

# Effect of Income Generating Activities on Primary School Pupils' Attendance and Academic Performance

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**Abstract** – The study examined the effect of Income Generating Activities (IGAs) on primary school pupils' attendance and academic performance in Rombo district of Tanzania. Using both quantitative and qualitative approaches to data collection and analysis, the study found that 132 (83%) of the pupil respondents were engaged in IGAs mainly in farming activities in the border area. They used the money to buy school uniforms and other school essentials. Excessive alcohol drinking among parents, especially fathers while neglecting their family responsibilities contributed to pupils' engagement in IGAs. The study found that 26 (16.4%) of the pupils were engaged in IGAs during school hours and 32 (20.1%) during school days and weekends. Overall, there is a negative correlation between pupils' engagement in IGA and their school attendance. Moreover, the study found that pupils engaged in IGAs had below average academic performance compared to their non-IGA counterparts. As such, the study recommends empowering women who are bread-earners of the family to reduce their dependence on their children's engagement in IGA for support in addition to enacting by-law to punish irresponsible parents.

**Keywords** – Income Generating Activities, School Attendance, and Academic Performance

## INTRODUCTION

In Tanzania, concerns about deteriorating standards of the country's universal public primary school education continue unabated [1]-[4]. Though statistics indicates that the primary school Net Enrolment Rate (NET) increased from 89 percent in 2003 to 97 percent in 2017, it dropped to 95 percent in 2010 and, subsequently, to 86 percent in 2017 [5]. In fact, being rural area-based or poor are both strong predictors of a child's likelihood to be out-of-school [6]. Impeding factors include opportunity costs for sending children to

school. The 2016 Global Estimates indicate that many children, who are engaged in child labour, also suffer the double blow of being deprived of education. Overall, there are 36 million out-of-school children engaged in child labour, 32 percent of all whom are in the 5-14 age group [7]. Nevertheless, primary education generally serves as an important tool in the fight against poverty and is a basic requirement in the success of other poverty reduction targets such as good health, raising incomes, and HIV/AIDS infection control [8].

Globally, children's engagement in Income Generation Activities (IGAs) is not a new phenomenon [9], [10], [11]. UNICEF [11] reports that incidences of child engagement in IGAs vary from three percent in Sri Lanka to 16 percent in Pakistan. In India and Bangladesh, an estimated 12 percent and nine percent of children engaged in child labour. In India, the 2001 census shows that there were 12.7 million economically-active children aged 5-14. The number was 11.3 million in 1991 and 10.7 million in 1971. In other words, the number of child labourers remains high [12]. In Yemen, only one-third of those aged 10-14 attended school. School attendance for working girls stood at just 14 percent compared to 59 percent for working boys [13] whereas in Kenya about 45 percent of the children combined work with schooling [14].

Studies also show that children's engaged in IGAs affect their school attendance and academic performance. In Turkey, the 1999 Child Labour Survey of the State Institute of Statistics indicates that 1.6 percent of those enrolled in school engaged in economic activities, 27.3 percent in household work and 7.1 percent in neither. Moreover, significant differences existed between the school attendance of working and non-working children. In addition, the attendance of working girls was higher than that of working boys. Furthermore, combining school and work had a negative

impact on school attendance of primary school children [15].

In Tanzania, primary education is compulsory and generally free in public schools. The Education Act of 1978 as amended in 1995 and the Education and Training Policy (ETP) of 1995 as well as the ETP of 2014 implore parents to enrol their children for primary education. Moreover, parents must ensure that their children complete the seven-year primary school cycle [16], [17]. Tanzania is also committed to the Education for All (EFA) and its Development Vision aspires to engender high quality livelihoods and cushion off abject poverty. The vision seeks to attain a well-educated and learning society by 2025 [18].

The Tanzania government measures have included the abolition of school fees to increase access to basic public education and increasing the number of qualified primary school teachers. In 2013, qualified primary school teachers (with Grade A, diploma and degree qualifications in education) accounted for 99 percent of all the teachers. In fact, the Pupils/Student Qualified Teacher Ratio (PQTR) has improved from 1:47 in 2012 to 1:44 in 2013. The national standard is pegged at 1:40. Though primary schools generally has increased by 0.1 percent, the number of public primary schools has increased by 0.3 percent compared to 4.8 percent for private primary schools [19].

Nevertheless, the Basic Education Statistics in Tanzania (BEST) for 2009-2013 show that in 2012, the main cause of dropout cases in primary schools was truancy (75.7%) followed by lack of basic needs (5.8%) [19]. Moreover, the 2001 Ministry of Labour, Youth Development and Sports statistics shows that there are 5,162,195 children aged 5-17 who do not attend school in Tanzania. The majority of these children—4,433,209 children or 86 percent—are based in rural areas. Out of 11,965,146 children aged 5-17 years in Tanzania, 4,735,528 (39.6%) had been engaged in economic activities whereas 5,721,496 (47.8%) were engaged in housekeeping activities. Of all the children aged 4-17, 6,802,951 (56.9%) were attending school but another 5,162,195 (43.1%) were not [20].

Several observations can be drawn from such statistics. To begin with, though public primary education is universally free, parents or guardians are supposed to foot other school-related expenses such as school uniforms, shoes, exercise-books, school bags, bus fare, and contribution for school development activities. Second, the majority of the parents, especially in rural areas, are too poor to afford school mandatory contributions for their children due to their inability to meet expenses for their children's reading materials,

clothing, and food to sustain their children in school. In addition, the children of poor parents are highly likely to miss school due to lack of school essentials and could perform dismally in their academics [21].

Like other countries, many children in Tanzania combine work with school as they hardly have a viable alternative due to widespread abject poverty [22], [23]. They engage in IGAs to earn money for school essentials and other dues. Yet, little attention has been paid to the level of primary school to assess the extent to which pupils are involved in IGAs. Dachi and Garrett [24] focused on child labour and its impact on children's access to primary education whereas Msigwa [25] focused on the cultural construction of child labour in Makete district of Tanzania and its implications for educational policy development and practice. Similarly, Kimhenge [22] studied IGAs and their effects on academic performance in community-based secondary schools. Overall, participation in IGAs contravenes Article 28 of the Convention on Human Rights, which emphasises children's right to primary education. Although several studies have been done in Tanzania on IGAs, little attention has been paid to the effect of IGA on academic performance and on the question of alcoholic parents/guardians as a factor behind pupils engaging in IGA, a gap this study set out to fill.

## OBJECTIVES OF THE STUDY

Broadly, the study determined the incidence of pupils engaged in IGAs in Rombo districts relative to their attendance and academic performance. Specifically, the study determined the incidence of pupils' engagement in IGA; identified the reasons behind the pupils' engagement in IGAs; established the relationship between the pupils' engagement in IGAs and school attendance; and established the relationship between pupils' engagement in IGAs and their academic performance.

## METHOD

### Research Design and Location of the Study

The study employed cross-sectional design to determine frequency of pupils' engagement in IGAs in Rombo district of Kilimanjaro region at the time of the study. The respondents were contacted at a fixed point in time to obtain relevant information. This study was conducted in four schools drawn from four wards in February, 2017. Recent reports indicate that Rombo is one of the districts in Tanzania with a high spate of children involved in taking illicit alcohol in addition to engaging in family IGAs, for example, at Useri and Kikelewa. Second, Rombo district is near the Kenya

Tanzania border. As such, the pupils can work in neighbouring Kenya as casual labourers. Finally, according to Mkwizu and Paul [26], Kilimanjaro region is an 'educational beacon' of Tanzania as it has more schools than other regions. The abolishment of school fees in 2001 increased the net-enrolment but truancy and dropout rates remain a problem.

### Study Sampling

In all, 256 respondents were selected using two purposive and systematic random sampling. Purposive sampling used to select 1 DEO, four (4) HTs, four (4), ATs, four (4) SCCs, three (3) DTs, four (8) CTs and systematic sampling for drawing a sample of 73 parents and 158 standard six pupils .

### Research Method

In this study, interviews, Focus Group Discussions (FGDs), questionnaire survey and documentary review were used to collect data. Interviews were conducted with one Acting DEO, four HTs, four SCCs and 73 parents. Moreover, 4 ATs, 3 DTs, and 8 CT participated in FGDs. The composition was 2 CTs which one was the CT when pupils were in Standard V 2016 and another one was a CTs as they are in Standard VI 2017. A questionnaire with both open-ended and closed-ended questions was administered with 158 Standard VI pupils. Finally, documentary review traced the attendance and the academic performance of Standard VI pupils of 2017 who had been in Standard V 2016 engaged in IGAs and those who did not do so.

### Validity and Reliability of the Study

Piloting was carried out at Mpinga Primary School on the outskirts of Dodoma Municipality. The school was not involved in the main study. Before the pilot study, seven research assistants from the College of Education of the University of Dodoma were recruited to facilitate data collection. The study relied on an intra-investigator to determine intra-investigation variability.

### Ethical Considerations

The researchers explained the objectives and purpose of the study to the participants of the study before getting informed consent. Parents filled out consent forms for their children before their participation in the study. Moreover, the participants remain and, hence, they cannot identify with the information they provided. Furthermore, the study followed the research protocol including obtaining research clearance from the Directorate of Research and Publications (DRP) of the

University of Dodoma and necessary permissions from the local authorities.

### Data Analysis

Qualitative data from interview and documentary review was subjected to thematic analysis aimed to identify common themes and patterns. Some verbatim transcriptions have been highlighted in the report to substantiate the respondents' views. On the other hand, quantitative data from the questionnaires were analysed using SPSS version 22, descriptive and Pearson correlation coefficient analysis. Descriptive statistics was employed to calculate the prevalence of IGAs. Frequencies, charts and graphs present the outcomes. Similarly, Pearson correlation coefficient(r) was used to analyse the relationship between the school attendance, academic performance and IGAs.

## RESULTS AND DISCUSSION

### Demographic Characteristics of Respondents

The study's 256 respondents comprised one (0.3%) acting DEO, four (1.5%) HTs, four (1.5%) SCCs, four (1.5%) ATs, three (1.1%) DTs, four (1.5%) CTs, 73 (28.5%) parents and 159 (62.1%) Standard VI pupils as presented in Table 1.

**Table 1. Respondents' Demographic Characteristics**

Respondents	Male	Female	Total
Acting DEO	1 (100%)	0	1
School Committee Chairperson	4 (100%)	0	4
Head Teacher	2 (50%)	2 (50%)	4
Academic Teacher	1(25%)	3 (75%)	4
Discipline Teacher	1 (33.3%)	2 (66.6%)	3
Class Teacher	2 (25%)	6 (75%)	8
Parents	30(41.1%)	43 (58.9%)	73
Pupils	66 (41.7%)	93 (58.8%)	158
<b>Total</b>	<b>107</b>	<b>149</b>	<b>256</b>

Source: Field Data (2017)

The majority of the respondents were female 149 (58.2%) represented by ATs (75%), DTs 2 (66.6%), parents 43 (58.9%), pupils 93(58.4%) and 2 HTs (50%). Male respondents consisted of four (100%) SCCs and (100%) one acting DEO. Implicitly more girls enrolled than boys in the four primary schools under review. In addition, more female than male parents participated in the study.

### Incidence of Pupils Engagement in IGA

Questionnaire results indicate that of the 159 pupils involved in the study 132(83%) were involved in IGA. Only 27(17%) were not. In addition, of the 132 pupils involved in IGAs 58 (43.9) were boys and 74 (56.1%) were girls. Of the 27 pupils not involved in IGAs, eight (29.6%) were boys and 19 (37%) were girls. The pupils engaged in IGA 62(47%) were aged 10-12 years and 70 (53%) were aged 13-15. Generally, the questionnaire results indicate that the majority of the pupils engaged in IGA were girls. These findings were also confirmed by four HOS, four SCCs, one Acting DEO and 73 parents during interviews. Moreover, the 18 teachers who took part in the FGD confirmed the high incidence of pupils participating in IGA in the four public primary schools visited in Rombo district.

Further analysis of questionnaire results to establish the types of IGA pupils were engaged in have been presented in Table 2.

**Table 2. Types of Income Generation Activities Pupils Engaged In**

Types	Frequency N = 159	Percent
Farm activities	91	57.2
Small business	81	50.9
Chicken-rearing	78	49.1
Rabbit-keeping	44	27.7
Domestic activities	37	23.3
Goat-keeping	16	10.1
Cow-keeping	13	8.2

**Source:** Field Data (2017).

NB: Results based on multiple responses

This implies that the majority of pupils (57.2%) were involved in farm activities, 50.9 percent in petty trade, 49.1 percent in chicken rearing and 8.2 percent in cow-heading as their IGA. Similarly, HTs interviewed revealed that pupils were engaged in farm work 3(75%), followed by chicken/poultry rearing, keeping rabbits, sand mining, and dig-mole hunting/trapping. Some worked as porters at bus stands 2(50%). As the HOS of School C which is located less than 1 km and less than 10 minutes from the Kenya border, explained here under:

“...farm work is one of common activities among our pupils. Due to our location it is easy to cross to Kenya where farm activities take place...” (Interview held on 23<sup>rd</sup> February, 2017).

In addition, four SCCs interviewed mentioned farm work in Kenya (3;75%), sand mining (3;75%) chicken keeping (2;50%), rabbit keeping (2;50%), motorcycle repair (1;25%), selling local brew (mbege) (1;25%) and

selling of fruit such as ripe banana, avocado and mangoes (1(25%). Similarly, 18 teachers reported during FGDs that farm work, petty business, sand mining, keeping chicken, rabbits and pork as well as selling local brew. One member of FGD in School B said:

... Today is Monday I wish you could come here on Tuesday or Friday during the market day in commonly known as “siku ya soko” in Kiswahili ... You will see and observe how pupils engage in petty business during school hours... (FDG in school B held on 20/2/2017).

Another member of the FGD said:

...Kenyan landlords prefer children who are cheap labour. It costs TAS 4,000/= to TAS 5,000/= per day in contrast with adults who cost TAS 7,000/= to 8,000/= per day (FGD in School B held on 20/2/2017).

All the 73 (100%) parents interviewed agreed that pupils engaged in IGA, mainly in petty business, farm work (65; 89%), sand mining (38; 52%), keeping chickens, pigs and rabbits (38; 52.7%), cattle rearing in Kenya 15(20.8%), and serving as porters at the marker and bus-stand 10(13.8%).

Similarly, the acting DEO claimed that land owners on the Kenyan side preferred pupils whom they used to pay round TAS 4,000/= to 5,000/= per day whereas adults were paid TAS 7,000/= to 8,000/= per day. Therefore, pupils were cheaper than adults. Furthermore, the HTs at schools C and D said pupils were engaged in sand mining and were paid 50, 000 /= per trip. Similarly, Kimhenge [22] found pupils engaging in petty business (selling fruits, green vegetables, firewood and charcoal), agricultural activities, family business projects, self-employment, commercial sex and employment as labours. They are also consistent with those of Acton Aid [23], whose findings on 30 schools in Kilwa and Singida indicate that some children miss school due to work in petty business in urban centres.

### Reason behind Pupils' Engagement in IGA

The questionnaire results indicate that the majority of the pupils (45.9%) strongly agreed that they were involved in IGAs for monetary gain to buy school essentials, another 41 percent s to buy school uniforms, 31.4 percent cited abject poverty among their parents whereas 28.9 percent of the pupils embraced IGAs to raise money for school contributions. Very few (6.3%) pupils were engaged in IGA because they were orphans. Table 3. details the results from the questionnaire:

**Table 3. Reasons behind Pupils' Engagement in IGAs**

Reasons for Engaging in IGA	No Response	Strongly Disagree	Frequency (%)		Agree	Strongly Agree
			Disagree	Not Sure		
My Parents do not Take Care of me	2 (1.3)	98 (61.6)	26 (16.4)	1 (0.6)	14 (8.8)	18 (11.3)
My Parents are Drunkard	4 (2.5)	95 (59.7)	25 (15.7)	7 (4.4)	6 (3.8)	22 (13.8)
Capital Gains for buying Learning Tools		45 (28.3)	9 (5.7)	1 (0.6)	31 (19.5)	73 (45.9)
Capital Gains for Buying School Uniforms		53 (33.3)	19 (11.9)	2 (1.3)	19 (11.9)	66 (41.5)
Capital Gains for Paying School Contributions	2 (1.3)	71 (44.7)	25 (15.7)	2 (1.3)	13 (8.2)	46 (28.9)
My Parents are Economically Poor	5 (3.1)	39 (24.5)	35 (22)	13 (8.2)	17 (10.7)	50 (31.4)
Capital Gains for buying Home Food	3 (1.9)	102 (64.2)	20 (12.6)	2 (1.3)	13 (8.2)	19 (11.9)
I do not live with my Parents	4 (2.5)	93 (58.5)	25 (15.7)	1 (0.6)	10 (6.3)	26 (16.4)
Capital gains for Taking Care of my Parents	6 (3.8)	104 (65.4)	19 (11.9)	4 (2.5)	8 (5)	18 (11.3)
I am an Orphan	3 (1.9)	114 (71.7)	27 (17)		5 (3.1)	10 (6.3)
Taking Care of my Young Brothers/Sisters	4 (2.5)	96 (60.4)	13 (8.2)	3 (1.9)	11 (6.9)	32 (20.1)

**Source:** Field Data (2017)

Results from questionnaire were cross-checked with data from interviews and FGDs. Seventy (95.8%) parents, all four HTs, all four SCCs and one Acting DEO interviewed revealed that excessive alcohol drinking among parents was one of the reasons for pupils' engagement in IGA. Similarly, of the 18 teachers involved in FGD 16 (88.8%) lamented that excessive alcoholism, especially for fathers was one of the reasons behind the pupils' engagement in IGA. During discussion, it emerged that "busa", "chang'aa", "piwa", "vimorale", and "mbege" were local brews parents took whose prices ranged from TAS 500 to 1,000. Moreover, excessive drinking made fathers fail to buy food, clothes, and other school essentials. Under such circumstances mothers take care of their families due to the negligence of fathers. Turnard [27] also found that money spent on alcohol was not available for other things in poor families. Furthermore, Wangui, Mariene and Wamalwa [28] found alcohol to be more prevalent among fathers than among mothers. In fact, many children ended up being sent away from school for non-payment of outstanding dues.

In addition, three HTs, one acting DEO, all four SCCs and 63(86.3%) parents reported that poverty among parents was one of reasons behind the pupils engaging in IGAs. Currently, banana and avocado run by women were the only means of getting funds and the product. Men became emasculated after the fall of the market price for cash crops and slump in the demand coffee, usually managed by men. According to the acting DEO

"... Unfortunately, banana and avocado are the major means of production and by nature these products are

owned by women. In those days men used to own coffee... Nowadays we do not produce coffee due to fluctuations in the market price. Land is also a scarce resource here..." (Interview held on 22/02/2017).

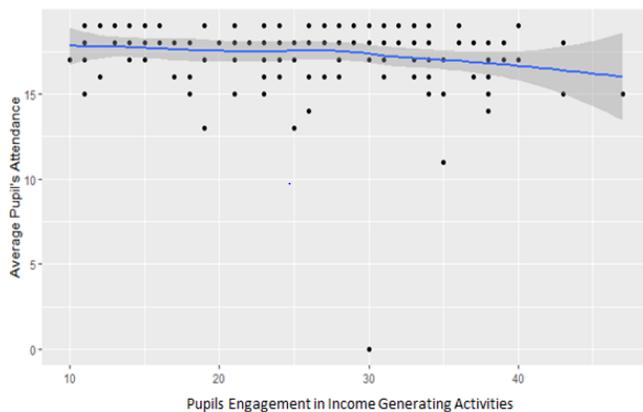
In this regard, the study findings concur with those of Misigo and Ngeno [29] which reported that low income made parents fail to provide adequate learning materials such as textbooks, furniture, light and ample space time for study. Inevitably, children from poor households are more vulnerable to engaging in IGAs and less likely to attend school than kids from rich households [30]. Wambui [31] urges the government to economically empower women with interest-free loans, small cash donations, especially single unemployed poor mothers, to serve as start-up capital for small businesses.

Also 30 (41%) parents interviewed and 10 (55.5%) teachers FGD participants revealed that some parents live with their grandparents or caregivers as their energetic parents reside in Nairobi or Arusha or Dar es Salaam. Away from home, many fail to remit money for their struggling children. Such children engage in IGAs to raise money for buying food, soap, clothes and uniforms as well as other school essentials. Kimaro and Machumu [32] also found a significant and positive relationship between parental involvements in the education of their children by providing key school items, facilitating children's work at home and interacting with them about their future. In this regard, Masao, Muchopa and Kuoth [33] implore teachers, parents, students and community to come together and encourage pupils to improve academic performance. Moreover, two HTs and one SCC interviewed as well as seven FGD participating teachers revealed that school

location also contributed to the pupils’ participation in IGA. For instance, three FGD participants and one SCC interviewed at School B reported that their school was located near a market and had no fence. As a result, pupils made excuses to skip school during the market day or disappeared during the afternoon sessions. In addition, four FGD teachers and one school committee chairperson interviewed at School C located near the Kenya border reported that pupils engaged in IGA. Schools C and D were near Tarakea and Motamburu rivers, respectively, where pupils extracted sand. At School A, pupils were engaged in collecting *gravillia* seeds sold in Kenya at TAS 20,000 per kilogramme.

**Pupils Engagement in IGAs and School Attendance**

Eighteen teachers revealed during the FGD that IGAs affect pupils’ attendance especially during market days and rainy season when IGA-related truancy soared . Of the 132 pupils who engaged in IGAs, 84(56.8%) affirmed that it affected their attendance. Another 33(20.8%) missed school because of IGA engagement. Results from the class attendance sheets of 2016 when the pupils were in Standard V have been presented in Graph 1:



Source: Field Data (2017)

**Figure 1. Relationships between Pupils’ Attendance and Involvement in Income Generating Activities**

The correlation between Average Pupil’s attendance and Total IGA was found to be -0.17. Though a negative correlation, it was very minimal. In other words, IGA is not significantly associated with attendance. Moreover, 132(83%) of the pupils reported engaging in IGAs during school holidays, seven (43.3%) during weekends, 48 (30.2%) during market days, and 32 (20.1%) during school days and weekends. Only 26 (16.4%) reported doing so on school days. Table 4 presents findings:

**Table 4. When Pupils Engage in Income Generating Activities**

When	Frequency (n = 159)	Percentage (%)
School holidays	132	83
On weekend	72	45.3
During Market Day	48	30.2
On school days and weekends	32	20.1
On school days	26	16.4

Source: Field Data (2017)

**Table 5. Pupils’ Average Performance Relative to Engaging in IGAs**

Involvement in IGA	Pupils’ average Performance					Total
	0 – 40	41-50	51-60	61-80	81 - 100	
No	2 (7.4%)	6(22.2%)	6(22.2%)	12.4(4%)	1(3.7%)	27(100%)
Yes	19(14.4%)	24 (18.2%)	39(29.5%)	48(36.4%)	2(1.7%)	132(100%)

Source: Field Data (2017)

Table 5 shows that some pupils engaged in IGA during school days whereas others use both school days and weekend days. Probably this could explain why the majority attend school on average as Graph 1 illustrates. In Uganda, Komakech [34] also found that one student in Serere district confessed that every Friday he/she skipped school by going to fish to earn money for his/her breakfast, lunch, and other personal needs. Similarly, Kimhenge [22] found that students engaged in IGAs went to school late every day, because they over-slept due to tiredness and staying up late to do their homework. Sometimes, they skipped school altogether [22]. In Nachingwea at Nammanga Primary School, pupils’ attendance was poor because many of them engaged in mining activities at Mibondo mine, some 7km from the school [35]. Also in Siri Lanka, Pakistan, India and Bangladesh school attendance rates for pupils engaged in IGA are lower than for those not doing so. As a result, more than 90 percent of child labour kids in Pakistan are out-of-school [9].

**Pupils’ engagement in IGA and Academic Performance**

Three (75%) head teachers, one Acting DEO and two (50%) school chairpersons interviewed and 10 (55.5%)

FGD participating teachers reported that IGA-engaging pupils spent a lot of time on non-academic activities. As result, they reached school exhausted, lost concentration in classrooms, and failed to do school assignments effectively, hence their poor academic performance. Moreover, it was reported those engaging in IGA absent-mindedly attended classes during market day. One of the Head-teacher said:

“... We did not allow pupils to engage in IGAs during school hours. It is obvious... pupils’ minds were not stable, they are thinking about selling their ... in the market. They are also thinking about assisting their mothers...” (Interview with Head-teacher, School A 23/02/2017).

Findings from questionnaires also revealed that, of the 132 pupils engaged in IGA 70 (53%) said yes it affected their academic performance. When pupils asked why, only five (7.1%) said IGA affected their classroom concentration.

Documentary evidence shows that 19 (14.4%) pupils engaged in IGA had an average performance of 0-40 in the 2016 examination results compared to two (7.4%) pupils who did not do so. In addition, 24(18.2%) pupils engaged in IGAs had an average performance of 41-50 as opposed to six (22.2%) not doing so. Only two (1.7%) IGA pupils registered an average of 81-100 in 2016 examinations compared to one (3.7%) pupil who was not engaged in IGAs. Table 5 presents the results.

Table 5 shows that most of the pupils with low average performance (0-40) were those who engaged in IGA. In addition, only few pupils engaged in IGAs had an average of 81-100. This implies that the academic performance of pupils engaged in IGAs was poorer than that of their non-IGA counterparts. Similarly, Wambui [31] reported that children working for long hours especially the night before had poor concentration in classes the following day because of lack sleep and even fell asleep in class. Also, Kimhenge [22] established that when such pupils were given homework, they often failed to finish it due to their engagement in IGA. Similarly in Nigeria, Fetuga, Njokanma and Ogunlesi [11] found that public school working pupils in the South-West had worse specific academic performance than non-working children. Absenteeism from school makes pupils fail to achieve their maximum [36]. Thus, poor academic performance is one characteristic of pupils engaging in IGAs as they have limited time for academic concentration [10].

## CONCLUSION AND RECOMMENDATIONS

Overall, the majority of pupils involved in the study in Rombo district were involved in IGAs. Moreover, the

majority of the pupils engaged in IGAs for monetary gains to buy school uniforms and other school essentials. In addition, excessive alcohol drinking among parents, especially fathers, contributed to pupils’ engagement in IGAs and the attendant poor academic results. Furthermore, some pupils engaged in IGAs during school hours and others during school days and weekends. Many of these pupils also happened to have average school attendance. Furthermore, many of the pupils engaging in IGA generally had below average academic performance compared to their non-IGA engaging counterparts.

As such, the study makes the following recommendations: First, as the study found that majority of pupils escape school compound especially in noon sessions, we recommend that another study be conducted using participants observation to determine the magnitude of the problem of attendance pupils engaged in IGA. Second, since the study found that the majority of pupils were engaged in IGA for cash to buy school uniforms and other essentials because parents spent money on local brew, those involved in selling local brew should not run their business during working hours to curtail alcohol consumption among parents. Third, as the study established that in Rombo district, women are bread-earners of families, they should get special assistance to boost their IGAs. Fourth, as the study found that some pupils reported living with their grandparents as their parents lived in town, the government should make a follow-up on those energetic parents who shirk their responsibilities to grandparent by establishing relevant bye-law to punish such irresponsible parents. Finally, as the present study focused on Standard VI pupils, another study may be extended to other classes of primary and secondary school as well as to other regions and districts of Tanzania for more generalizable results. Moreover, this was a cross-sectional study, as such data was collected once, and it is therefore recommended for participant observation to be conducted in future so as to get the magnitude of the problem.

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