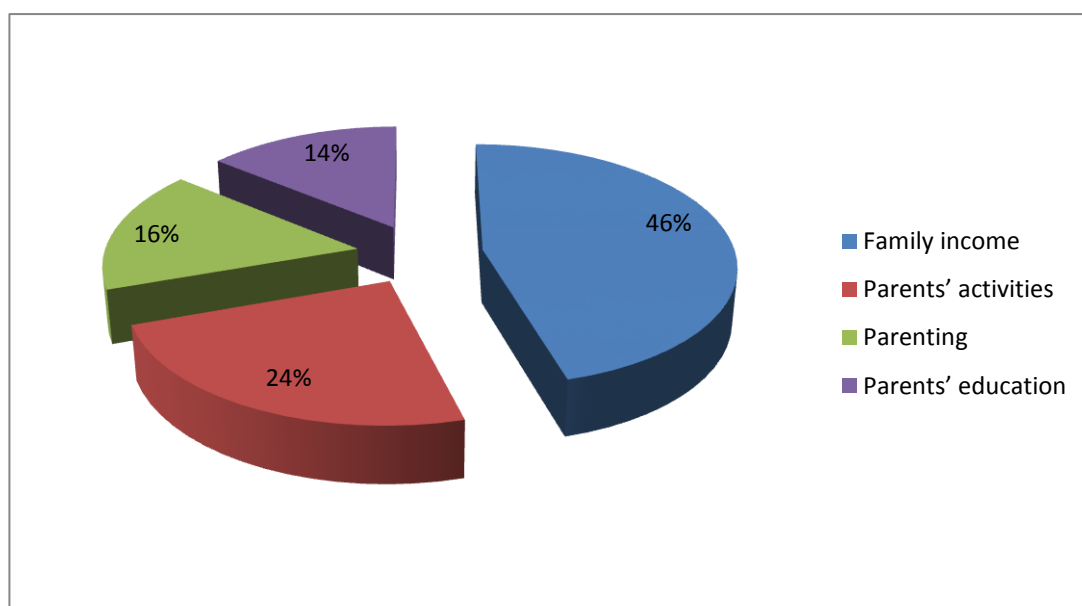
The following table summarizes the percentage of respondent mentioning several factors

Table 4.6: Factors fueling child labour in percentage

Factors	Frequency	Percentage
Family income	42	45.7
Parents' activities	22	23.9
Parenting	15	16.3
Parents' education	13	14.1
Total	92	100

Source: Research data 2017

Figure 4.5: Factors fueling child labour in Masasi



Source: Research data 2017

4.4 Effects of child labour on access to primary school among children

The purpose of this objective was to find out the way engagement of children in labour affects their access to primary education in Masasi district. The effects of child labour involve psychological and physical aspects. The intensity of effects depends upon type and extent of work. Some of the children are affected psychologically due to the way they are treated in working. They are treated as adults including assigning them heavy tasks. But other works like carrying luggage affect children physically. Sometimes they get hurt and some even get impairment. For example, those who work in welding and in grinding mills are part of them. Psychological and/or physical effects lead to drop out or failure to get enrolled to school.

4.4.1 Drop outs

This was identified as one of the indicators showing the effects of child labour to access to primary education. Among 73 child labourers studied, 52.1 percent dropped out of school. They further reveal that they already started learning and later they

dropped out of school. This happened because they were engaged in working in different sectors for payment or in household activities which is counted as their responsibilities. This has been put in different ways in their own words as shown below.

When my mother was going to farm, she left me with my younger siblings. I could stay for like a week without going to school. I started to like to be at home than going to school. At home I get food all the time and I am not disturbed like the way I am disturbed by the teachers at school.

(Interview with a child labourer 1 from Mwena ward, February 2017)

I left attending school at standard three...I had to go to work with my father in farm far from here. We had a hut there and we could stay for up to two weeks. When I went back to school I could stay for just few days and go again to farm. I finally started to dislike schooling.

(Interview with a child labourer 2 from Mwena ward, February 2017)

My grandmother whom I stay with is too old. So I had to pursue some activities that could make me earn some money to buy some necessities. I used a lot of time in these works and I could not manage to go to school at the same time. I decided to stop going to school so that I can make money for me and my grandmother.

(Interview with a child labourer 1 from Ndanda ward, February 2017)

Giving the practical reasons, some of the respondents said these children lose concentration in their studies due to psychological effects. This makes them eventually stop to come to school and concentrate on the works they usually pursue. They become very exhausted because of the work they usually do. Also their minds become occupied with thoughts about how they are going to pursue some of the obligations at home or in the streets. Some quotations below exemplify what was divulged.

Child labour leads to children drop out because they lose concentration and those who continue studying do not have time for self studying therefore they fail exams at the end of the course...it is difficult to say that this child fails or has dropped out because of child labour because we are just with them at school. But there are some cases I know because I live in the same society.

(Interview with a head teacher from Nangoo ward, February 2017).

Dropouts and truancy have been so common among children in Masasi. This is greatly due to their participation in works that give them money. They work in other people's farms and some businesses and get money. They see as they waste their time at school.

(Interview with a ward community development officer, February, 2017).

4.4.2 Complete failure to enroll to primary education.

There are children who have never been enrolled to primary schools because of being engaged to child labour. Among the children studied 47.9 percent completely failed to get enrolled to primary school. Respondents have revealed that the time these children are required to be at school is the same time that they are required to work in several areas like at home, on farm or a business. Some of the quotations evidently provide the view as shown below.

For the children who work in business arena at Ndanda bus stand, most of the business is effectively done during the morning, the same time the child is needed to go to school. this leads some children to fail to enroll to schools.

(Interview with a community member from Ndanda ward, February, 2017).

After the observation of one of the child labourers dealing with pastoralism, the interview was briefly conducted and some things were discovered. He started to take care of his father's livestock since he was young and he continued even when he reached the school age. After sometime, his father sold some livestock and the child joined his fellows to take care of other people's livestock. In his words he said:

I never went to school. I was herding father's goats even when my friends started to go to school...I look after these cows and goats of different people and they pay me. I find this is easier to me because I get money. Some of my friends who are at school admire me when they see me what I want and go to "God is one" to watch video shows.

(Interview with a child labourer from Mkalapa ward, February 2017).

Some community members were quoted giving their view on how child labour as shown below.

Some children take care of their younger ones at home. Who will look after them if they go to school? Parents make sure they do what they can to make sure that these children remain at home instead of going to school. As a result, by the time they reach school age they just remain at home

(Interview with a community member from Ndanda ward, February 2017).

The following tabulated data show children who dropped out of the school and those who completely failed to enroll to primary school. This involves the studied population.

Table 4.7: Children who dropped out of school and failed to enroll to school

Effects	Frequency	Percentage
Drop outs	35	47.9
Failure to enroll	38	52.1
Total	73	100

Source: Research data, February 2017

4.5 Proposed framework to address how to curb child labour in Masasi district.

Respondents did not only provide reasons and effects of child labour but they also suggested some ways through which the problem of child labour can be restrained. Finding that the framework proposed cannot be separated from this study, its brief depiction has been regarded and laid below.

4.5.1 Effective implementation of laws and policies which are against child labour.

Respondents proposed that the laws and policies stipulated in a bid to curb the problem of child labour should be effectively implemented. There are respondents who say that they understand that there are legal measures that are against child labour but they see as they are not effectively implemented because there are still a lot of children working in the markets, bus stands as well as in farms. In their words, it can be seen in the quotations below.

I understand that there are laws and programmes which are against child labour which at the same time they pronounce the rights that children should be given. For example, there is a UN child's day whose anniversary is on 16th June every year. Also there is child's law act 21 of 2009. All these seem not to be effectively implemented because there are still a lot of children in the streets working and they do not go to school

(Interview with Uzima project coordinator, February 2017).

The constitution is totally against child labour and it clearly explains who a child is. Why don't they just implement the laws? We have every instrument needed to combat the problem of child labour but here in Masasi the problem becomes bigger and bigger.

(Interview with a community member from Mkalapa ward, February 2017).

The government has to put an emphasis that all children from 7 years old have to go to school. And legal measures have to be taken to all who do not implement that. If that is not done, then we should wait for the miracles for this problem to come to an end.

(Interview with a community member from Ndanda ward, February 2017).

4.5.2 Education to the community.

Respondents proposed that the community should be educated on the importance of education and effects of child labour. This has been raised in line with the fact that the surrounding community does not care when they see children working by the time they are needed to be at school. This includes parents because there are also a number of children who stay at home taking care of siblings or working in a family farm without going to school. Some views of the respondents can be evidently shown in the following quotations.

The community should be educated on the importance of education and the effects of child labour. I say this because I have experienced that the community here does not take education as the priority. People can be mobilized through meetings, and other means which are possible.

(Interview with a head teacher from Ndanda ward, 14th February 2017).

The law against child labour should be implemented effectively and the community should be educated on the effects of child labour. We know that some of the parents do not see child labour as a problem and they are completely not ware. The community has to be educated so that everyone can help to take actions against child labour.

(Interview with a parent from Ndanda ward, 15th February 2017).

The surrounding community has its priorities other than education. But there is a chance we can use to educate them on the importance of education. It cannot be done and expect them to act fast but they hve to be given time and this education has to e given frequently.

(Interview with a ward community development officer, 13th February 2017).

4.5.3 Establishment and sustainability of some programmes

Under this proposition, the respondents reveal that there are some of the programmes that they know and these programmes have been helpful in making the families afford getting their daily meals. These programmes have seemed to play the great role in encouraging pupils attend school effectively. The families get money that help them to buy some food which make children attend school without thinking that there is no food at home. In their own words they reveal as it has been shown below.

The establishment of organizations like ours is very important. The community gets educated but at the same time we try to get children to school and we help them with school necessities.....by staying at home a child is sure that he/she will get meals. And there is no meal at school. staying at home makes parents think of using their children to work for them in farms or in small businesses like selling mangoes, tomatoes and other items. Also the programmes like TASAF have to continue so that children can have enough food at home and go to school.

(Interview with Uzima Project coordinator , February 2017).

4.5.4 Community's and parents'/guardians' action

From the respondents there was a proposal that the community and the parents have to take immediate actions in a bid to combat child labour. Every member of the community ha to feel that he/she is responsible in making sure that children are

granted with their rights including right to education. In their words, the respondents revealed as follows.

There should be triangular relationship between the community, the government and parents to ensure that all children get their rights to education as stated in the laws and policies. The action that involves all people have the power in it.

(Interview with a community member from Ndanda ward, February 2017).

Parents have to take action by insisting their children to go to school. On the other hand, teachers and other community members have to report to village executive officers if they find that children do not go to school. And these government officers have to take action to motivate cooperation

(Interview with a community member from Mwena ward, February 2017).

4.5.5 Village government's action

Also there was a suggestion that the village government should take action as they live in the same society. This means they understand the existence of the problem. Furthermore, the villagers respect the village government leaders, thus it is easy to persuade the community or enforce laws against child labour. With the use of instruments like police force they can reduce the problem of child labour. In their words, some respondents commented as elicited below.

The village government has to bring the police and pass through every house. When the child from 7 years is found not going to school the parent has to take responsibilities of being penalized. This will help because the parents will be afraid of the reactions.

(Interview with a community member from Ndanda ward, February 2017).

Village government officers stay in the same societies which have children who work and they do not go school. There is a little that is vividly seen as the reaction done by the officers to restrain child labour and encourage children to go to school. People in the villages respect these village government leaders so much. Therefore, it is easy for them to persuade the community to prioritize on education and to take measures for those do not send children to school.

(Interview with a District community development officer, February 2017).

4.6 Summary of the chapter

In this chapter there has been revelation of findings with the consideration to the objective set. These objectives are divided into sections. The findings have been elicited quantitatively as well as qualitatively. This has been done in order to build the general picture that shows what people think about child labour. The findings in section 4.2 reveal that the trend of child labour in Masasi has its source and this provides the picture that there is the great possibility of persistence of child labour in the future. Section 4.3 discloses the fact that there are several factors which play part in fueling child labour in Masasi district. In addition there are the effects of child labour in education whereby the time spent in work ruins the opportunities for education something which causes dropouts and complete failure of enrolment of some pupils in the next section. Furthermore, there are different proposed solutions to the problem that have been offered by some respondents. The solutions that have been launched were taken into consideration because the respondents were providing them alongside the causes of the problem of child labour.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

The previous chapter is about the presentation of findings. The current chapter discusses the findings of the study. The findings are discussed on the basis of the objectives of the study. There are some sections where each discusses the findings as per objectives set. The sections include sections include 5.2 whose purpose is to identify the trend of child labour in Masasi district. Section 5.3 identifies the leading factor that fuel child labour and section 5.4 identifies the extent of effects of child labour on access to primary education in Masasi district.

5.2 The Trend of Child Labour in Masasi District.

The purpose of this objective was to identify the trend of child labour in Masasi tracing the perceptions of different participants; sectors that children are mostly employed in; cases reported and possibility of persistence of the problem. The data for this objective were collected through questionnaires and interviews. Questionnaires were completed by community members and parents. Interviews were conducted to Ward parents, child labourers, community development officers and Uzima project coordinator.

Perceptions of the participants on engagement of children to work were that children are supposed to be given work to do at home. This is something that was strongly suggested with several reasons. Firstly, it is the fact that the society does not like to have people who are lazy or those who do not work. It is therefore evident that children in families in Masasi district are given work to build them to be acceptable members of the society. This corresponds to the findings of UNESCO (2014) that parents perceive work to children as an instrument to shape behaviour so as to be good members of the society. On the other hand, perceptions on engagement of children to work involved the fact that it is important to consider the intensity and of work assigned to children. This is to say that there are types of works that are not supposed to be given to children, that is, heavy works are not supposed to be

assigned to children. This is shortly due to the fact that heavy works and some types of works like businesses require children to work and spend most of the time to those works and fail to attend school. The problem lies on the fact that there is no clear line established that can distinguish among works that are supposed to be assigned to children. This is the great challenge which fuels child labour in Masasi district.

Sectors that mostly employ children, most of children in Masasi are engaged in agriculture. Here they work for payment in other people's farms but some of them work in home owned farms. In these farms they mostly farm cashew nuts, sesame, maize and rice. The agricultural activities require a lot of time for them to be pursued. It is therefore obvious that these children who are engaged in agricultural activities do not have much time for schooling. However, there are other sectors that employ children including petty business, household works and apprenticeship. Altogether they contribute to making children fail to access their primary education in Masasi.

Awareness of the community on the problem of child labour in Masasi was assessed in order to determine the scope of the problem in the society. From the findings, the community, to the large extent, does not take the problem of child labour into consideration. Therefore, the efforts to solve the problem cannot easily originate from the community itself instead the efforts have to come from outside. Also, if the community does not care, the problem becomes inherited through generations and the possibility of increasing is higher. Furthermore, the cases reported elicit that child labour in Masasi increases over years.

Persistence of the problem of child labour was assessed and from the data there is a great possibility for the problem of child labour to persist. This is greatly due to the fact that the society has got people with some norms which seem not to change. In addition, the society has people who are economically poor and they inherit the same from their parents. Each generation has some people who have the same culture, norms and economy. There are some other priorities that the surrounding community

has apart from education. It is therefore obvious that from respondents' perspectives, the problem of child labor in Masasi has the great possibility of persisting.

5.3 The leading factor that fuel child labour in Masasi district

Data for this objective were collected through questionnaires, interviews and observation. The purpose was to identify the leading factor that contributes to the problem of child labour in Masasi district. The study found that among the factors that have been mentioned to fuel child labour, the lower income of the parents/guardians take a lead with 68.4 percent of the respondents mentioning it. This corresponds to findings of Sakurai's (2006) study on child labour in India and Nepal which revealed that poverty was the leading factor for child labour. With income taking a lead in fueling child labour in Masasi, there are some children who work to help their families to increase income and there are children who work for their own. Talking about the latter, Johansson (2009) found the same situation in his study about child labour in Babati. He revealed that poverty was the leading factor which trigger to child labour.

For low income to be found as the leading factor that fuels child labour means that there are other factors, although these factors play their roles next to income. Other factors that were mentioned include economic activities of the parents/guardians; parenting and parent's education. It is the combination of these factors rather than individual factor that cause child labour in Masasi. Starting with economic activities of the parents, the findings revealed that some economic activities of the parents in Masasi district make children work and fail to attend school. Most of the parents are engaged in agricultural activities. To the large extent parents use their children to work in the farms in a bid to help them. The activities in the farm require children to work because parents cannot hire other people while they have children. Therefore, in picking cashew nuts; in farming rice; in farming sesame children have to go to work regardless the fact that they are needed to go to school. The findings on agricultural activities as the factor that fuel child labour have also been identified by Beegle *et al* (2007) who studied the consequences of child labour in rural Tanzania.

Parenting was also identified as one of the factors which collaboratively cause child labour in Masasi district. With parenting there are several cases including living with a single parent (especially mother), grandparents or other relatives and living with parents who do not care for children's education. There are some parents who abandon their children to their grandparents in Masasi. The children who live with their grandparents have been seen to overrule the decisions and they do what they want. It is therefore obvious that children staying with their grandparents are susceptible to child labour. On the other hand, there are children who live with their parents but the parents do not bother to insist their children to go to school. When the children go somewhere to work and bring money, the parents praise them. This encourages children to work as child labourers and they finally dropout of school if they already started.

Education of the parents/guardians has been mentioned to have the great contribution to child labour in Masasi where there are so many parents in the villages are not educated. Such parents do not understand the importance of education and they see as it is wastage of time for children to go to school. There are parents who have been found to understand the importance of education but they do not often ask their children why they do not go to school.

In addition, it was observed that 70 percent of children who are engaged in child labour, their parents/guardians are not educated. This proves the relationship between child labour and parents' education in Masasi district. While understanding that lower income is the leading factor for child labour in Masasi, it is important to consider the fact that there are other factors which work in collaboration with lower income of the parents to justify the cause of child labour in Masasi district.

5.4 Effects of child labour on access to education in Masasi district

Apart from identifying the factors fueling child labour, under this section there are effects of child labour on access to primary education. The study has extracted participants' views on effects of child labour on the access to education and found

that dropouts and failure to enroll to school are the main effects. This is in line with the fact that the study targeted the out of school children who are primary school aged. Thirty-five child labourers among seventy-three who were studied were once pupils in several primary schools but they dropped out because of child labour. Each had his/her own case. On the other hand, thirty-eight children who make it 52.1 percent never enrolled to school because of being engaged in child labour. Some of these children have been affected because of selling different items at the bus stand and in the streets. Other children work in farms for payment. These also work in the family farms while there those who are sent by their mothers or grandparents to search for food and other items so as to help feeding the families. These have been categorized differently because they sometimes work for payment somewhere or just go to beg for food to help feeding the family.

Child labour denies the children chance to attend primary education and this has been greatly revealed by respondents by saying that children utilize time to perform some tasks when they were supposed to be at school. On the other hand, children who at school lose concentration of school because of child labour. It reaches time that they see as if they waste time by being at school, therefore they decide to dropout. Therefore, time and concentration play the major role in making the children lose the opportunities to attend primary school.

5.5 Summary of the chapter

This chapter has four main sections which analyse the data presented in the previous chapter and discusses them in line with the objectives. There are sections 5.1, 5.2, 5.3, 5.4 and 5.5. In section 5.2 the trend shows that the child labour in Masasi district is the problem that the community does not take it into consideration and it is seen as something normal. Yet, there is the great possibility that the problem persists because it has infiltrated people's minds and has been there from long time ago. Section 5.3 reveals that lower income of the family is the leading factor that fuels child labour although there are other supporting factors. Section 5.4 show that it is obvious that

child labour plays the great role in depriving children of their right to acquire primary education. This is because children spend time in working instead of going to school.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents summary, conclusions and recommendations of the study. The chapter has three sections. Section 6.2 is about summary of the findings. Section 6.3 is about the conclusions where the major findings which are in line with objectives are presented. Section 6.4 presents recommendations within which there are policy implications and recommendations for further studies.

6.2 Summary of the findings

The study is guided by research objectives which eventually led to formation of research questions which are answered through field data presented. The research questions include; What is the trend of child labour in Masasi district? What is the leading factor that fuels child labour in Masasi? and To what extent is the primary education constrained by child labour in Masasi district? Major findings in line with these research questions include the following.

The trend of child labour in Masasi district shows that child labour has been in existence for long time. The surrounding community does not take the problem of child labour into consideration that its reduction efforts are hindered. In addition, the assessment reveals that there is a great possibility for the problem of child labour to persist in Masasi because the context of child labour is likely to be the same in the future. That is, parents still experience the same economic difficulties and they practice the same culture.

Furthermore, lower income of the parents/guardians is the main factor that fuels child labour in Masasi district. Children have to work and get paid so as to help to increase the income of the family. In addition, some children also work so they can fulfill

their personal needs. Some of the children work in farms or in small businesses. There also other factors that were revealed which play in collaboration with lower income in fueling child labour in Masasi district. These factors include economic activities of the parents, parenting and parent's/guardian's education.

Moreover, child labour leads to dropouts and failure to enroll to primary school among children. This is due to the fact that children spend time in working when they are needed to be at school. Also for those who are already at school they lose concentration on schooling and eventually dropout of school. Dropouts and complete failure to enroll to primary school have been seen to become the impacts to children with each contributing by almost a half. Almost a half of children were found to have dropped out of school because of be engaged in child labour. Also the other half has never got the chance to enroll to school due to child labour.

6.3 Conclusions

This study aimed at examining the trend of child labour and its effects on access to primary education among children in Masasi district. It is clearly elicited through findings of the study that still there is a great problem in the community in Masasi regarding education for children. Most of the parents, guardians as well as village executives seem to take child labour as part of normal life in Masasi district. Education is not the priority among the community members.

Secondly, economic reasons which are associated with the ways of living and cultural practices play the great role in making children decide to work instead of going to school. However, most of the parents are not in official marriage the fact that makes children be reared by a single parent or grandparents. Yet, parenting has proved to be one of the crucial factors to child labour.

It is obvious that to control child labour in Masasi is something that cannot be easily attained because the surrounding community itself does not seem to consider child labour as the problem. It is when the community decides to combat child labour that the problem can be controlled.

6.4 Recommendations

6.4.1 The framework to address how to curb child labour recommended by respondents

Firstly, effective implementation of laws and policies which are against child labour. This is the proposal that was suggested by many participants. Respondents proposed that the laws and policies stipulated in a bid to curb the problem of child labour should be effectively implemented. There are respondents say that they understand that there are legal measures that are against child labour but they see as they are not effectively implemented because there are still a lot of children working in the markets, bus stands as well as in farms. Despite the fact that this was the suggestion given by largest portion of the respondents, there are other proposals which can be acted upon in combination with the previous mentioned to bring better results.

Education to the community was another proposed solution against child labour. Participants proposed that the community should be educated on the importance of education and effects of child labour. This has been raised in line with the fact that the surrounding community does not care when they see children working by the time they are needed to be at school. This includes parents because there are also a number of children who stay at home taking care of siblings or working in a family farm without going to school. Parents mostly consider the immediate results and they regard education as wastage of time. Education is regarded as something abstract and it takes long time for it to produce profit. Therefore, most of the parents have been mentioned to less regard education as a priority. It is necessary to educate the community of the importance of education so that child labour can be controlled.

Moreover, establishment and sustainability of some programmes is one among the suggestions. Under this proposition, the respondents reveal that there are some of the programmes that they know and these programmes have been helpful in making the families afford getting their daily meals. These programmes have seemed to play the great role in encouraging pupils attend school effectively. The families get money that helps them to buy some food which makes children attend school without

thinking that there is no food at home. The programmes like TASAF have been appreciated for their great contribution in making families live better lives. Sustainability of these programmes and establishment of others will make better lives of thousands of people in Masasi district. In addition, child labour will be restrained to the large extent.

Apart from that it was suggested that the community's and parents'/guardians' have to take action against child labour for the successful development of community welfare. The community and the parents have to take immediate actions in a bid to combat child labour. Every member of the community has to feel that he/she is responsible in making sure that children are granted with their rights including right to education. The community has to cooperate in making the efforts against child labour. If anyone comes from outside the community with some strategies while the community is not ready, the efforts become meaningless. It is therefore obvious that the community has the great contribution in making child labour get reduced in Masasi.

Also there was a suggestion that the village government executives should take action because they live in the same society. This means they understand the existence of the problem. Furthermore, the villagers respect the village government leaders, thus it is easy to persuade the community or enforce laws against child labour. With the use of instruments like police force they can reduce the problem of child labour. With the officials of the village government who are ready to fight against child labour and promote the importance of education it will be easy to curb the problem of child labour permanently.

6.4.2 Policy implications

It is through reviewing the child labour policy that it will be easy to curb child labour in Masasi and other places with the similar problem. Child development policy has to recognise different types of child labour instead of just mentioning the worst forms of child labour. There are many children stay at home taking care of their siblings and others work in the family's farms. These children are denied the right to

education. Measures have to be taken but the existing policy does not overtly consider these kinds of children. It therefore important to review the child labour policy to see it addresses how curb child labour of different forms.

Furthermore, it is also important to implement effectively what has been instructed in the policy documents. It said that most of the good plans and strategies are not always effectively implemented due to several reasons including lack of funds. It is highly recommended that the objectives of the child development policy have to be met so that they can make plans sound meaningful.

6.4.3 Recommendations for further research

The following are recommended to be done in other researches in a bid to extract more about child labour.

- i). Other studies should be conducted on the same topic in Masasi district basing on quantitative approach.
- ii). A similar research should done with the main focus on upper level of childhood age. That is age 14 to 17 years.
- iii). A study should be conducted basing on girls child labourers with consideration to all forms of child labour possible to be identified at the targeted area of study.

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APPENDICES

APPENDIX I

INTERVIEW GUIDE WITH KEY INFORMANTS

FORM NO Date of the Interview:

Name of the Organization: Place.....

Informed Consent:

Good morning/good afternoon. I am HERRY MAKANDI, a Masters Student in the Department of Education at Mzumbe University. This discussion is being conducted to get your inputs in a research study titled: The Trend of Child Labour and Its Effects on Access to Primary Education among Children in Masasi District. I am especially interested in your feelings/attitudes/perceptions about the study and any suggestions you might have.

We require your participation in this study as a respondent to our research questions. Please note that your participation is voluntarily, and that it will not cause any harm as whatever information you provide will remain strictly confidential between you and I. I pledge to ensure anonymity where required and as agreed between us through the use of code names. There are no foreseeable risks for your participation in this study, and if you have any question or concerns about participating in this study, please contact my academic supervisor Dr. MUYA D.K. at the following number +255 713 412851, vouch attention for Research project Number..... You are free to withdraw from this study at any time of your choice without any negative or undesirable consequences to you. Please sign below as an indicator of your consent and voluntary participation in this study.

Signature of respondent/Participant

Date.....

Signature of researcher

Date.....

QUESTIONS:

Objective 1: To identify the trend of child labour in Masasi district.

1. There have been different perceptions on participation of children in activities at home and in other places. How do you perceive children working?
2. It is argued that this problem cannot end because it has been present for long time. Do you think it is true? Why?

Objective 2: To identify the leading factor that fuel child labour and effect on access to primary education in Masasi district.

3. People have different views on the factors driving to child labour. Can you give your own views on what is the leading factor for child labour in Masasi?
4. It is believed that child labourers are likely to keep schooling well because they understand a lot about life matters. Do you agree with this argument? Why?

Objective 3: To propose the framework to address how to curb child labour in Masasi district.

5. Legal frameworks are condemned of the weaknesses they depict in combating child labour. Do you agree? Please, give your view.
6. What do you think will be the best way to curb child labour in Masasi so that children can partake the opportunities to school?

APPENDIX II

QUESTIONNAIRE FOR HEAD TEACHERS, PARENTS, COMMUNITY MEMBERS, COMMUNITY DEVELOPMENT OFFICER AND ORANIZATION'S COORDINATOR

FORM NO Date of the Interview:

Name of the Organization: Place.....

Informed Consent:

Good morning/good afternoon. I am HERRY MAKANDI, a Masters Student in the Department of Education at Mzumbe University. This discussion is being conducted to get your inputs in a research study titled: The Trend of Child Labour and Its Effects on Access to Primary Education among Children in Masasi District. I am especially interested in your feelings/attitudes/perceptions about the study and any suggestions you might have.

We require your participation in this study as a respondent to our research questions. Please note that your participation is voluntarily, and that it will not cause any harm as whatever information you provide will remain strictly confidential between you and I. I pledge to ensure anonymity where required and as agreed between us through the use of code names. There are no foreseeable risks for your participation in this study, and if you have any question or concerns about participating in this study, please contact my academic supervisor Dr. MUYA D.K. at the following number +255 713 412851, vouch attention for Research project Number..... You are free to withdraw from this study at any time of your choice without any negative or undesirable consequences to you. Please sign below as an indicator of your consent and voluntary participation in this study.

Signature of respondent/Participant

Date.....

Signature of researcher

Date.....

Section A: Participant Background Information: Please mark with an (✓) or insert the required in the space provided

1. Your gender: Male () Female ()
2. Age _____
3. Education: _____
4. Job position/ Occupation: _____

Section B: Trend, causes of child labour and its effects to schooling

5. What do you think is the main cause for child labour in Masasi district?

6. How many cases of child labour are reported every year? (For the organization coordinator and community development officer)

7. Do you think the surrounding community takes the close take child labour as the serious problem? Why?

8. How do think child labour affects access to primary education among children?

9. Have there been drop-outs caused by child labour? If yes, please provide details including the average of drop-outs per year (For head teachers, organization coordinator and community development officer).

Section C: Combating child labour

10. Do you know any legal frameworks that have been enforced in a bid to retrain child labour in Masasi? Please mention.

11. Do child labourers who are helped to get back to school complete primary school or they leave and they go back to work? If they leave and go back to work, what do you think are the reasons?

12. What in your view should be done to combat child labour in Masasi district?

CURRICULUM VITAE

PERSONAL DETAILS

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EDUCATIONAL BACKGROUND

2015 to date : Master of Arts in Education
Mzumbe University
2006 – 2009 : Bachelor of Arts with Education
University of Dar es Salaam (DUCE)
2004 - 2006 : Advanced Certificate of Secondary
Education
Makongo Secondary School
2000 - 2003 : Certificate of Secondary Education
Examination
Manow Lutheran Junior Seminary
1992 - 1999 : Primary Certificate of Education
Mbata Primary School

WORKING EXPERIENCE

Dec 2009 to date : Ndanda Secondary School
Geography and English Teacher

Aug 2009 – Dec 2009: WhiteLake High School
Geography and English Teacher

OTHER SKILLS

Computer Skills (MS Word; MS Excel; MS Publisher;
MS Power Point)
Skills on how to produce disinfectants, soaps,
detergents and candles.

POSITIONS HELD

April 2017 to date : Deputy Head of School, Ndanda
Secondary School
June 2013 – Oct 2015 : Discipline Master, Ndanda
Secondary School

Sept 2011 – Sept 2012 : Deputy Head of School,
Ndanda Secondary School
Feb 2010 – Sept 2011 : Coordinator, Ndanda Institute
of Adult Education
Sept 2013 –Oct. 2015 : Ndanda Secondary School
CWT Representative

ACTIVITIES

- Writing books on different English Language topics including *Understanding English Patterns (2014)* and *Poetry Analysis (2014)*
- Facilitating Entrepreneurship knowledge in different seminars held in different districts of Mtwara region.
- Volunteering in different social activities including teaching English Language in schools nearby.
- Nov 2011 – Dec 2011 : Attending Youth Leadership Exchange Program in Colorado and Washington DC, USA
- Leading debates on cross cutting issues at school and out of school.

MEMBERSHIP

Tanzania United States State Alumni Association (TUSSAA) ; Chama cha Walimu Tanzania (CWT)

AWARDS

1995 : Bronze Medal(Fine Arts) – Japan
Sponsored
May 2015 : Award for the best teacher.

INTERESTS

Reading novels; Practicing Martial Arts; Travelling

LANGUAGES

Nyakyusa; Kiswahili; English Languages

REFERENCES

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