

**EFFECTS OF EARLY MARRIAGE PRACTICES ON EDUCATION FOR GIRLS
IN MKURANGA DISTRICT, TANZANIA**

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CERTIFICATION

The undersigned certifies that she has read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled: **The effects of early marriage practices on education for girls in Mkuranga District, Tanzania**, in fulfillment of the requirements for the Master Degree of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

Prof. Cornelia K. Muganda

Date: _____

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DECLARATION

I, **Devotha Athanas Lukuba**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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Date _____

DEDICATION

I dedicate this work to my family; husband Bubi John Kulwa, our three children Dorisi Lyongo, Diana Lemi and Denis Lubunga; my mother, Anastazia Lukuba, brothers and sisters, whose moral and material support helped me to bring this dissertation to successful completion.

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ABSTRACT

This study investigated the effects of the early marriage practices on the education for girls at Mkuranga district in Tanzania. Specifically the study sought to investigate the magnitude of early marriages, to establish its effects on girls' education, and to identify strategies used to prevent early marriages in Mkuranga District. The study was conducted in Mkuranga district in coastal region. Data were collected from three wards: Mkuranga, Kimazichana and Mkamba from which three primary schools were involved. The design used was cross-section survey design, which collected both qualitative and quantitative data. A sample for this study was drawn from four groups of the population; namely the District Education Officer, Ward Education Coordinators, Primary School teachers and pupils. Data were collected from a sample of 246 respondents including 1 District Education Officer, 3 Ward Education Coordinators, 188 Primary School Teachers and 54 Primary School Pupils. Data were collected using the questionnaire, interview, focus group discussions and documentary review methods. Data collected were analysed by using Special Package for Social Science (SPSS) and presented in frequencies, percentages, means and standard deviations while qualitative data were subjected to content analysis. The findings revealed that an early marriage in Mkuranga District is rampant. The finding further revealed that early marriages in Mkuranga District are caused by many factors one of them is low level of education among the community members. School drop out was reported to be the leading effect of early marriages in the area of study. The study also reported that there are efforts made to combat early in the area despite of a number of challenges. Different stakeholders have to work together in making sure that this practice is ended. The study concludes that early marriage is a real problem

in Mkuranga district. Further studies were recommended to deal with the challenges that hinder the efforts against early marriage practices in the area.

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LIST OF ABBREVIATIONS

ACHPR	African Charter on Human and People’s Rights
ACRWC	African Charter on the Rights and Welfare of the Child
CAR	Central African Republic
CDF	Child Dignity Forum
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CRC	UN Convention on the Rights of the Child
DEO	District Education Officers
DHS	Demographic Health Survey
FGD	Focus Group Discussion
HIV-AIDS	Human Immune Virus and Acquire Immune Deficiency Syndrome
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
IEMM	Impact of Early Marriage Model
IPPF	International Planned Parenthood Federation
IRIN	Integrated Regional Information Networks
LHRC	Legal and Human Right Centre
LMA	Law of Marriages Act
MDGs	Millennium Development Goals
MOEC	Ministry Of Education and Culture
NGOs	Non Governmental Organizations
OUT	Open University of Tanzania
PACHPRRWA	Charter on Human and People’s Rights on the Rights of Women

Africa

RAS	Regional Administrative Secretary
SPSS	Statistical Packages of Social Sciences
UN	United Nations
UNDP	United Nations Development Programmes
UNFPA	United Nations Fund for Population
UNICEF	United Nations Children Education Fund
UNIFPA	United Nations International Fund for Population
URT	United Republic of Tanzania
WEC	Ward Education Coordinators
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter presents the background and statement of the problem, the purpose of the study, objectives of the study and research questions related to the purpose and objectives of the study, significance of the study, limitations and delimitations of the study.

1.2 Background to the Problem

Child marriage is a public health issue as well as a human rights violation. Girls married early are more likely to experience violence, abuse and forced sexual relations. Child marriages jeopardize girls' rights, such as the right to education, because new brides are usually forced to drop out of school to bear children and to provide household labor (Ingrid, 2009). In addition, married girls have few social connections, restricted mobility, limited control over resources and little or no power in their new households and are thus especially vulnerable to domestic violence (UNICEF, 2001a).

According to the International Planned Parenthood Federation-IPPF (2008) about 14 million girls under the age of 18 marry each year in the world. One in every 5 girls in the developing world is married by the age of 18 and one in nine girls marries before they reach the age of 15. In countries like Niger, Chad, Mali, Bangladesh, Guinea and the Central African Republic (CAR) the rate of early marriages is 60 percent and over. Child brides are particularly prevalent in South Asia (46 per cent) and in sub-Saharan Africa (38 per cent) (Locoh, 2008). Countries with the highest rates of early marriages in Europe

include Georgia (17 per cent), Turkey (14 per cent) and Ukraine (10 per cent). At least 10 per cent of adolescents marry before the age of 18 in Britain and France (UNICEF, 2005). Child marriage is most prevalent in places where birth and death rates are high, where there is greater incidence of conflict and civil strife, and where there are lower levels of overall development, including education, employment and health care. It is especially prevalent in rural areas. Those most affected are among the most vulnerable and powerless: they are young, rural, uneducated, poor and female and their voices are rarely heard. The effects of child marriage on children, especially girls, are tremendous (UNFPA, 2005). Therefore the main purpose of the study is to investigate the effects of early marriage practices specifically on education for girls in Mkuranga.

1.2.1 Early Marriages and Girls Education

Child marriage is a violation of children's human rights. It has devastating impacts on the lives of children, particularly girls. These impacts are physical, psychological and emotional as well as social and economic in nature. Girls who are married as children are unlikely to be in school, are often treated as adult women and are generally burdened with the roles and responsibilities of adults – regardless of their age. They are more likely to become pregnant early, to be subject to violence and abuse and to be denied education, with potentially life-threatening consequences (UNICEF, 2001b).

1.3 Statement of the Problem

Throughout the world, marriage is regarded as a moment of celebration and a milestone in adult life. Sadly, the practice of early marriage gives no such cause for celebration. All too often, the imposition of a marriage partner upon a child means that a girl or boy's

childhood is cut short and their fundamental rights are compromised. Young girls are robbed of their youth and required to take over roles for which they are not psychologically or physically prepared. Many have no choice about the timing of marriage or their partner. Some are coerced into marriage, while others are too young to make an informed decision. Premature marriage deprives them of the opportunity for personal development as well as their rights to full reproductive health and wellbeing, education, and participation in civic life. The literature identifies many interrelated factors almost similar worldwide with small variations between societies that interact to place a girl child at risk of early marriage (UNICEF 2001a).

In Tanzania, a survey conducted by Children's Dignity Forum (2008) acknowledged early marriage in Dar es Salaam, Coast, Mwanza and Mara regions. In Dar es Salaam and coastal regions the tribes found are among the ethnic groups in Tanzania where initiation practices for young girls are still strong. During the initiation ceremonies young girls and boys are taught how to live as wives and husbands respectively (Katapa, 1994). These ceremonies particularly for girls are used as advertising occasions to inform the community that the girl is ready for marriage and therefore marriage proposals are welcome. This practice forces girls to marry at an early age consequently affecting their educational progress. Studies on early marriage in Tanzania are well documented; mainly focusing on the causes and general consequences of early marriages, which include complicated childbirth, death of both newborn child and mother, becoming an economic burden to parents, with frequent marital disputes, broken marriages, poverty for the couple or for one of the spouses in the marriage, loss of educational opportunities, poor family planning and risky abortions (CDF, 2008). Therefore, this study sought to find out reliable and more accurate information concerning the effects of the practices of early marriage

specifically on girls' education in Mkuranga district, coastal region-Tanzania.

1.4 Purpose of the Study

The main purpose of the study was to investigate the effects of early marriage practices on education for girls in Tanzania.

1.5 Research Objectives

This study was guided by the following objectives;

- i. To investigate the magnitude of early marriages among the primary school girls in Mkuranga district.
- ii. To establish the effects of early marriage practices on education for girls in the area.
- iii. To identify any strategies set against early marriage practices in Mkuranga district.

1.6 Research Questions

- i. To what extent the phenomenon of early marriages is a problem in Mkuranga district?
- ii. What are the consequences of early marriages on education for girls' in this district?
- iii. Are there any strategies to combat early marriages in this district?

1.7 Significance of the Study

The findings of this study will reinforce efforts to design appropriate interventions that will ultimately prevent early marriages among young girls and their impacts on education sector. It is equally important that a better understanding of risks, protective measures as

well as social norms will inform girls and program designers to mitigate these risks and strengthen protective measures or create them where they do not exist. In so doing, the study will provide insight for education practitioners as it will provide a more relevant framework in risk analysis for managing risks associated with the practice. It is also possible that, it will prompt the responsible authorities to come up with appropriate strategies on how to manage these challenges faced by pupils especially girls. The study is in line with the Millennium Development Goals (MDGs) and Mkukuta Cluster II, goal number 1 which, among other things, intends to achieve equitable access to quality primary education. Moreover, the findings of this study are deemed useful for policy makers and other stakeholders in the Tanzania education sector to evolve constructive measures for ensuring better conduct practices among the youths as well as mechanisms to improve the delivery of education in the country. Therefore, the findings of this study are expected to form the basis for individual and institutional interventions and most importantly set the benchmark for a legal and social framework for the protection of children's rights. They will be used to guide the creation and evaluation of future strategies to be adopted by the government and other stakeholders, particularly in joining the campaign to end child marriages in Tanzania. They will also provide ground for other research to be conducted country wide. Most of these marriages are arranged without t prior knowledge or consent of the bride. In most cases it is the girls who are subjected to child marriages.

1.8 Limitations of the Study

Since this study was based on retrospective, self-report responses, one of the concerns was the role of perceptual distortions, such as negative responses or selective memory of

respondents. Stated differently, the degree to which respondents accurately recollected some past events might limit the validity of the findings. Also it was noted during discussion with female primary school pupils that some were worried, this led too much time wasting.

1.9 Delimitation of the Study

The scope of this study was limited to the investigation of primary school girls and some educational officials from Mkuranga District. Since the reaction to the situation of early marriages is influenced by the same factors all over the country (Children's Dignity Forum, 2008); the findings from this study can be generalized outside the area of study.

1.10 Conceptual Framework

Child marriage is defined by the World Health Organization (1999) as the period between 15 and 19 years of age when girls contract a permanent sexual relationship. At both global and national levels, there has been growing concern about girl-child marriage age (UNICEF, 2001a). Although uncommon in most developed countries, early marriages are still prevalent in developing countries around the world. In Tanzania, marriages among young girls are still a very serious problem particularly in rural, coastal areas and among poor populations in urban areas (Kagwa, 2001). The present study is guided by the impact of Early Marriage Model (IEMM) which was developed by the researcher. The model is based on the association among perception of the concept of early marriage itself and the moderating variables that influence early marriage. The interaction among the determinant, intervening and outcome variables is presented in the IEMM, figure 1.1 below

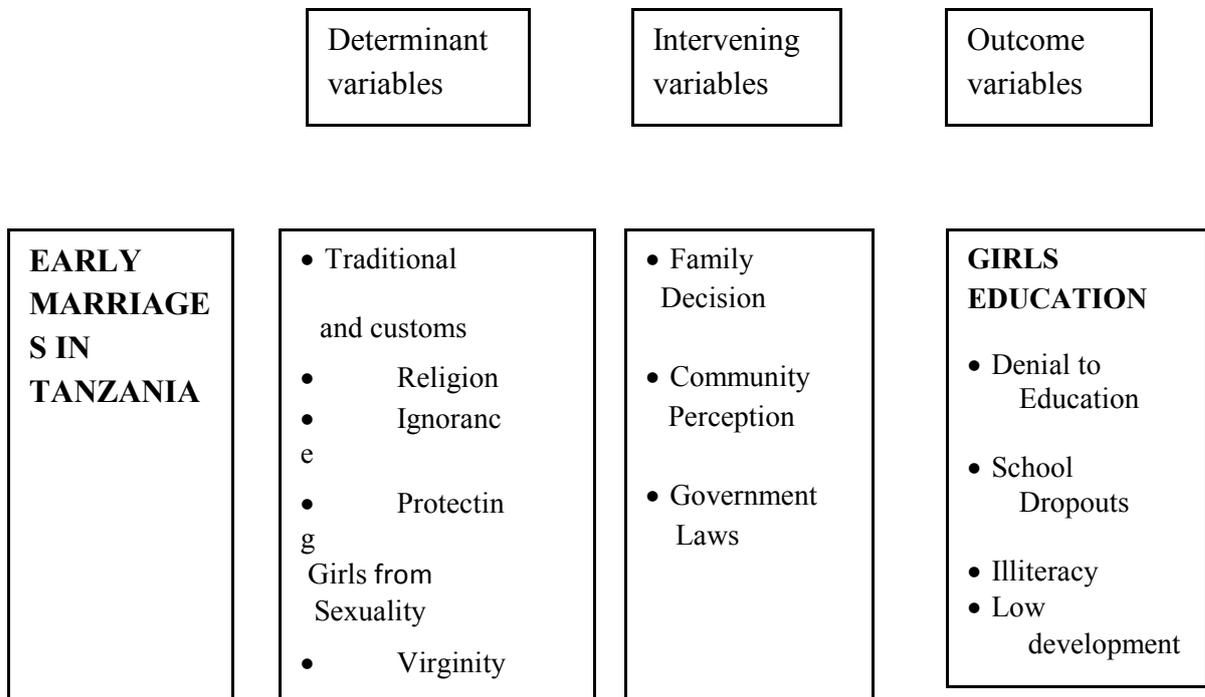


Figure1: Impact of Early Marriage Model (IEMM)

This model shows the effects of early marriage practices on girls' education in Tanzania. However, the researcher found it wise to specify some determinant and intervening variables. Research and literature have exposed a good number of factors for early marriages in the world, and Tanzania in particular. The factors range from traditions and customs, religious ties and ignorance of the human rights. Also early marriage is considered as a means of protecting girls from early sexuality, pregnancy and HIV/AIDS. The literature review section of this study explains in detail the determinant factors for early marriages.

There are three moderating variables identified by the researcher in relation to early marriages. The first variable relates to the decisions made by the girls' families. This is

because children themselves, according to exiting literature have no decisions regarding their own marriage. Thus, the fact on whether to marry or not depends on the families where the girls belong. Community perception on the practice is another variable which stands in between early marriages and their effects. The laws regarding early marriages can also be considered as other moderating factors. According to Children's Dignity Forum (2008) the protection of human rights, particularly children's rights, has received little attention in Tanzania. Literature on early marriages and the child's education has focused much on the way a child herself is affected. It is the fact that early marriages deny girls from accessing education. Therefore, this model strives to provide answers for questions on how the school, community and nation are affected by the practices of early marriage.

1.11 Organization of the Study

This study is organized into five chapters. Chapter one has presented the problem and its context while chapter two presents the review of related literatures, its main concern is to identify the knowledge gap. Chapter three explains the research methodology, chapter four deals with data presentation, analysis and discussion and chapter five presents the summary, conclusion and recommendation of the study

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the literature relating to the effects of early marriage practices on girls' education. It explores the concepts of early marriage, the prevalence of early marriages in Africa in general and Tanzania in particular, the reasons behind its perpetuation and its effects on girls' wellbeing and how it constitutes a violation of their rights to education.

2.2 The Concept of Early Marriage

The term "early marriages" is used to refer to both formal marriages and informal unions in which a girl lives with a partner as if married before the age of 18 years (UNICEF 2005). For UNIFPA (2006) early marriage is also known as Child marriage and is defined as "any marriage carried out below the age of 18 years, before the girl is physically, physiologically, and psychologically ready to shoulder the responsibilities of marriage and childbearing." Child marriage, on the other hand, involves either one or both spouses being a child and may take place with or without formal registration, and under civil, religious or customary laws.

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the most comprehensive international bill of rights for women, states that any betrothal or marriage of a child should not have any legal status. The Committee that monitors this convention states further in General Recommendation 21 article 16(2) that

the minimum age for marriage for both male and female should be 18 years, the age when “they have attained full maturity and capacity to act”. However, most of early marriages are arranged and based on the consent of parents and often fail to ensure the best interests of the girl child. Early marriages often include some elements of force (UNICEF, 2000).

Lack of an overarching definition of early marriage in international conventions has generated some debate. Some scholars and activists argue that instead of looking for a universal age at which girls and boys should not marry, the focus should be put instead on eliminating the unwanted effects of early marriage (UNIFPA, 2006). For example, some commentators suggest that a universal age of marriage is not appropriate, in part because societies have different understanding of what it means to be a child as well as different socio-economic and cultural realities. Bunting (1999) proposes that governments should be allowed to set the age of marriage below 18 years of age, but that the onus is on them to demonstrate that this lower age does not result in any discrimination or adverse consequences for women.

2.3 Prevalence of Early Marriages in Africa

How to understand the widespread of early marriages in Africa? What are the reasons behind its perpetuation in Africa? How does it affect girls’ wellbeing and constitute a violation of their human rights? How does it undermine the development of societies? Those questions are posed today, when, despite national laws and international agreements forbidding early marriages, this phenomenon is still widespread in many developing countries with a high prevalence in Sub-Saharan Africa more particularly in Central and West Africa. According to UNICEF (2005), between 40 per cent and 49 per cent of girls

younger than 19 years of age in Central and West Africa respectively are married compared to 27 per cent in East Africa and 20 percent in Northern and Southern Africa. Sub-Saharan Africa has the highest rate of early marriages. 14.3 million Girls in the region become child brides (are married before they reach 18 years). Among the countries where the rate of early marriages exceeds 70 per cent like Niger, Chad and Mali adolescent fertility and maternal mortality rates are also high. According to the population council (2008) the Francophone West African countries are among those with the most maternal deaths: the maternal mortality ratio (deaths per 100,000 live births) is 1,000 in Guinea Bissau, 820 in Mali, and 830 in Niger, and child mortality rates are also alarming. Surveys carried out in some Sahelian countries offer alarming examples. In Nigeria, for example, according to the 1992 Health and Demographic Survey (DHS), 47% of women aged between 20 and 24 were married before the age of 15, and 87% before the age of 18 (Moloku,2000). There are countries with very high rates of early marriage, such as Niger (77 percent), Chad (71percent), and Mozambique (57 percent), but others such as Togo in West Africa have a more moderate rate of early marriage (31 percent), while South Africa has a fairly small percentage of young women who marry early (Mathur et al., 2003).

Similarly to the other parts the continent, Kenya has rampant cases of school drop-outs due to early pregnancies and marriages among teenage girls. Kenya's Country Report of 2012 cited poverty and lack of economic opportunities for girls in rural areas as major factors leading to girl-child marriages with some parents still viewing girls as an economic burden to be hastily disposed of or a valued asset exchangeable for goods, money and livestock (Singh & Samara, 1996).

In Tanzania the evidence from Children's Dignity Forum (2008) shows that child marriages is a real problem, particularly in Dar es Salaam, Coastal, Mwanza and Mara regions, although the prevalence levels differ among them. Although part of the blame for child marriage practices lies with the communities who consider the practice to be part of their traditions, substantial blame should also be placed on the inadequacy or absence of policy and legal frameworks for the protection of children. There is no single law dealing with children's rights in Tanzania, nor is there any piece of legislation talking about the definite minimum legal age of marriage or about the protection of children's rights to education, to social security, play, etc.

2.4 Factors for Girls Early Marriage in Africa

About one third of women aged 20-24 years old in the developing world were married as children (UNICEF, 2009). Early marriages are most common in South Asia and Sub-Saharan Africa, but there are big differences in prevalence among countries of the same region (Locoh, 2000). The factors which are presented below are almost the same all over the world with very few disparities due to cultural differences. The causes of child marriage are said to be complex, varied and often interlinked.

2.4.1 Early marriages as an economic survival strategy

Poverty is one of the major factors underpinning early marriage. Where poverty is acute, a young girl may be regarded as an economic asset. Parents encourage marrying out their daughters while they are still children in hope that the marriage will benefit them both economically and socially, while also relieving financial burdens on the family (Mathur, et al., 2003).

A study by Singh and Samara (1996) demonstrates that the higher the level of poverty and lack of access to education opportunities, make women likely to marry before they reach the age of 20 years. A close review of the evidence on the links between poverty and the pressure to marry early reveals that in wealthier countries, where girls have equitable access to education, further training and other employment opportunities, early marriages are rare. For example, in the United States of America only 4 per cent of girls marry before they are 19-years old, in Canada this is about 1 per cent, while in the United Kingdom only 2 per cent of girls make the choice to marry early. This pattern indicates that wealthy nations benefit more from later marriages than poorer countries, and girls thus are also more likely to have better human assets such as skills and employment opportunities before they marry (UNICEF, 2005).

This reality is seen in Africa where child marriages are concentrated in the poorest countries, with the lowest gross domestic product. It is also most common among the poorest households (UNFPA, 2005). In a study of women aged 20 to 24 years in 49 countries, 20 percent of child marriage was most common among the poorest households in every country. A girl from a poorer household in Senegal, for example, is more than four times as likely to marry before age 18 as a girl in the richer household (Locoh, 2008). Another example is the traditional societies in Sub-Saharan Africa where the bride's family may receive cattle from the groom, or the groom's family, as the bride price for their daughter (Locoh, 2008).

In the agricultural or pastoral communities, this often consists of goods, money or livestock. These gifts are a central part of marriage transaction. However, they also reinforce the inequality of women and strengthen the notion that females can be exchanged

or sold for the value that they bring into the receiving families. When a girl is married early, this reduces the economic burden on the family in caring for the girl, and also increases family assets. The payment of bride price can also enslave a girl in marriage in cases where families cannot afford to return the bride price if the girl chooses to leave an abusive marriage (Mascarehas, 2007). Although early marriages are predominantly a female problem, a minority of boys may also be forced to marry early (CDF, 2008).

2.4.2 Socio-cultural and religious values

In many contexts child marriage is legitimized by patriarchy, and related family structures, which ensure that marriage transfers a father's role over his girl child to her future spouse. The marriage or betrothal of children in parts of Africa and Asian is valued as a means of consolidating powerful relations between families, for sealing deals over land or other property, or even for settling disputes (UNIFPA, 2006). The strong religious message also enforces the view that marrying early is best as supported by the following views of one priest representing Ethiopian's orthodox church; "these days, with western ideas spread everywhere girls stay unmarried as late as 30. It is very scientific and modern, but in our church it is prohibited. Such girls are neither clean, nor blessed" (Bayisenge, 1998).

2.4.3 Value of virginity and protection of young girls from sexual pleasure and temptation

In North-East Africa and parts of the Middle East in particular, control may also include the practice of female genital mutilation (FGM) to restrict sexual pleasure and temptation. Some parents withdraw their girls from school as soon as they begin to menstruate; fearing that exposure to male pupils or teachers put them at sexual risk. These practices are all intended to shield the girl from male sexual attention, but in the eyes of concerned parents,

marriage is seen to offer the ultimate protection measure (Bayisenge, 1998).

2.4.4 Early marriages and education level

Early childbearing and motherhood, which usually accompanies early marriages, also is equally associated with lower levels of education and higher rates of poverty. Girls who are already in school are often forced to terminate their education when they marry early. Limited mobility, household responsibilities, pregnancy and raising children, and other social restrictions for married girls prevent them from taking advantage of education or work opportunities (Bayisenge, 1998). In this regard, opportunities for young mothers to continue with their education or to work often are limited because they have little access to resources, and are responsible for childrearing and household tasks. Thus, early childbearing as well as early marriages tend to prevent further education and reinforce poverty (Ingrid, 2009). Reviews indicate that both income-earning activities and education protect girls by delaying marriage, especially the poor girls living in rural areas are mostly at risk of child marriage (UNICEF, 2005). In Mali for example, 86 percent of married girls have received no education, and nine out of 10 married girls cannot read (Population Council, 2008).

2.4.5 Early marriages and tradition and customs

Community customs regarding the appropriate age for marriage can exert a great deal of social pressure on parents to marry their daughters at young ages. In places where the custom is to marry daughters at age 9 or 10, a girl reaching her 15th or 16th birthday may be considered past the marriageable age. Parents often worry that if they do not marry their daughters according to social expectations, they will not be able to marry them at all. In

addition, dowry and bride wealth which involve the exchange of money, livestock or other wealth from the bride's family to the groom's, or vice versa often are determined by the age of the bride. Lower dowry costs or higher bride wealth gains for girls' families serve as a common incentive for marrying girls early (UNICEF, 2005).

2.4.6 Early marriages and situations of high insecurity and conflicts

Early marriages have often been perceived as the only alternative for girls, particularly in situations of high insecurity and conflict such as in crowded refugee camps, or where people are under the control of rebels in war situations. In this case, marriage of a girl may be seen as a protective action, reducing her vulnerability to rape or kidnap. However, while recognizing that such reasons may derive from the need to protect girls, such marriages are still early and represent a grave denial of girls' sexual and reproductive rights as well as education. In general, men tend to marry at a much older age than women or girls, and this is even reflected in some national laws where the legal minimum age for boys may be two or three years more than that for girls. For example in Ethiopia, Gabon and Burkina Faso, the legal minimum age at which a girl can marry is 15, whereas for boys it is 18 years (Bayisenge, 1998).

2.5 The situation of early marriages in Tanzania

The protection of human rights, particularly children's rights, has received little attention in Tanzania. A legal framework on children's rights is lacking. One of the most well-known violations of children's rights is the practice of child marriages (LHRC, 2009: CDF, 2008).

Today, many girls as young as 14 or 15 years are forced into marriages by their parents, guardians or relatives. This is sanctioned by the 1971 Law of Marriages Act (LMA) which gives parents and judges the power to permit the marriage of children as young as 15 years. Girls are often forced to drop out of school to get married, and forego the chance to grow to maturity before marriage or make their own decisions about their lives (URT, 2001). The Legal and Human Rights Centre Executive Director, Dr Hellen Bisimba has repeatedly called on the government to amend section 13 of the Marriage Act, 1971 saying it is toothless and enhances the increase of the child marriages in the country. Her opinion is that; despite the presence of the Child Act, 2009 which states that a child is any person under the age of 18, still section 3 of the Marriage Act, 1971 allows a girl child to be married under the age of 18 with the consent of her parents. “This is what we call discrimination and violation of child rights...girls are married because of this act. We no longer need it since it results into health and psychological problems to most of the girls.” (LHRC, 2009).

Mbilinyi and Omari (1996) argue that the incidence of child marriages in Tanzania is high, despite the fact that Tanzania has signed and ratified a number of international and regional legal instruments relating to the protection of children’s rights. These include the UN Convention on the Rights of the Child (CRC), the African Charter on the Rights and Welfare of the Child (ACRWC), the African Charter on Human and People’s Rights (ACHPR), Protocol to the African Charter on Human and People’s Rights on the Rights of Women in Africa (PACHPRRWA), International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR).

According to available data, in Tanzania there are some regions which still promote early marriages and high rate of dropout among primary school girls. Coast Region is one of them ranking fourth with 280 school girl dropouts due to early marriage and pregnancies after Mtwara with 435; Mwanza has 308 cases and Tanga with 290 cases (URT, 2001). As the area is also facing much resentment due to this problem from the community, the former will therefore act as representative of many other areas facing similar situation like Arusha, Mara, Rukwa, Ruvuma, Lindi, Shinyanga, Dodoma, Mbeya and others of the kind in Tanzania. Studies conducted by Katapa (1994) on Social factors associated with female household headship in Tanzania; Magoke (2006) on Child-Widows Silenced and Unheard and CDF (2008) on Child Marriage, indicate that the problem still persists among many societies in Tanzania.

All girls, married or unmarried, are entitled to human rights and have immense potential. All girls are created equal, but do not enjoy equal opportunities. Child marriages can lead to life-threatening health consequences. Early marriages contribute to a series of negative consequences both for young girls and the society in which they live. Besides having a negative impact on girls themselves, the practice of early marriage also has negative consequences on their children, families, and society as a whole (Bayisenge, 1998). The United Nations Development Program (2003) argues that it is not only girls who pay for early marriages but also the society as a whole. Population pressure, health care costs and lost opportunities of human development are just a few of the growing burdens that society shoulders because of teenage pregnancies. Early marriages also undermine international efforts to fight against poverty in developing countries. Kabeer (2005) makes it clear that

the widespread practice of child marriages makes it increasingly difficult for families to escape poverty in the developing world, thereby undermining critical international efforts to fight poverty, HIV/AIDS and other development challenges, and making billions of dollars in development assistance less effective. In addition when girls are married as children, they are denied an education, robbed of their childhood and opportunities to develop their potential at the pivotal life stage (Bayisenge, 1998).

Early marriages have profound effects on education for girls. Women's education has been well documented as a vital means of improving the social and economic well-being of a nation (CDF, 2008). Unfortunately, girls in Tanzania face more challenges and barriers to education than boys. Many families are reluctant to allow their daughters to attend secondary school because of the financial burden – secondary school costs \$350 per year (including national examination fees) in a country where the annual earnings for many are \$360. As a result, many girls are pushed into early marriages – as young as 11 or 12 years old. Other girls who start secondary school, particularly those away from their parents have no means of support and end up providing for their own school fees and living expenses through prostitution. As could be expected in this environment, unwanted pregnancies are a major cause of girls halting their education – and their future. Women are the future of Tanzania – girls who complete their secondary education become educated and empowered women whose own daughters are free of past vicious cycles of poor education, pregnancy and poverty (MOEC, 2001).

Education enables girls to make their own decisions and to influence their families positively. Education saves and improves the lives of girls and women. It allows them greater control of their lives and provides them with skills to contribute to their societies

(Ingrid, 2009). UNICEF (2005) report indicates that girls' education leads to more equitable development, stronger families, better services, better child health and effective participation in governance. The same UNICEF report indicates that girls' primary school completion rate is far behind that of boys, at 76% compared with 85% for boys. This gender gap means that millions more girls than boys are dropping out of school each year. This goes to show that the majority of children who not in school are girls.

Despite the obvious benefits of Education to national development, in Tanzania, about 7.3 million children do not go to school, of which 62% are girls (URT, 2001). Research findings indicate that girls' dropout rate from school is higher than that of boys. It has been established that Tanzanian girls, for various reasons bordering on religious, cultural, socio-economic and school related factors, are not given a fair chance in the educational sector.

Early marriage is a socio-cultural factor that hinders the girl child's access to school. Some parents, in an attempt to protect their teenage daughters, give them out to wealthy old friends. Generally, the poorest, least educated girls, many of them living in rural areas, are most affected. By foreshortening their education and potential, this harmful practice further entrenches girls and their future families in poverty (UNICEF, 2001a).

2.5.1 Factors for early marriages among girls in Tanzania

Similar to other parts of the world, the prevalence of child marriages in Tanzania is driven by a number of socio-economic factors. Bride price, which is believed to reduce the daughter's family poverty was the main factor cited by most reviews. Other factors

mentioned included: lack of knowledge about the impacts of child marriages and about the rights of children; religious beliefs, traditions and customs.

2.5.2 Poverty and economic hardship

In Tanzania poverty has been recognized as a major deciding factor for early marriage of girls especially in poorer households. Famine and the high cost of raising children, particularly education costs, have prompted parents to marry off their daughters for bride wealth, they believe will relieve them from economic hardship. Young girls are thus viewed as a source of income and economic relief. The bride wealth usually paid in cows or money, is used by the father to alleviate his economic problems, marry other wives or pay for a son's marriage (Katapa, 1994). With the onset of the AIDS pandemic, most parents prefer to marry off their younger daughters at an earlier age to secure their future (Bruce & Clark, 2004).

2.5.3 Traditional beliefs and cultural practices

In many societies that prize virginity before marriage, early marriage can manifest itself in a number of practices designed to 'protect' a girl from unsanctioned sexual activity. Early marriage is one way to ensure that a wife is protected, or placed firmly under male control; that she is submissive to her husband and works hard for her in-laws' household; that the children she bears are legitimate (UNICEF, 2001).

In Mara region for instance, some communities claimed child marriage to be a part of their traditions. This is perhaps because Mara has well established initiation ceremonies that involve female circumcision (FGM), after which 'graduates' are free to marry. During the

initiation ceremonies girls and boys go through particular rites which train and prepare them, both psychologically and physically, to handle adult responsibilities such as marriage and child rearing. After they graduate from these rites they are seen as adults, eligible for marriage and ready to take on marital responsibilities. Graduates consider themselves to be adults because they have been made to believe that they are. They believe that when a girl begins to menstruate she has to get married and assume the responsibilities of taking care of the family. In their communities, girls are not responsible for economic activities – they are viewed as potential wives and mothers and considered the perfect people to take care of family members, including sick and elderly people. They are also child bearers and housekeepers. This perception leads to various violations of women's rights, as there are few chances for girls and women to air their feelings on how they are suffering in their families (CDF, 2008). Similarly in Coastal region child marriage is mostly prevalent in rural areas, where there are strong cultural practices and beliefs denying girl children the right to decide on matters concerning their lives. For example in Magindu and Gumba villages in Magindu Ward; Dutumi and Kwala villages in Kwala Ward (both in Kibaha District) it is said “the Maasai and Barbaig communities living there are commonly practicing child marriage”, (CDF,2008).

2.5.4 The role of religion

Religious beliefs play a role in fuelling child marriage practices in some communities by placing greater emphasis on boys and girls getting married after puberty. The rationale for this is based on the assumption that [for] a grown-up child [who has reached] puberty, the chances of committing adultery are greater. The only solution to keep the children away from having sex before marriage is to marry them and assist them to live according to the

will of God. For instance Islamic religion requires that if a girl/boy reaches a puberty stage [she/he] must get married immediately before being corrupted by the rotten world (CDF, 2008).

2.5.5 Lack of knowledge on children's rights and the impact of child marriage

A study conducted in Dar es Salaam and Coastal regions showed some communities in these regions seemed to know very little about the consequences of child marriages; it is because of lower educational level. Some people do not value education as it does not repay the investment instantly – it is a long-term investment that is considered more risky in the case of girls, as they can get pregnant and be excluded from school at any time (CDF, 2008).

2.5.6 Protecting girls from premarital sex, pregnancy and sexual transmitted diseases

In some communities parents and guardians fear that keeping daughters unmarried after puberty increases the risk of pregnancy before marriage, which would bring great shame to the families. To some it is therefore considered necessary to marry off girls and boys immediately after completion of traditional rites, as they are ready to start their own families (CDF, 2008). Other communities believe that child marriages offer their daughters' protection from the threat of sexual assault and 'sin', prevents them from engaging in pre-marital sex, and hence protects them from HIV/AIDS (Bruce & Clark, 2004).

2.5.7 Poor parenting

In Dar es Salaam and Coastal regions poor parenting is viewed to cause child marriages. Parents felt that children may start sexual affairs very early because of lack of parental guidance and that some parents lack parental skills such as being able to communicate

properly with their children. Parents were also blamed for failing to teach their children good conduct and good behavior so that they put them at risk of involving in early sexual activities (CDF, 2008).

2.5.8. Men's preference for virgin girls

The preference for marrying virgin girls is still common in some communities. This habit is driven by a number of factors including the belief that these girls are free from the HIV/AIDS infection. This was also the case in areas along the Coastal region. Virginitude of girls before marriage is praised by the Zaramo tribe; many men would prefer to marry a girl child/virgin on the belief that young children do not have sexually transmitted diseases (CDF, 2008).

2.5.9 Early marriages and customary laws

Magoke's (2006) study conducted in Tarime, Mara region and Mvomero, Morogoro regions focused mainly on court cases and out-of-court settlements/customary law, starts by narrating the rights of children in the international arena, which are not fully observed in the national statutes and practices. These rights are observed in conventions and treaties that Tanzania, as earlier indicated, is party to – the CRC, CEDAW and ACRWC, among others. The study looks critically at court and customary law practices in the chosen communities with regard to the non-observance of child rights – this happens particularly in the lower courts, while more progressive rulings are seen at higher levels of the justice system. According to Magoke (2006), legal precedence is one way to bring about progressive justice in Tanzania while awaiting state compliance with international conventions and charters that uphold children's rights and call for Non-discriminatory treatment of the sexes. She noted that culture is not static and that mobilizing the

community for change has borne fruit in some areas.

2.5.10 Societies do not value education

A study conducted in Dar es Salaam and Coastal regions showed that some communities in these regions seemed to know very little about the consequences of child marriages. It is because of lower education level. Some people do not value education as it does not repay the investment instantly – it is a long-term investment that is considered more risky in the case of girls as they can get pregnant and be excluded from school at any time (CDF, 2008).

2.6 Effects of Early Marriage Practices on Education for Girls in Africa

The universal right to education has been affirmed by the world's governments for more than 50 years, most recently by the Millennium Development Goals adopted by the 191 member states of the United Nations in 2000 (UNFPA,2005). However, some 115 million children among them 62 million girls are still denied this right. According to data from UNICEF (2005), outside of the developed world, only 76 percent of all boys and 70 percent of all girls attend primary school. This reality has in many cases been associated with early marriages. The phenomenon of early marriages in Africa has had a number of consequences; one of the main outcomes is that it spells the end of education to those concerned. While marriage does not have to mean that girl's or boy's education finishes, the attitudes of parents, schools and spouses in many societies mean that it often does. Husbands of young wives are often older men, who expect their wives to follow tradition, stay home and undertake household and childcare duties. A girl may be unable to go against her husband's wishes and the husband's family may refuse to invest their scarce resources in the wife's continued schooling. On the other hand early marriage usually

denies children of school age their right to education they need for their personal development, preparation for adult hood; and effective contribution to the future wellbeing of their family and society (UNICEF, 2000).

Another problem facing early married girls is related to health. Women who tend to marry early and are burdened with low employment prospects and poor reproductive health due to low levels of education. Because Africa's uneducated women tend to marry early, thereby increasing the chances that their lifetime fertility would be much higher than that of their educated counterparts (UNFPA, 2002).

Additionally, when girls drop out of school to get married, there is a knock-on effect for the community as a whole, and for future generations. Evidence suggests that children of young, uneducated mothers are less likely to have a good start to their education, do well in class or continue beyond the minimum schooling. Their daughters especially are likely to drop out, marry young and begin the cycle again (Ingrid, 2009).

In most of African communities the school is the most important institution outside the family involved in socializing young people into all dimensions of adult roles and responsibilities. Hence more years of schooling have been associated with many positive outcomes, including later ages of marriage, lower fertility, healthier and better educated children; and economic development (MOEC, 2001). However, experience shows that married girls who would like to continue schooling may be both practically and legally excluded from doing so. Many reasons are connected with this outcome; first, for a number of poorer families in Africa, the potential rewards of educating daughters are not immediately realizable and therefore their education is not recognized as an investment. Families perceive that a girl's education will only benefit her husband's household, and

not her parents (Ingrid, 2009 & Bayisenge, 1998).

Second, most African communities do not see the importance of education for girls, some believe that girls do not need an education for their roles as wives and mothers; moreover they consider that education undermines cultural practices, as it teaches the girl to reject tradition (Umashankar, 2006).

However, there is a saying that when you educate a woman you educate a nation. Education, even at a basic level, is not only about livelihood and technical skills but more importantly provides social ‘connectedness’ or aptitude which enables one to access key resources to alleviate poverty.

Another benefit of education is that it enables the recipient to interact with others. By interacting with others, individuals acquire the social skills and personal capacities needed to access resources and opportunities, and to form social networks for support and assistance when required in the future. Individuals can also develop their self-esteem and confidence to voice their opinions and to take control over their own actions, lives and bodies (Bayisenge, 1998). Other positive benefits of education are linked to improved reproductive health and child survival and welfare (Nour, 2006).

Furthermore, educated women are more likely to have a say in decision-making regarding the size of their families and the spacing of their children. They are also likely to be more informed and knowledgeable about contraception and the healthcare needs of their children (Umashankar, 2006).

2.6.1 Effects of early marriage practices on education for girls in Tanzania

Early marriages stand in direct conflict with the objectives of the Millennium Development Goals (MDGs). They threaten the achievement of the first six goals respectively, eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health and combating HIV/AIDs, malaria and other diseases ((UN,2007). Furthermore, early marriages can affect education for girls in the following ways.

a) School drop-out

In Tanzania many girl children attend schools; some are forced to drop out because they get married early. As a result, these young girls cannot take advantage of economic opportunities including those stemming from development assistance programs and their health also is at risk because of early sexual activity and childbearing. In addition they have little or no access to quality health care services. Indeed, many child brides also experience domestic violence from spouses and their relatives (Mascarenhas, 2007).

Women's right activists campaigning to rise the age of marriage in Tanzania published an article headed as "Early marriages and pregnancies hinder girls' education" and Submitted on Thursday, 21/06/2007. Authorities in Tanzania have expressed concern over the large number of pupils, mostly girls, who drop out of school because of pregnancy, teenage marriages, child labor or truancy (IRIN, 2007).

President Jakaya Kikwete said the number of primary school drop-outs rose to 44,742 in 2006 from 32,469 in the previous year. A total of 7,734 students abandoned secondary

school in 2006, up from 6,912 in 2005, the president said in his monthly address to the nation. "We must find the solution to this problem as soon as possible," said Kikwete, calling for the arrest of people who made school-girls pregnant and urging parents and community leaders to ensure teenage girls completed school. Thirty percent of Tanzanian children enrolled in school fail to complete seven years of primary education, while in secondary schools, the drop-out rate is 20 percent, Ludovic Mwananzila, deputy minister for education and vocational training, told IRIN that drop-outs due to pregnancy were higher in some areas than in others, citing the southern region of Mtwara where at least 400 school-girls became pregnant in 2006. Also in Rukwa in the southwest, 200 school-girls discontinued their education because of pregnancy (IRIN, 2007).

b) Increased of illiteracy among women

In Tanzania, the majority of children attending school are engaged in early sexual activities before age. Three out of four mothers start child-bearing during their adolescence (Katapa, 1994). Data by gender show that literacy among women has slightly increased from 64% to 66.1% in 2000/01, while the literacy rate among men was unchanged at 80% (URT, 2001). It should be noted here that improvement in literacy rates will largely be driven by concerted measures towards increased and sustained access to education for new generations of Tanzania children especially girls. This is an evidence on the idea that women who have gone to secondary school are deemed less likely to be married before age 18 than women who attended only primary school (MOEC, 2001). Therefore mothers who do not attend school are more likely not able to support their children education due to poverty, hence a circle of early marriage will be repeating.

Finally, education is therefore widely credited as the most significant factor for delaying girls' age at marriage (Mensch et al., 1998). Over the last several decades, parents have come to value education for their children, and to be willing to postpone the marriages of their daughters so they can attain a higher education level. It is thought that education enhances girls' autonomy, giving them negotiation skills in choosing a partner and influencing the timing of marriage; Education also is believed to increase girls' aspirations and extend the process of finding a suitable marriage partner (Bayisenge, 1998). As a matter of fact therefore, child marriages impede the success of education programs; therefore child marriages often end a girl's education.

2.7 Knowledge Gap

The literature identifies many interrelated factors almost similar worldwide with small variations between societies that interact to place a girl child at risk of early marriage. Those factors include among others, search for economic survival, protection of young girls, peer group and family pressure. In Tanzania the practice of early marriages contributes to a series of negative consequences both for young girls and the society in which they live. It is a violation of human rights in general and of girl's rights in particular. For both girls and boys, early marriages have profound economic, psychological and emotional and social impacts.

However neither study conducted in Tanzania has dealt with the effects of the practice specifically on education for girls. Previous studies like CDF's (2008) study on the same topic in Dar es Salaam, coast, Mwanza and Mara regions concluded that in the coastal region the study was expected to cover three districts but due to financial constraints only Kibaha district was studied. The study also showed that the level of awareness on the

practices of child marriage and its effects among some communities in Tanzania is evidently low. So the study recommended that there should be extensive studies conducted in other parts of the country to collect wide and in-depth data. Therefore the current study attempts to fill a gap by dealing with the effects of early marriages on the education for girls in Mkuranga District.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology used in the study. It describes the study design, research approaches used, the study area including its social cultural background and economy and the population from which the sample was drawn. Furthermore the chapter provides sampling procedures used for data gathering in this study and data collection techniques. It also explains how data were analysed, presented and discussed. Lastly the chapter explains research procedures as well as how it adheres to research ethical considerations.

3.2 Description of the Study Area

The study was conducted in Mkuranga district in the coastal region. Mkuranga district is one of six districts of Coastal region. The district comprises of 15 wards which include Bupu, Kimazichana, Kisiju, Kitomondo, Luhanga, Magawa, Mbezi, Mkamba, Mkuranga, Mwalusembe, Nyamato, Panzuo, Shungubweni, Tambani, and Vikindu. About 85% of the district inhabitants depend on agriculture. Cash crops are cash nuts, Coconuts and fruits, while food crops are Cassava, Rice, Maize, Fruits, Sweet potatoes and Vegetables. Animal husbandry is not predominant economic activity in Mkuranga district. Most of tribes living in this area are the Zaramo, Matumbi, Ngindo and Dengereko. The rationale for selecting Mkuranga district is that it is among the Districts in the Coastal Region with high rates of school dropout among girls caused by early marriages. The other reason for selecting Mkuranga District is the fact that the tribes found in this district are among the ethnic

groups in Tanzania where initiation practices for young girls and boys is still strong. This practice forces girls to marry at an early age, consequently affecting their educational progress. In this regard the researcher thought the area would yield the expected responses.

3.3 Research Design

The study employed cross-section survey design. Using this method the researcher was able to describe the magnitude, effects and strategies adopted to prevent the problem in the study area. To gather information the District Education Officer and Ward Education Coordinators were interviewed according to their conveniences. Questionnaires were distributed to the randomly selected teachers, filled and returned and focus group discussions were organized to primary school girls. Six pupils were purposely picked from each school for discussion every day. The cross-sectional design was adopted because it can compare information from different population groups at a single point of time.

3.4 Research Approach

The study used mixed approach, which combined both qualitative and quantitative approaches to collect data. A mixed method refers to the integration of the qualitative and quantitative methods. Mixed approach is defined as the collection of and analysis of both qualitative and quantitative data in a single study in which data are collected either concurrently or sequentially giving a priority and involve the integration of the data at one or more stages in the process of research (Brewer & Hunter, 1989). Qualitative approach was used in this study because it provides room for flexibility through verbal explanation (Denzin & Lincoln, 1994). Whereas quantitative approach was used because it allows comparisons, statistical aggregation of data and measurement of the responses of large participants to a limited set of questions (Brewer & Hunter, 1989).

3.4 Population

Target population is the actual population to which a researcher would like to generalize findings (Fraenkel & Wallen, 2000). In particular, the target population of the present study was the primary school teachers, ward education coordinators and a district education officer. The reason for these groups to be selected for the study is their roles and involvement in the welfare of children and their education prosperity.

However, primary school girls were also included participants in order to confirm some of the information collected from primary school teachers and education officials and also because they are part of the community they were expected to possess some relevant information.

3.5 Sample and Sampling Procedures.

In selecting accessible population purposive sampling and simple random techniques were used.

3.5.1 Purposive sampling technique

Purposive sampling technique was used in the study to select the following categories of respondents; 1 District Education Officer (DEO), 3 Ward Education Coordinators (WEC) and 54 primary school girls, 6 from each school. The District Education Officer and Ward Education Coordinators were involved by virtue of their position and having information of administration and management issues. The number of wards involved in the study was identified by the District Education Officer basing on having schools with bigger number of pupils. The researcher assumed that the number of teachers is determined by the number of pupils. These wards were Mkuranga, Kimanzichana and Mkamba. The reason for

selecting these categories of wards was that they consisted of representative number of the population of the study area. Thus the researcher with the help of the ward education coordinators selected purposively 3 schools from each ward by using the same criteria as used in selecting the wards. The reason for selecting three schools was that they provided a good number of populations with manageable size.

At school, girl pupils were also purposefully selected with the help of the class teachers. The assumption of the researcher was that the class teachers were well informed about the ability and capacities of their pupils thus it was easy for the researcher to get the required number of respondents to provide the information needed. The number of six primary school girls was reasonable for discussion because it gives room for all participants to provide their contribution within a planned time. The researcher was interested with standard seven pupils because they are mature enough and have an ability to respond to the research questions.

3.5.2 Simple random sampling

Simple random sampling is the best way yet devised by human beings to obtain a sample representative of population (Frankel & Walled, 2000). This sampling strategy was used by the researcher to select the number of the Primary School teachers. The study was expected to involve 225 teachers with an average 25 teachers from each school. The researcher with the help of the head teachers obtained the teacher attendance register from which their names were randomly selected. The researcher recorded the names of teachers on pieces of paper, folded and put them in a box. One of the primary school pupils from the respective school was assigned to pick randomly 25 pieces of papers from which the names of teachers to be included in a study were obtained.

Therefore in the three wards the researcher randomly selected the required number of teachers to be included in the sample. Random sampling was used to alleviate bias. However the number of teachers involved in the study from each school was not even, this is because some of the questionnaires were not returned as shown on table 3.1 below;

Table 3.1: Distribution of wards and schools studied

Name of ward	Name of schools	Number of Teachers participated	Percentage (%)
MKAMBA	A	16	8.5
	B	20	10.6
	C	18	9.6
MKURANGA	D	25	13.3
	E	25	13.3
	F	25	13.3
KIMAZICHANA	G	20	10.6
	H	19	10.1
	I	20	10.6
TOTAL	NINE SCHOOLS	188	100

As shown in the table above the number of teachers in the studied school was not even, this is because some of the questionnaires were not returned. Therefore the study involved 188 primary school teachers and 54 pupils from the studied schools. It also included 3 ward education coordinators as well as 1 district education officer. This makes a total of 246 participants who were involved in the entire study as shown in table3. 2 below;

Table 3: 2 Categories of respondents

Category of respondents	Expected number of Respondents	Actual number of Respondents	Percentage (%)	Instruments' Administered
DEO	1	1	0.4	Interview Guides
Ward Education Coordinators	3	3	1.2	Interview guides
Primary school Teachers	225	188	76.4	Questionnaires
Primary school girl pupils	54	54	21.9	Focus group discussion
TOTAL	283	246	100	

3.6 Data Collection Tools

The study employed a variety of tools for data collection. According to Patton (1987) the choice of research tools depended on the purpose of the research, research questions under investigation and the selected research approach.

3.6.1 Secondary data

In collecting secondary sources of data, literature survey was conducted in different libraries on the subject matter. Various sources which include books, journals, reports, papers and internet materials were studied in order to have a critical overview of the effects of early marriage on education for girls.

3.6.2 Primary data

Primary data was collected through administration of interviews, focus group discussions and questionnaires to the targeted population.

a) Questionnaires

The study employed both open and close-ended questions in collecting the information. In this study, questionnaires were administered to the primary school teachers in order to capture the information of their knowledge on early marriage and the way it affects girls' education. For questionnaires to be administered, the most interesting questions should be at the beginning of the questionnaire to catch the respondent's attention, while the intended questions should be near the end (Fraenkel & Wallen, 2000). One of the major setbacks of questionnaires was poor return, so to control this researcher used their staffrooms during break time to administer questionnaires in order maximize return.

b) Interviews

In this study the interviews were administered to the education officers these include; three Ward educational Coordinators and One District Education Officer. Interviews are necessary so as to supplement clarifications of information collected through questionnaire. Some of these education officers provided the researcher with relevant information on the way the practices of early marriage affected girls' education.

c) Focus group discussions

Focus Group Discussions (FGD) was employed to the primary school girls. Six pupils were picked from each school for discussion. These were conversant with the general situation of early marriage in their schools and community in general. They provided the prevalence of the study problem as well as its effects. Six participants were enough to form a group for discussion, thus, there were nine discussion groups for the whole study.

3.7 Reliability and Validity of Instruments

Validity and its measures play an important part in determining the appropriate methodology to employ. Thus, research instruments were refined to certain relevance, coverage and consistency before they are used in the field. For validation, the instruments were tested in two schools which were out of those schools to be studied. Twenty students, two teachers and one educational officer were involved in a pilot phase.

3.8 Data Collection Procedure

Data collection was conducted over a two months period (May to June 2014), with the assistance of one research assistant (a graduate with research knowledge). The sample size was divided into three batches; primary school teachers, education officers, and primary school girls. The self report questionnaires were administered to one batch of about 20 primary school teachers a day. Group discussions were conducted among a group of six primary school girls a day. Children were asked to relax and answer the questions accordingly and the interviews depended on the convenience of participants.

3.9 Data Analysis

According to Anderson & Arsenault (1998) the nature of the problem to a large extent dictates the type of data analysis technique to be used. The data was obtained through both qualitative and quantitative approaches. Therefore, the first step in data processing was data refining. This was done in the field during data collection process. After data refinement, the analysis of data followed whereby qualitative data was subjected to content analysis. The basic idea of the content analysis is to reduce total content of qualitative information to a series of variables for some characteristics of research interest. Verbal discussions held with primary school girls, ward educational coordinators, and a district

education officer was broken down into smallest meaningful information with the use of content analysis. This was useful in ascertaining values and attitudes of the respondents towards early marriage and effects on girls' education.

The data from questionnaires was coded into specific categories, and thus statistical analysis of events and simple statistics such as frequencies and percentages was employed to summarize the data. The Statistical Package for Social Science (SPSS) computer software was used to analyze quantitative data. After data analysis, the findings were summarized and presented in terms of tables, and figures and descriptions organized around major research themes.

3.10 Ethical consideration

According to Patton (1987) all social researchers share a number of ethical concerns. He argues that research designs and procedures that fail to meet standards by not treating subjects with respect are likely to cause misleading results which are not conclusive and may sometimes be found biased. The ethical research issues are discussed in the following section

Research clearance: Before going to the field, I obtained a research clearance letter from the Open University of Tanzania (OUT); which introduced me to the Regional Administrative Secretary (RAS) who then provided me with a letter of introduction to the District Education officer (DEO) of Kisarawe district. The DEO also gave me a letter of introduction to the Ward Education coordinators (WEC). With these documents I was ready to go to the field and commence data collection.

Informed consent: After reaching the research field, the researcher introduced herself to the participants informing them about the purpose of the study. As this study sought opinions and experiences from interviewees, the researcher informed the respondents that they were free to decide to participate or not. The researcher also asked the respondents that they were free to respond or not to some of the questions.

This topic is very sensitive, and can pose a number of challenges which require special attention. So as a researcher I ensured the participants' protection from physical or psychological harm, discomfort or danger that may arise due to research procedure

Anonymity: The respondents were assured that all the sessions shall be carried out confidentially and there was no need to introduce themselves by their names, and the information they were going to provide was to be kept confidential only for the purpose of this study. The researcher thinks that confidentiality was important for the study since early marriage is among the very sensitive issues in which governmental and non-governmental organizations pay their attention. The researcher was able to soften participants' emotions by using good communication skills to persuade them to provide responses on their own free will.

Lastly, as the researcher consulted a number of scholars' works and acknowledged all the scholarly works that were consulted.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents and discusses the findings of the study. The discussion is based on the results of three research questions that addressed the three objectives of the study regarding the effects of early marriage on girls' education. Data presentation is made using frequencies, percentages, and other inferential statistical tests.

The chapter is organized into four sections; the first presents demographic characteristics of participants, followed by the second section which displays the findings and discussion of the magnitude of early marriage practices in the study area. The third section is about the effects of early marriages in general and particularly in education. The fourth section presents the findings on the strategies that are used in the study area to deal with early marriages. The study was conducted at Mkuranga district in the coastal region, involving three wards and nine primary schools.

4.2 Demographic Characteristics of Participants

4.2.1 Sex of participants

This study involved four categories of participants; the district educational officer, ward educational coordinators, teachers, and primary school pupils. Of the studied teachers, about 25% were males. This is the fact due to the observation that most schools in urban areas or places near urban areas were found to have more female teachers than males. The

District Education Officer was a male; one of the three Ward Education Coordinators was a female while all 54 students were girls.

Table 4.1 Sex of participants

Sex of participants	Numbers	Percentages (%)
Male	47	25
Female	141	75
Total	188	100

4.2.2 Education level of participants

Most of the teachers studied were Grade ‘A’ teachers (93.1%). This was not accidental because the education system of Tanzania designates grade ‘A’ teachers to teach at primary level. However, three teachers (1.6%) had bachelor level of education and six (3.2%) had diploma level. The study also found that some schools had form six leavers who worked as teachers. Experience from the field showed that where there is scarcity of teachers, some school administrators opt to recruit secondary school leavers to assist in teaching. This study found form six leavers who were teaching at school E and G.

The District Education Officer had a bachelor degree and all Ward Education Coordinators were form four leavers. All the girls studied were standard seven students. A sample of older school-age children (standard seven) was targeted in order to increase the likelihood that cognitive development, language and the ability to remember were adequate to respond to the research questions. The mean age of students (13 years) is consistent with the national age limit for primary schools in which children are expected to begin their primary education at the age of seven years (URT, 1995).

Tale 4.2: Education level of participants

Education Level of Participants	Numbers	Percentages (%)
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Grade A	175	93.1
Form six	4	2.1
Diploma	6	3.2
Bachelor	3	1.6
Total	188	100

4.2.3 Work experience

Data on the work experience of participants was important in order to establish the strength of opinions provided. As table 4.3 shows, most teachers were found to have worked for more than ten years (38.8%). Very few teachers had less than six months work experience (3.2%). The DEO had worked for 16 years, while two of the ward education coordinators had 35 years experience. The third WEC had worked for six years only as the table below indicates;

Table 4.3: working experience of participants

working experience of participants	Numbers	Percentages (%)
Zero to six months	6	3.2
Seven to twelve months	12	6.4
One to two years	18	9.6
Two to five years	19	10.1
Six to ten Years and	60	31.9
Ten years and Above	73	38.8
Total	188	100

4.3 Magnitude of early marriages among primary school girls in Mkuranga District

Establishing the magnitude of early marriage in the study area was very important before investigating its effects. The researcher was first interested to know the knowledge participants had on early marriage. Participants were provided with a range of ages to decide which ones are appropriate for a girl to get married, as table 4.4 below displays.

Table 4.4 Participants’ knowledge of marriage age

From which age could girls be married?	YES (f)	%	NO (f)	(%)
Under 14 years	0	0	188	100
Between 14 and 17 years	7	3.7	181	96.3
From 18 years	170	90.4	18	9.6
Do not know	9	4.8	179	95.2

Teachers' knowledge of marital age was high. The findings show that about 90.4% of the teachers who filled up questionnaire showed that girls were to get married at above 18 years old. This could be attributed to the fact that the National Constitution regards 18 years youth as an adult. Very few teachers (3.7%) indicated marriage should take place at 14 to 17 years, while none (%) opted for less than 14 years marriage.

These findings concur with other scholars regarding the marital age. Early marriage according to Ango (1991) is either marriage of an adolescent girl/boy or marriage of an adolescent girl to a matured man or vice-versa, and this happens at puberty when the individual is getting matured. The marital age according to Molokwu (2000) is above the age of 18 years, when the individual is physically, socially, academically and emotionally matured to cope with the challenges of marriage. The Tanzanian laws also put the marriageable age of the girl-child at 18 years. Even UNICEF (2001b) on the rights of the child recommends that children should not be separated from their parents before 18 years unless it is considered necessary. Despite the above recommendations, the girl-child marriage is prevalent in Sub Sahara African countries. Reasons identified by Oyedepo (1994) on why girls engage in early marriages are poverty, unwanted pregnancy, parental pressure, peer pressure and developmental stage among others. Commenting on the above, Musaazi (2002) asserted that these young girls have no values of their own. They are only carried away by ignorance and sometimes parents.

The interviewed in FGD students also were tested on their knowledge of marital ages. In all the surveyed schools, there were some contradictions on the actual age of marriage, yet all respondents did not mention below 18 years old. Almost all of them mentioned 18 and 20 years as legally appropriate ages for marriage, as one of them from school I added;

..getting married in our country is said to start at the age of 18 years. But I think when someone has to go on with further studies; it would not be easy to marry at that age.

The District Education Officer also acknowledged the presence of early marriage in the studied areas, as he added that;

... The problem is there, yes it is there. I have been working in this district for about sixteen years now, so I see it particularly when we are in holidays. You find that when the schools are opened, the number of students decreases, said the officer.

The three ward education coordinators also asserted that the trend of early marriages exists, though one of them reported that it was not easy to get the actual data on it. All officers attributed the early marriage practices to the parents rather than the girls. It is the parents that influence practices, sometimes using threats and forces the girls to get married at their early ages. In this regard, the District Education Officer added that;

The state of taking care of children in this area is very poor; parents do not care about what their children do. There are many angles that parents play in these practices (early marriage); poverty, marital instabilities which for most of them lead to marital break ups. So, most of the children here are being taken care of by their grandparents due to marital instabilities.

These findings are consistent with the study conducted by UNICEF (2009) in Southern Sudan where it was found that parents choose to marry off their daughters early for a number of reasons. Poor families may regard a young girl as an economic burden and her marriage as a necessary survival strategy for her family. They may think that early

marriage offers protection for their daughter from the dangers of sexual assault, or more generally, offers the care of a male guardian. Early marriage may also be seen as strategy to avoid girls becoming pregnant outside marriage. In southern Sudan, a teenage girl is far more likely to be a wife than a student. Out of the population of over 10 million people, only about 500 girls complete primary school each year. By contrast, one in five adolescent girls is already a mother. The UNICEF report adds that a ‘bride price’, usually paid in cows, is due to a girl’s family on her wedding day – making a daughter one of the only realistic sources of income in a place where the average citizen lives on approximately 25 cents a day. In nearly every case, the beginning of a marriage spells the end of an education.

Another angle of inquiry in this study was whether there was prevalence of early marriages in the study area by the time this study was conducted. In a questionnaire schedule, teacher participants were provided with four options to select one, to whether parents in their villages practice early marriages.

Table 4.5 Current trend of early marriages in the study area

Do some parents in villages marry their daughters before they are of marriage age?	Participants Responses	(f)	(%)
No, Never	Yes	20	10.6
	No	168	89.4
Yes, Sometimes	Yes	101	53.7
	No	87	46.3
Yes, Very Often	Yes	61	32.4
	No	127	67.6

The findings showed that the practice of early marriage was widespread, as 53.7% of the studied teachers agreed that sometimes it happens in their respective villages. The existence of early marriage is also implied by those who did not agree to the ‘no, never’ statement. About 89.4% of all teachers disagreed that early marriages are never practiced in their villages.

Teachers were asked to rate how big the early marriages trend was. It was found that about 20% of participants asserted that the problem was very big, while almost half of them (53%) reported the trend to be moderate. Generally, the findings show that about 73% of teacher respondents agree that there was a noticeable problem of early marriages (See figure 4.1).

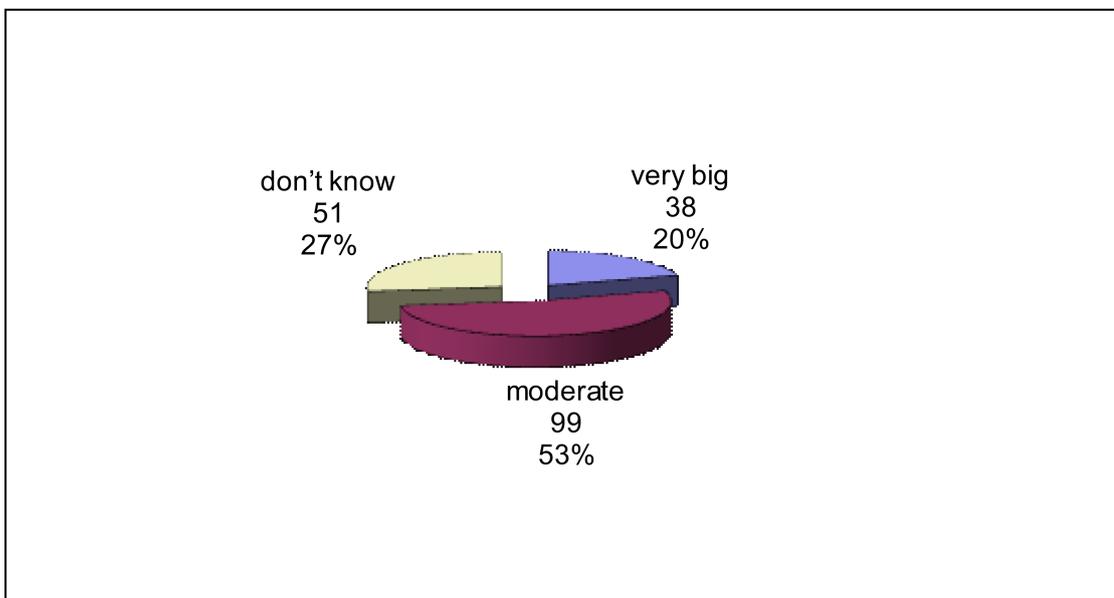


Figure 4.1 Magnitude of early marriages in the study area

Data from the District education officer revealed school-drop out cases for different reasons (See table 4.6 below).

Table 4.6 School Drop Out by Reasons in Public Primary Schools, MKURANGA DISTRICT; 2005, 2008 and 2012, 2013

Reason	2005			2008			2012			2013		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Truancy	134	119	253	279	206	485	13	12	25	207	144	351
Pregnancy		32	32		58	58		12	12		7	7
Death	12	11	23							10	7	17
Other	4	1	5	3	1	4	2	2	4	23	4	27
Total dropouts	150	163	313	282	265	547	15	26	41	240	162	402
Total Enrolment	37234			50176			48888			49489		

The data above show that the number of students who dropped out of school due to truancy and pregnancy was quite considerable. Truancy and pregnancy have encapsulated many other reasons in which early marriages are also inclusive. After realizing that there were practices of early marriage in the study area, the researcher was further interested to capture some key factors which were behind the practices. This is due to the fact early marriage practices have been attributed to different factors in different societies. Akuezuilo and Agu (2003) contend that in every environment and culture there are some basic norms and beliefs that guide the people of the area. In Nigeria for instance, the people of Ogidi education zone of Anambra state still engage in early marriages of the girl-children. This is because they believe that early marriages decrease promiscuity of the girl-child (Anagbogu, 2005). Due to the ignorant and selfish nature of these people, they

forget the devastating effect it has on the girl-child as well as their community development. More so the girl-child has no power to resist the offer.

With the assumption that teachers are always well informed on the whereabouts of their students, teachers were provided with a range of responses to agree or disagree of the factors contributed to the practice in their area. The summary of the findings is presented in figure 4.2 below.

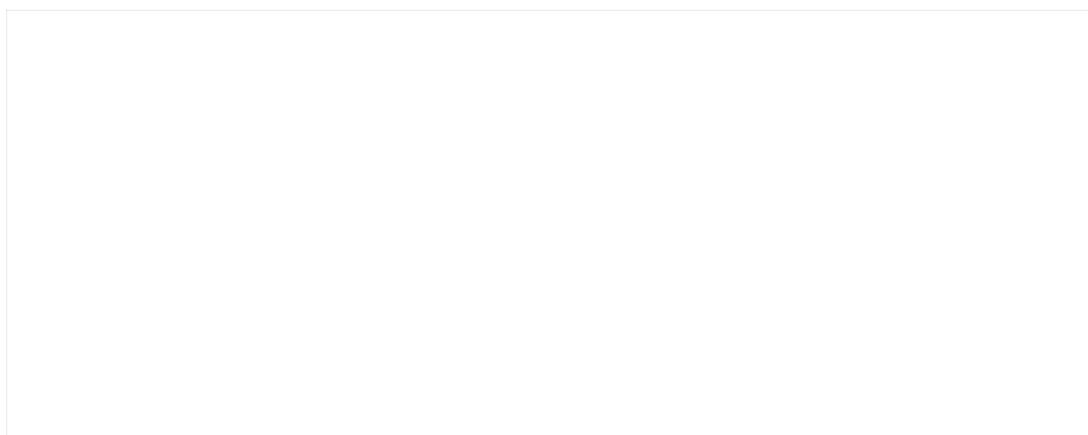


Figure 4.2 Factors causing early marriages in Mkuranga district

The findings revealed that most of community members in the study area have low knowledge on the impacts of early marriages which was the leading factor for girls' early marriage. This was reported by 88.8% of the teachers who were studied. Community members see early marriages as part of their culture.

This was followed by the tendency of some communities not to value education (78.2%). Some communities in Dar es Salaam and coastal region seemed to know very little about the consequences of child marriages, it is because of lower level education. Some people do not value education as it does not repay the investment instantly – it is a long-term investment that is considered more risky in the case of girls, as they can get pregnant and be excluded from school at any time (CDF, 2008). Poverty was also reported to be the leading factor for girls' early marriages in Mkuranga district (63.8). Families in Tanzanian coastal areas are known to be not hard workers, and this makes them take girls as family assets which can be exchanged with some materials like dowry price (CDF, 2008). While religious values were reported as the least contributing factor of early marriage in Mkuranga district (18.6%). The only solution to keep the children away from having sex before marriage is to marry them and assist them to live according to the will of God. For instance Islamic religion requires that if a girl or boy reaches a puberty stage she/he must get married immediately before being corrupted by the rotten world (CDF, 2008).

The findings from focus group discussions with students also revealed some reasons which were behind early marriage practices. Respondents from school C stressed on the life hardship situations that girls are tempted to engage themselves in early marriages so as to minimize some life costs. Another factor was the perceived inability to cope with studies. It was reported that some girls decided to walk out of school and engage in early marriage practices just because they see themselves as not fitting in the learning process.

“... One of our fellow students was forced to marry by her parents, but her uncle's opposed that idea and she didn't marry. But later on she withdrew from studies regarding herself as incompetent”, said a girl from school D. Students from school E attributed early marriages to the parents' inability to take care of their children, again mainly due to poor economic status of the parents.

4.4 Effects of early marriage practices on education for girls in Mkuranga district

Early marriages can have harmful consequences for children; including health problems, spousal abuse and the denial of education. Once married, girls often do not go back to school (UNICEF, 2005).

The key objective of the current study was to study the effects of early marriages on education for girls. Four major effects of early marriages on girls' education were identified by teachers as figure 4.3 displays.



Figure 4.3: Effects of Girls Early Marriages in Education

It was found from the study that school drop out was the leading outcome of early marriages in the area of study (96.8%), followed closely by truancy (94.7%). These findings are in line with IRIN (2007) which reported that authorities in Tanzania have expressed concern over the large number of pupils, mostly girls who drop out of school because of pregnancy, teenage marriages, child labour or truancy. It was further reported

that thirty percent of Tanzanian children enrolled in school failed to complete seven years of basic primary education, while in secondary schools; the drop-out rate was 20 percent. However, students' indiscipline in this study was ranked moderately as another effect of the phenomenon.

The findings on girls drop out of schools are also supported by Ango (1991) who contends that in Zambia, girls are far more likely to drop out of school. About 27% of women in rural areas have no education compared to 18% of males. Pregnancy, early marriage and poverty were intrinsically linked and were the main challenges Zambian girls face by staying in school, particularly in rural areas. The pressures on girls to stay at home, especially if they come from a poor rural household, are many. They may be required to care for a sick relative or to help out with household chores.

Findings from students FGDs portrayed a number of educational effects as a result of early marriage practices. These ranged from the victims being illiterate, increasing level of poverty in the community and lack of different skills. One of the students from school A had the following to say, "early marriage practices deny girls from getting education. This in turn increased the number of poor women in the society because most of them won't be able to participate in developmental issues". The most important negative effect identified was the denial of education rights to children.

The interviewed education officers also agreed that early marriage practices had detrimental effects on girls' education and in their lives in general. Alongside other effects like birth complications, the District Education Officer reported one of the major effects in

education as school drop outs. Talking of the effects of early marriages in the study area, a ward education coordinator went further by saying, "... the leading effect of early marriages in education is school drop out. This goes further to increasing or magnifying a poor society. The worst thing is that the number of illiterate women in the society increases." (Kimanzichana Ward Education Coordinator).

Other effects of early marriages to girls were related to health. According to UNFPA (2013) a child born to a mother who can read is 50% more likely to survive past the age of five. And each extra year of a mother's schooling reduces the probability of infant mortality by 5% to 10%. Children of educated mothers were more likely to be vaccinated and less likely to be stunted because of malnourishment. Education is one of the strongest antidotes to maternal risk. Women with higher levels of education were more likely to delay and space out pregnancies, and to seek health care and support. And women with post-primary education were five times more likely than illiterate women to be educated on the topic of HIV and AIDS.

4.5 Strategies for preventing girls early marriages in Mkuranga district

Ending child marriages is critical for girls' rights, health, wellbeing and ability to survive into adulthood. Ending child marriages lessens the burden on health infrastructure and reduces the human footprint of resource poor countries. It reduces human suffering, recognizes human dignity and challenges gender based discrimination. Ultimately, ending child marriages frees untapped human resources and enables girls and women to more effectively contribute to global human development (UNIFPA, 2006).

Education has been documented as one of the effective tools in ending early marriages. According to Oyedepo (1994) one highly fruitful but not yet fully tapped strategy is to use girls' education as a mechanism for reducing child marriage. Enabling all girls to have primary education would reduce child marriage rates by a sixth. For each additional year that a girl delays marriage, her likelihood of being literate increases by 5.6 percent and the prospect of her secondary school completion rises by 6.5 percent. Indeed, there is a newly emerged global consensus on the importance of girls' education as a strategy to combat child marriages; but it has yet to be translated into action in West Africa. On the other end, adherence to religious beliefs was lowest ranked (18.6%), which implies that its role in stopping early marriage is very minimal (UNICEF, 2009).

In the study area, the DEO reported that there were efforts made to combat early marriage practices. One of the efforts is to insist that school committees sensitize the society on the effects of early marriages. School committees are the ones to deal with such cases, then to the village authorities before going further to police and the court.

Sensitization is insisted through school committees and in the meetings conducted village wise. However, at the council level, we usually have a general meeting every year with education stakeholders on this issue. As if this is not enough, every ward must provide a concrete report on how they deal with this matter", (Mkuranga DEO).

All ward education coordinators also commented in the same direction that knowledge on the effects of early marriages is disseminated to the community through various ways. They reported that the effort is made by the district management to educated villagers, especially when they are in their visits to the community. One of them had the following to say; "Sensitization is made through NGO's on the effects of early pregnancies, and there

are posters and radio programmes from the ministry of health on child-mother safety”.
(Mkuranga, WEC).

Several challenges that hinder the efforts against early marriage practices in Mkuranga District were identified. Most of the interviewed respondents reported poor cooperation between parents and other education stakeholders such as teachers. The Mkuranga Ward Education Coordinator added that;

There is completely no good link between parents and teachers in this ward, and these issues (early marriage) are conducted so secretly that it is very hard to know. Parents are not open at all; in most cases if the children drop out of schools, parents just give other reasons behind the scenario.

In this study, teachers were asked to rate challenges which were considered to hinder the efforts against girls’ early marriage in Mkuranga district. Findings are summarized in figure 4.4 below.



Figure 4.4: Challenges hindering efforts to prevent early marriages in Mkuranga district

The findings revealed that low education level among the community members was the leading factor that hinders the efforts to stop early marriage practices. This was reported by 83.5% of teachers who were studied. Community members do not see the importance of formal education, particularly to girls. This was followed by the tendency of a good

number of poor families which think that marrying girls reduces family burden (50%). There were significant overlaps between child marriages and poverty, particularly where girls face limited economic and educational opportunities and, in turn, are highly dependent on male breadwinners. Girls in poor households were nearly twice more likely to marry before the age of 18 than girls from higher income households (Population Council, 2012).

Safeguarding girls' virginity and extending family ties were the least rated factors, 7.4% and 9% respectively. Other literature sources show that early marriages may also be seen as a safeguard against premarital sex, sexual harassment and violence. Regional and national instability and humanitarian crises; such as conflict, natural disasters and displacement; may make girls more vulnerable to early marriages. In such situations, parents may marry off daughters to obtain some income, "to preserve resources by off loading economic responsibility for their girl," or to offer girls protection against sexual violence (UNFPA, 2013).

Several strategies were suggested as means of dealing with the problem of early marriages in Mkuranga district. In questionnaire schedules, teachers were once again provided with a number of suggestions to choose. The findings are summarized in table 4.7 below;

Table 4.7 Ways of Mitigating Early Marriage Practices

Items	(f)	(%)
Bringing men and traditional leaders on board	67	35.6%
Educating and empowering girls	103	54.8%
Enforcing laws for minimum marriage age	148	78.7%
Family planning	39	20.7%

Revision of the marriage code	64	34.0%
Mobilizing and educating communities	133	70.7%
Raising awareness in the media	127	67.6%
Encourage attitudes that favor marriage at a later age	89	47.3%

Among the most recommended measures included; enforcing the laws which were against early marriages (78.7%), raising awareness on the effects of early marriage through media (67.6%), and mobilizing as well as education the community on the impact of early marriage to girls (70.7%). The least recommended way was the use of family planning methods (20.7%). This was obvious because allowing use of family planning methods means opening the doors for sexual relations which in turn end in marriages. Educating and empowering girls was reported by 54.8%. This is supported by Umashankar (2006) who contends that education as empowerment approach is rooted in feminists' critique of instrumental education approaches.

Contributors to this approach recognize early marriages as a form of gender based violence and seek out alternatives to this practice. Recognizing the transformative nature of education, the gender responsive curriculum is the platform for developing this consciousness. In this approach, ending child marriage is an explicit goal.

Providing education to girls is one of the best strategies for protecting girls against child marriages. When they are able to stay in school and avoid being married early, girls can build a foundation for a better life for themselves and their families. And if they have already been married young, access to education, economic opportunities and health

services; including HIV prevention and sexual and reproductive health; will help enrich their lives and enhance their future (Ban Ki-Moon, 2013).

Teachers were also asked to provide other measures which they thought would work better to deal with early marriages in the study area. This was an open ended question, and therefore a multiple response analysis was run to extract the findings (see figure 4.4 below).

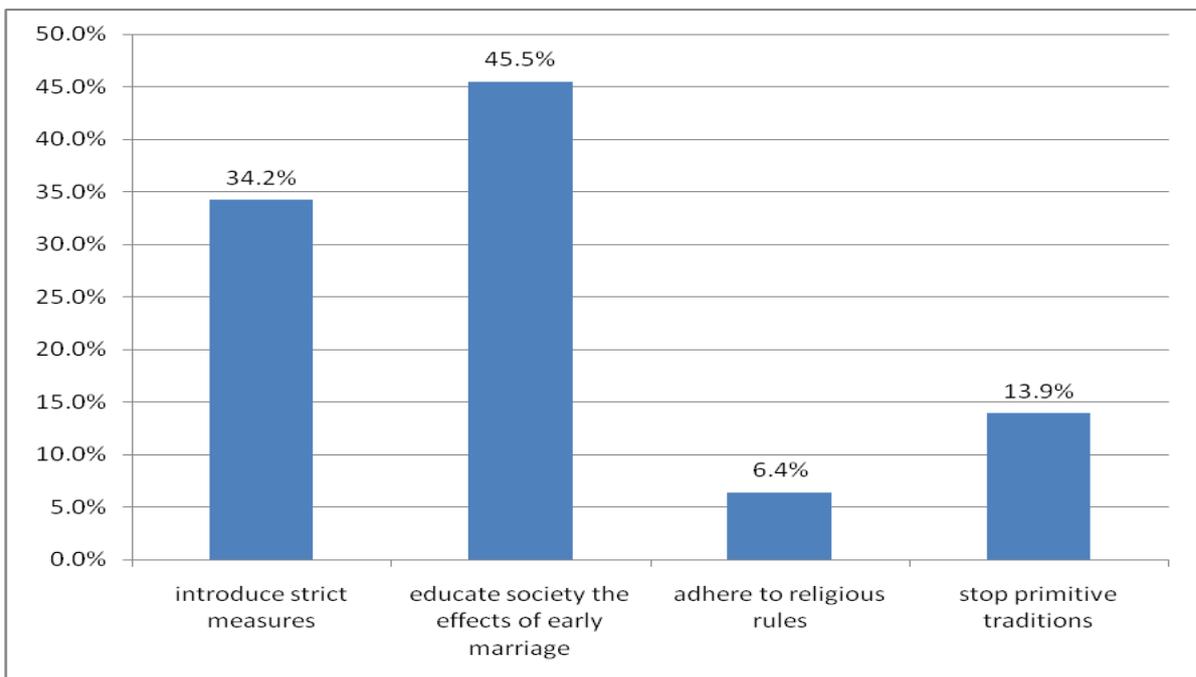


Figure 4.5 Other Strategies for Stopping Early Marriages

The findings revealed that a good number of teachers insisted the need for education or awareness to be raised to the community on the effects of early marriages (45.5%). Adherence to religious beliefs and avoiding primitive traditions were relatively ranked low (6.4% and 13.9%) respectively.

A cry for educating the community on the effects of early marriages in education is across the whole Sub Saharan Africa. A study conducted by Molokwu (2000) in Nigeria quotes a student appealing for educating the parents. "...there are many things that need to be done to solve this problem of early marriages and education. Our government should first of all put more effort on enlightening our parents on the negative effects of withdrawing girls from school for early marriage. You know many parents here are still illiterate and don't know the importance of female education. So the government should first of all increase awareness before any other thing can be done."

According to Bala (2003) the constructive partnerships between parents and child care providers (careers) lie at the heart of a 'family-centred' orientation towards the provision of early childhood services. Potential benefits of child care for child development may be undermined if parents and careers differ in what they hope to achieve in their interactions with children, especially if there is a lack of respect or understanding of alternative childrearing perspectives.

Differences between parents and careers childrearing perspectives are expected when children from culturally and linguistically diverse backgrounds are looked after in mainstream child care services, as an abundance of research has shown that culture plays a role in shaping the beliefs and behaviors of adults.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides summary, conclusions and recommendations of the study that investigated the effects of early marriage practices on girls' education in Mkuranga District. The chapter has three major sections; the first provides summary of the study, the second presents conclusions of the findings and the final section put forward the recommendations.

5.2 Summary of the Study

This study examined the effects of early marriage on girls' education in Mkuranga district, Coastal region in Tanzania. Alongside educational effects, girls who married early are more likely to experience violence, abuse and forced sexual relations. Child marriages jeopardize girls' rights, such as the right to education, because new brides are usually forced to drop out of school to bear children and to provide household labour. In addition, married girls have few social connections, restricted mobility, limited control over resources and little or no power in their new households and are thus especially vulnerable to domestic violence. The underlying factors that contribute to child marriages are complex and interrelated. They vary within and between countries depending on individual circumstances and social contexts.

Throughout the world, marriage is regarded as a moment of celebration and a milestone in adult life. Sadly, the practice of early marriages gives no such cause for celebration.

Literature shows that there is a paucity of studies that have systematically assessed the effects of early marriages specifically on girl's education. Therefore, this study had a unique opportunity to investigate the phenomenon in Mkuranga District, Coastal region-Tanzania. This study aimed at investigating the magnitude of early marriages, establishing its effects on girls' education, and identifying strategies set against early marriages in Mkuranga District.

The study employed a cross-section survey design in which both qualitative and quantitative approaches were employed to collect data. The rationale for selecting Mkuranga District was that it is among the Districts in Coastal Region with high school dropout cases among girls which are caused by early marriages. The other reason for selecting Mkuranga District is because the tribes found in this district are among the ethnic groups in Tanzania where initiation practices for young girls and boys is still strong. This practice forces girls to marry at an early age, consequently affecting their educational progress.

The target population of the present study included; primary school teachers, ward education coordinators and the district education officer, since these groups have a great role and involvement in the welfare of children and their education prosperities. Primary school girls were also involved in order to confirm some of the information collected from the primary school teachers and education officers. Both purposive and random sampling methods were used to recruit schools as well as respondents. Also, the study involved both secondary and primary sources of data. For primary data, questionnaires, interviews, focus group discussions techniques were employed. Qualitative data was subjected to content

analysis, while data from questionnaires were coded into specific categories, and thus statistical analysis of events and simple statistics such as frequencies and percentages was employed to summarize the data.

5.3 Summary of the Findings

5.3.1 Magnitude of early marriages among primary school girls in Mkuranga district

The findings showed that the practice of early marriage existed in the area as 73.7% of the studied teachers affirmed it. The DEO and students who participated in this study also affirmed that early marriages contributed to girls dropping out of school in the area.

The findings further revealed that early marriages in Mkuranga were attributed to many factors including; low level of education as the leading cause. This was reported by 83.5% of teachers who were studied. This was followed by 50% who reported that marrying girls reduced family burden. Safeguarding girls' virginity and extending family ties were least rated factors, 7.4% and 9% respectively. The interviewed girls attributed it to hard life situations that they were tempted to engage in early marriages in order to minimize their life hardship. Another factor related to inability to cope with studies, as some girls decided to relinquish school and engage in early marriage practices just because they saw themselves not succeeding in the learning process.

Another highly rated factor was parents' not valuing education (78.2%), regardless of various literatures documenting education as one of the effective tools for ending early marriages. On the other end, adherence to religious beliefs was ranked lowest, which implies that its contribution to early marriage practices was very minimal.

5.3.2 The effects of early marriages on education for girls in Mkuranga district

Early marriages can have harmful consequences for children including the denial of education. It was found from the study that school drop out was the leading effect of early marriages in the area of study (96.8%).

Findings from students FGDs revealed a number of educational effects as a result of early marriage practices; ranging from the victims being illiterate, increased level of poverty in the community and lack of different skills. The interviewed education officers also agreed that early marriage practices had detrimental effects on girls' education and in their lives in general.

5.3.3 Strategies for preventing early marriages in Mkuranga district

At the district level, the DEO reported that there were efforts made to combat early marriage practices. One of the efforts was to insist school committees to sensitize the society on the effects of early marriage. All ward education coordinators also commented in the same direction that knowledge on the effects of early marriage is disseminated to the community through various ways.

Several challenges that hindered efforts to prevent early marriage practices were identified in the study area. The community in the study area lacks enough knowledge on the impact of early marriages to girls. This was reported by many surveyed teachers as the leading factor hindering efforts against early marriage practices.

Most of the interviewed respondents reported poor cooperation between parents and education stakeholders such as teachers was another factor that hindered efforts against early marriage practices in the area.

The most recommended strategies for prevention of early marriage practices included; enforcement of laws which discourage early marriages, raising awareness on the effects of early marriages through media, and mobilizing as well as educating the community on the impact of early marriages to girls. The least recommended way was the use of family planning methods while educating and empowering girls was moderately reported.

5.4 Conclusion

This study concludes that the practice of early marriages is a real problem in Mkuranga district. Parents have been found to play a key role in the practice. This is due to the fact that most parents lack understanding of the importance of formal education for their children. Among other effects, early marriage practices to younger girls have led to their denial of educational rights. There is a high need for raising awareness to community members on the importance of education to girls so as to discourage early marriage prevalence. In view of the above, it is important that different stakeholders should work together in making sure that this practice is ended.

5.5 Recommendations

5.5.1 Recommendations for action

Based on the findings from this study, the researcher recommends the following;

- i. The law-enforcers in the study area, and the nation at large, should work on the by laws that prohibit early marriages.
- ii. Government should make education free and compulsory at the primary and secondary levels as a way of discouraging early marriage.
- iii. Education planners should include sex education in the school curriculum for proper orientation of the girl-child. The current curriculum was found to be too light to make students adequately understand sexuality.
- iv. Local NGOs with an intermediary role at national and local levels must do more to create a sustainable platform for local groups to tell their stories, leapfrog into the global arena, access funding, expand their activities and shape the current and post 2015 agenda on how girls' education can end child marriages.

5.5.2 Recommendations for further studies

On the basis of the findings of this study, the phenomenon of early marriages is still a very big problem affecting girls' education in Tanzania. Moreover information regarding national prevalence of the problem is lacking. In view of the above observations, it is recommended that further studies need to be conducted all over the country to document the magnitude of the problem. In addition, further studies need to be conducted in other localities countrywide to ascertain challenges that hinder efforts to fight against early marriage practices.

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APPENDICES

APPENDIX 1: Interview guide District Education Officer

Dear District Education Officer,

I am **DEVOTHA ATHANAS LUKUBA** pursuing MED-APPS programmed at the Open University of Tanzania. Currently, I am conducting research on the **“Effects of the practices of early marriage on girl’s education”** as a requirement for the programmed.

In this case, I kindly request you to spare some few minutes to answer my questions. I wish to ensure that, the information you provide will be treated with absolute confidentiality and will only be used for academic purpose and not otherwise. To gather with me is a research assistant Mr. Charles Mpelembe, who will be keeping the information during the interview session.

Note down demographic characteristics of participants, including:

- Age
- Sex
- Position of respondents
- Education level
- Education level
- Work experience

Questions

Knowledge related to early marriage

1. Do some parents in Mkuranga marry their daughters before they are of marriage age?

2. If yes in 1 above, what are the reasons for girls' early marriage?
3. Are there any data available to show the magnitude of the problem in the previous five years?

Effects of early Marriage

4. What are the effects of early marriage on girls' education in Mkuranga district?

Comments on early marriage in the area

5. Are there any policies or by-laws addressing early marriage in your area?
6. What are the problems hindering efforts in addressing problem of early marriage?
7. What are other strategies to be undertaken against early marriage?
8. What recommendations would you like to give in preventing early marriage in your area?

THANK YOU FOR YOUR COOPERATION.

USAILI KWA AFISA ELIMU WA WILAYA

UTANGULIZI

Ndugu afisa elimu;

Kwa jina naitwa Devotha Athanas Lukuba, ni Mwanafunzi wa Chuo Kikuu Huria cha Tanzania, ninayesomea shahada ya uzamili katika masomo ya Utawala, Mipango na Sera katika Elimu. Ninafanya utafiti kwenye mada inayohusu madhara ya kielimu yatokanayo na ndoa za utotoni kwa watoto wa kike wa shule za msingi. Nitahakikisha taarifa nitakazozipata kutoka kwako nitazifanya siri na zitatumika kwa malengo yaliyokusudiwa ya kuboresha elimu nchini Tanzania na sio kinyume na malengo haya.

TAARIFA ZA AWALI ZINAZOMHUSU MSAILIWA:

Umri

Jinsia.....

Wadhifa

Kiwango cha elimu

Muda kazini.....

Maswali

1. Je, wapo wazazi wanaowaozesha watoto wao katika umri mdogo hapa Mkuranga?
2. Kama jibu ni ndiyo namba moja hapo juu, ni sababu zipi zinachangia tatizo hili la ndoa za utotoni lizidi kuwa kubwa hapa kwenu? (Taja angalau sababu tano).
3. Je, kuna takwimu zozote zinazoonyesha jinsi tatizo la ndoa za utotoni lilivyo kwa kipindi cha miaka mitano iliyopita.
4. Ni madhara yapi ya kielimu yanasababishwa na ndoa za utotoni kwa watoto?

5. Je, kuna sera, sheria au jitihada zozote zinazotumika kushughulikia tatizo hili la ndoa za utotoni katika wilaya/kata hii?
6. Ni changamoto zipi zinakwamisha jitihada za kupambana na tatizo la ndoa za utotoni?
7. Taja mbinu zingine unazozifahamu zinazoweza kutumika kutokomeza tatizo la ndoa za utotoni?
8. Ni maoni gani ungependa kuyatoa kupambana na tatizo la ndoa za utotoni kwa watoto wa kike?

ASANTE SANA NA NASHUKURU KWA USHIRIKIANO WAKO

APPENDIX 2: Interview Guide for Ward Education Coordinators

Dear Ward Education Coordinator,

I am **DEVOTHA ATHANAS LUKUBA** pursuing MED-APPS programme at the Open University of Tanzania. Currently, I am conducting research on the **“Effects of the practices of early marriage on girl’s education”** as a requirement for the programme. In this case, I kindly request you to spare some few minutes to answer my questions. I wish to ensure that, the information you provide will be treated with absolute confidentiality and will only be used for academic purposes and not otherwise. Together with me is a research assistant Mr. Charles Mpelembe, who is going to keep the information we get during the interview session.

Demographic characteristics of participants, including

- Age
- Sex
- Position of respondents
- Education level
- Education level
- Work experience

Questions

Knowledge related to early marriage

1. Do some parents in Mkuranga marry their daughters before they are of marriage age?
2. If yes in 1 above, what are the reasons for girls’ early marriage in your area?

3. Are there any data available to show the magnitude of the problem in the previous five years?

Effects of early Marriage

4. What are the effects of early marriage on girls' education?

Comments on early marriage in the area

5. Are there any policies or by-laws addressing early marriage in your area?
6. What are the problems hindering efforts in addressing problem of early marriage?
7. What recommendations would you like to give in preventing early marriage in your area?
8. What are other strategies to be undertaken against early marriage?

THANK YOU FOR YOUR COOPERATION.

USAJILI KWA MRATIBU WA ELIMU

TAARIFA ZA AWALI ZINAZOMHUSU MSAILIWA:

Jina

Umri.....

Wadhifa.....

Kiwango cha elimu.....

Muda kazini.....

Maswali

1. Je, wapo wazazi wanaowaozesha watoto wao katika umri mdogo hapa Mkuranga?
2. Kama jibu ni ndiyo namba 1 hapo juu, ni sababu zipi zinachangia tatizo hili la ndoa za utotoni lizidi kuwepo hapa kwenu? (Taja angalau sababu tano).
3. Je? Kuna takwimu zozote zinazoonyesha jinsi tatizo la ndoa za utotoni lilivyokuwa hapa Mkuranga Kwa kipindi cha miaka mitano iliyopita.
4. Je? Watoto wa kike wanaathirikaje kielimu kutokana na ndoa za tuition?
5. Je? zipo sera, sheria au jitihada zozote katika kushughulikia tatizo hili la ndoa za utotoni katika wilaya/kata hii.
6. Ni changamoto zipi zinakwamisha jitihada za kupambana na tatizo la ndoa za utotoni?
7. Taja mbinu zingine unazozifahamu zinazoweza kutumika kutokomeza tatizo la ndoa za utotoni?
8. Ni maoni yapi ungependa kuyatoa kupambana na tatizo la ndoa za utotoni kwa watoto wa kike.

ASANTE SANA NA NASHUKURU KWA USHIRIKIANO WAKO

APPENDIX 3**QUESTIONNAIRES FOR PRIMARY SCHOOL TEACHERS****Introduction****Dear teacher,**

I am **DEVOTHA ATHANAS LUKUBA** pursuing MED-APPS programme at the Open University of Tanzania. Currently, I am conducting research on **“Effects of the practices of early marriage on girl’s education”** as a requirement for the programme. In this case, I kindly request you to spare some few minutes to fill in this questionnaire. I wish to ensure that, the information you provide will be treated with absolute confidentiality and will only be used for academic purpose and not otherwise.

BACKGROUND INFORMATION*Please fill the gaps bellow*

1. Name of district
2. Name of ward.....
3. Name of school
4. Gender
5. Your Level of education.....
6. Years of teaching.....

QUESTIONS**Knowledge related to early marriage**

1. What is the legal marriage age of girls in Tanzania? Tick (✓) one response

under 15 years	
between 15 and 18	

above 18	
do not know	
Others (specify)	

2. From which age could girls be married? Tick (✓) one response

	YES	NO
under 14 years		
between 14 and 17 years		
from 18 years		
do not know		

3. Besides age what are the other signs which help one know that a girl is ready for marriage? Tick (✓) the appropriate responses.

	YES	NO
The physical morphology (specify.....		
Puberty signs (specify.....		
Other signs (specify.....		

4. Do some parents in villages marry their daughters before they are of marriage age? Tick (✓) one appropriate response.

No, never	
yes, sometimes	
yes, very often	
do not know	

5. If yes in 4 above, what are the reasons for girls' early marriage in your area? select (√) appropriate responses.

low level of education	
to prevent girls from having illegitimate pregnancies	
to perpetuate family lineage	
to alleviate girls' family burden	
to safeguard girls' virginity	
to respect religious teachings	
to honour family social rank	
to extend kinship ties	
Traditional beliefs	
Others (specify)	

6. How big is the problem of early marriage in your area? Select (√) one appropriate response

Very big	
Moderately big	
Average	
Not big at all	
Don't know	

7. What are the effects of early marriage on girl education? Use numbers 1, 2, and 3 to rank them according to the weight.

Indiscipline in schools	
pregnancy	
truancy	
Drop out	
Low school grade	

8. Are there any policies, by-laws or efforts in addressing early marriage in your area?

Select (√) one response

Yes	
No	

9. What are the problems hindering efforts in addressing problem of early marriage? Put √ against each item of your choice.

Problems	Response			
	Strongly agree	Agree	Disagree	Strongly Disagree
Lack of information about the problem of early marriage				
Poverty				
Parents do not value education				
Lack of follow up mechanisms presents a huge challenge both in collecting details of the cases and keeping accurate records of them.				
Tradition beliefs, culture and practices e.g. initiation ceremonies				
Social cultural and religious values				
Lack of knowledge on the impacts of child marriage				
Corruption on part of the legal bodies e.g. Police				

10. What are other strategies to be undertaken against early marriage?

- i.
- ii.
- iii.
- iv.

V.

11. What recommendations would you give to prevent early marriage in your area? (Tick the responses of your choice)

Bringing men and traditional leaders on board	
Educating and empowering girls	
Enacting and enforcing laws that set a legal minimum age for marriage	
family planning	
revision of the marriage code	
Mobilizing and educating communities	
Raising awareness in the media	
encourage attitudes that favor marriage at a later age	
Increase endorsements for delayed marriage by religious leaders	
Avoid traditional beliefs	

THANK YOU FOR YOUR COOPERATION.

DODOSO KWA AJILI YA WALIMU WA SHULE ZA MSINGI

UTANGULIZI

Ndugu mwalimu,

Kwa jina naitwa Devotha Athanas Lukuba, ni Mwanafunzi wa chuo kikuu huria, ninayesomea shahada ya Uzamili katika masomo ya Utawala, Mipango na Sera katika Elimu. Ninafanya utafiti kwenye mada inayohusu madhara ya kielimu yanayosababishwa na ndoa utotoni kwa wanafunzi wa kike wa shule za msingi. Ninawahakikishia kuwa taarifa zote nitakazozipata kutoka kwenu zitakuwa ni siri na zitatumika kwa malengo yaliyokusudiwa hasa ya kuboresha elimu nchini Tanzania na sio kinyume na malengo haya.

TAARIFA BINAFSI

Tafadhali jaza taarifa zako za awali:

1. Jina la wilaya.....
2. Jina la kata.....
3. Jina la shule.....
4. Jinsia.....
5. Kiwango cha elimu.....
6. Muda katika kazi ya ualimu.....

MASWALI

UJUZI KUHUSIANA NA NDOA ZA UTOTONI

1. Kisheria umri upi ni halali kwa mtoto wa kike kuolewa hapa Tanzania? (Chagua jibu moja tu)

	NDIYO	HAPANA
Chini ya miaka 14		
Kati ya miaka 14 na 17		
Kuanzia miaka 18 na kuendelea		
Sifahamu chochote kuhusu umri halali wa kuolewa wa mtoto kike kuolewa.		

2) Ni umri gani unaona unafaa kwa watoto wa kike kuolewa? (Chagua jibu moja tu kutoka kwenye orodha ya majibu)

Chini ya miaka 15	
Kati ya miaka 15 na 18	
Zaidi ya miaka 18	
Sifahamu chochote kuhusu umri halali wa kuolewa wa mtoto wa kike .	
Taja umri mwingine unaofahamu	

3. Tofauti na umri, ni vigezo gani vingine vitakuwezesha kutambua kwamba mtoto wa kike amefikia umri wa kuolewa? (Weka tiki kwenye majibu ambayo ungependa kuyatoa)

	NDIYO	HAPANA
Umbo lake kuongezeka kama vile hips		
Kuhitimu masomo		
Dalili za kupevuka kuota kama vile kuota maziwa		
Vigezo vingine		

4) Je kuna baadhi ya wazazi hapa kijijini ambao huwaozesha watoto wao wa kike kabla ya kufikisha umri wa kuolewa? (Weka tiki kwenye majibu kutoka kwenye orodha ambayo ungependa kuyatoa)

Hapana haitokei	
Ndio, wakati mwingine	
Ndio mara chache	

Sifahamu chochote kuhusu tatizo la ndoa za utotoni	
--	--

5. Kama NDIYO katika namba 4, taja sababu ya kuwepo kwa ndoa za utotoni? (weka tiki

Kwenye orodha ya majibu ambayo ungependa kuyatoa)

• Kiwango kidogo cha elimu kinaifanya jamii kutothamini elimu kwa watoto wao.	
• Kuwakinga watoto wa kike na tatizo la mimba kabla ya kuolewa.	
• Kupunguza mzigo kwa familia ili kupambana na hali ngumu ya kiuchumi.	
• Kulinda bikra za watoto kike.	
• Kutii mafundisho ya dini.	
• Kulinda heshima ya familia.	
• Imani za jadi.	
• Kuongeza undungu kwenye familia.	
• Sababu zingine fafana.....	

6 .Je, tatizo la ndoa za utotoni ni kubwa kiasi gani hapa kwenu?

Kubwa sana	
Ni kubwa kiasi	
Ni la wasitani	
Si kubwa kabisa	
Sifahamu chochote kuhusu ukubwa wa tatizo la ndoa za utotoni hapa kwetu	

MADHARA YANAYOSABABISHWA NA NDOA ZA UTOTONI:

7. Taja madhara ya kielimu yatoakanayo na ndoa za utotoni kwa watoto kike wa shule za msingi (kwa kutumia namba panga majibu yako kulingana na uzito wake kama vile 1,2,3 na kuendelea)

Nidhamu mbaya mashuleni	
Wazazi kushindwa kuchangia maendeleo ya kielimu kutokana na uwezo mdogo wa kipato uliochangiwa na kutokuwa na elimu.	

Utoro kwa wanafunzi	
Wanafunzi kuacha masomo	
Kushuka kwa kiwango cha elimu	

MAONI KUHUSU TATIZO LA NDOA ZA UTOTONI

8. Je kuna sera au sheria inayotumika kupambana na tatizo la ndoa za utotoni?

NDIYO	
HAPANA	

Kama jibu ni NDIYO, taja sera au sheria hiyo.

9. Ni matatizo gani yanakwamisha jitihada za kupambana tatizo la ndoa za utotoni?

TATIZO	MUITIKIO		
	NAKUBALI	NAKUBALIANA KWA DHATI	SIKUBALI
Ukosefu wa taarifa kuhusu ndoa za utotoni			
Umasikini			
Wazazi kutokuthamini elimu			
Ukosefu wa vyombo vya kusimamia kesi na kutunza taarifa kuhusu ndoa za utotoni.			
Mila na desturi na utamaduni			
Sheria za dini			
Uelewa mdogo wa jamii kuhusu madhara yatokanayo na ndoa za utotoni			
Rushwa kwenye vyombo vya dola kama police na mahakama.			

matatizo mengine (fafanua.....)

10. Taja mbinu nyingine unazozifahamu zinazoweza kutumika kutokomeza tatizo la ndoa za utotoni?

i.

ii.

iii.

iv.

11. Ni maoni gani ungependa kuyatoa kupambana na tatizo la ndoa za utotoni kwa watoto wa kike? (Weka tiki kwenye orodha ya majibu ambayo ungependa kuyatoa)

Kuwashirikisha wanaume na viongozi kwenye masuala yanayohusu ndoa za utotoni.	
Kuwashirikisha na kuwawezesha watoto wa kike.	
Kutunga na kurekebisha sheria zinazozungumzia umri halali wa kuolewa kwa mtoto wa kike.	
Kuhamasisha jamii kutumia uzazi wa mpango ili kuepuka mimba kwa watoto wa shule.	
Kuvipitia upya vipengere vya ndoa	
Kuihamasisha na kuielimisha jamii kuhusu madhara ya ndoa za utotoni ili kuiongezea ufahamu juu ya suala hilo.	
Kutumia vyombo vya habari Kukomesha mila potopu zinazochoea ndoa za utotoni kama vile unyago. kuielimisha jamii.	
Kubadili mtazamo wa jamii ili iwaozeshe watoto wao katika umri unaofaa.	

ASANTE KWA USHIRIKIANO WAKO

APPENDIX 4

INTERVIEW DISCUSSION WITH THE PRIMARY SCHOOL GIRLS

Introduction

Dear Pupils,

I am **DEVOTHA ATHANAS LUKUBA** pursuing MED-APPS programme at the Open University of Tanzania. Currently, I am conducting research on **“Effects of the practices of early marriage on girl’s education”** as a requirement for the programme. In this case, I kindly request you to spare some few minutes to answer my questions. I wish to ensure that, the information you provide will be treated with absolute confidentiality and will only be used for academic purpose and not otherwise. To gether with me is a research assistant Mr Charles Mpelembe, who will be keeping the information during the interview discussions.

BACKGROUND INFORMATION

1. Name of district
2. Name of ward.....
3. Name of school
4. Gender
5. Your Level of education.....

QUESTIONS

Knowledge related to early marriage

1. What is the legal marriage age of girls in Tanzania?
2. From which age could girls be married?

3. Besides age what are the other signs which help one know that a girl is ready for marriage?
4. Do some parents in villages marry their daughters before they are of marriage age?
5. If yes in 4 above, what are the reasons for girls' early marriage in your area?

Effects of early Marriage

6. What are the effects of early marriage on girls' education?

Comments on early marriage in the area

7. What recommendations would you make to prevent early marriage in your area?

THANK YOU FOR YOUR COOPERATION.

MAJADILIANO NA MAKUNDI NA WANAFUNZI WA SHULE ZA MSINGI

UTANGULIZI

Kwa jina naitwa Devotha Athanas Lukuba, ni mwanafunzi wa Chuo Kikuu Huria cha Tanzania, ninayesomea shahada ya Uzamili katika masomo ya Utawala, Mipango na Sera katika Elimu. Ninafanya utafiti kwenye mada inayohusu madhara ya kielimu yanayosababishwa na ndoa utotoni kwa wanafunzi wa kike wa shule za msingi. Ninawahakikishia kuwa taarifa zote nitakazozipata kutoka kwenu zitakuwa ni siri na zitatumika kwa malengo yaliyokusudiwa hasa ya kuboresha elimu nchini Tanzania na sio kinyume na malengo haya.

TAARIFA BINAFSI

1. Jina la Wilaya
2. Jina la Kata.....
3. Jina la shule.....
4. Jinsia.....
5. Kiwango cha elimu.....
6. Umri wako.....

MASWALI

UJUZI KUHUSIANA NA NDOA ZA UTOTONI

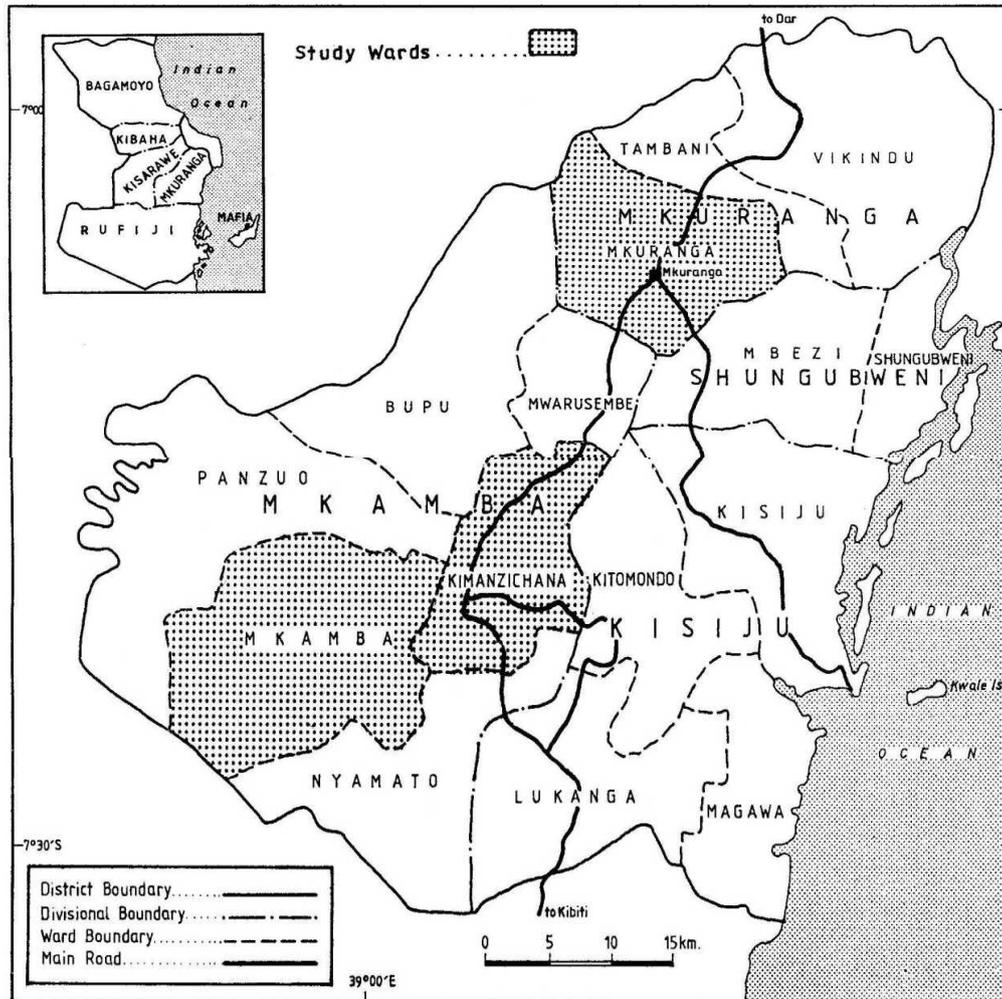
1. .Kisheria umri upi ni halali kwa mtoto wa kike kuolewa hapa Tanzania?
2. .Kwa maoni yako, ni umri gani unafaa/ungefaa kwa watoto wa kike kuolewa?
3. Tofauti na umri, ni vigezo gani vingine vitakuwezesha kutambua kwamba mtoto wa kike amefikia umri wa kuolewa?

4. .Je kuna baadhi ya wazazi hapa kijijini kwenu wanaowaozesha watoto wao wa kike kabla ya kufikisha umri wa kuolewa?
5. .Kama jibu ni ndiyo namba 4 hapo juu, ni sababu zipi zinachangia tatizo hili la ndoa za utotoni lizidi kuendelea kuwepo kijijini kwenu?

MADHARA YANAYOSABABISHWA NA NDOA ZA UTOTONI

6. Taja madhara ya kielimu yanasababishwa na ndoa za utotoni kwa watoto?
7. Ni maoni gani ungependa kuyatoa kupambana na tatizo la ndoa za utotoni kwa watoto wa kike?
- 8.

ASANTE KWA USHIRIKIANO WENU



A Map of the study area

THE OPEN UNIVERSITY OF TANZANIA
 DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es
 Salaam, Tanzania,
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 Fax: 255-22-2668759,
 E-mail: drpc@out.ac.tz

27/04/2014

Mkuranga District Council

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you ^{Ms Lukuba Devotha} who is a Master student pursuing Master of Education in Administration, Planning and Policy Studies at the Open University of Tanzania. By this letter, ^{Ms} Lukuba Devotha has been granted clearance to conduct research in the country. The title of her research is, **"The effects of early marriage practices on education for girls in Mkuranga District, Tanzania"**

The study will be conducted in Mkuranga

The period which this permission has been granted is

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

Prof Hosea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA