

**UNIVERSITY OF EDUCATION, WINNEBA**

**COLLEGE OF TECHNOLOGY EDUCATION KUMASI**

**SCHOOL OF RESEARCH AND GRADUATE STUDIES**

THE IMPACT OF KENTE WEAVING ON CHILDREN'S EDUCATION  
IN THE AGBOZUME COMMUNITY IN THE VOLTA REGION



BY

Adjorlolo Gideon Newlove

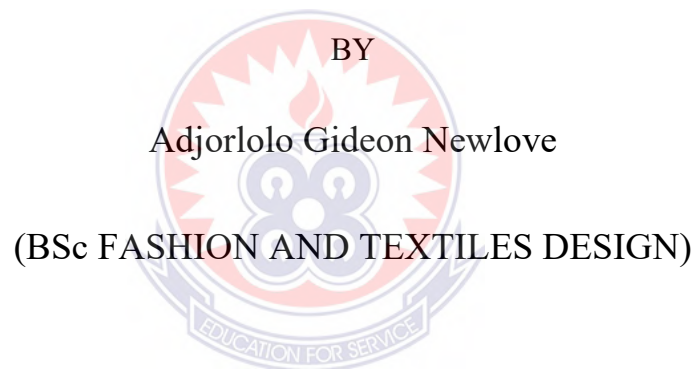
DECEMBER, 2014

**UNIVERSITY OF EDUCATION, WINNEBA**

**COLLEGE OF TECHNOLOGY EDUCATION KUMASI**

**SCHOOL OF RESEARCH AND GRADUATE STUDIES**

**THE IMPACT OF KENTE WEAVING ON CHILDREN'S EDUCATION  
IN THE AGBOZUME COMMUNITY IN THE VOLTA REGION**



A Project report in the Department of Fashion and Textile Design Education, Faculty of Technical Education, submitted to the School of Graduate Studies, University of Education, Winneba in partial fulfilment of the requirements for the award of Master of Technology, (Fashion and Textiles Design) degree.

DECEMBER, 2014

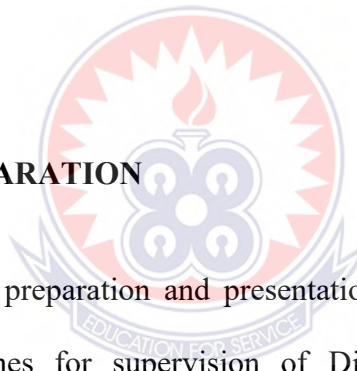
## DECLARATION

I ADJORLOLO GIDEON NEWLOVE declare that this Dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: .....

DATE:.....

## SUPERVISOR'S DECLARATION



I hereby declare that the preparation and presentation of this work was supervised in accordance with guidelines for supervision of Dissertation, as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: Mr. S. K. Amoakohene

SIGNATURE:.....

DATE:.....

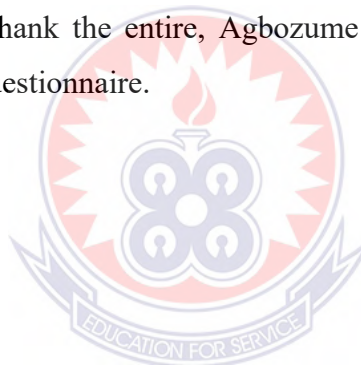
## ACKNOWLEDGEMENTS

My first thanks go to the Almighty God from whom all blessings flow for sustaining me throughout the period of my course.

I wish to acknowledge with profound gratitude and appreciation of the invaluable contributions made by my supervisor Mr. S. K. Amoakohene, a Senior Lecturer at the University of Education Winneba, Kumasi for finding time to read through and make useful suggestions to enhance the quality of this project. May the Lord richly bless him.

I cannot forget Mrs. Agnes Adjorlolo for supporting me financially and my best friend Prince Clement Addo for his tutorial throughout the period.

Finally, I would like to thank the entire, Agbozume Community for their cooperation during administering of questionnaire.



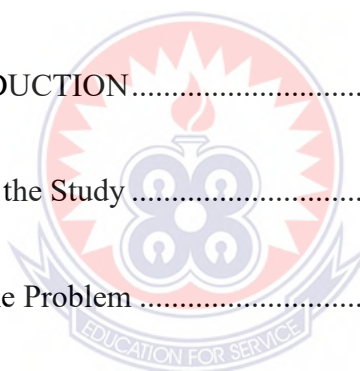
## DEDICATION

I dedicate this work to my children, Micheal Adjorlolo, Justice Adjorlolo and my wife Mrs. Agnes Adjorlolo.



## TABLE OF CONTENTS

DECLARATION .....	ii
ACKNOWLEDGEMENTS .....	iii
DEDICATION .....	iv
LIST OF TABLES .....	x
LIST OF FIGURES .....	xi
ABSTRACT .....	xii
CHAPTER ONE INTRODUCTION .....	1
1.1 Background to the Study .....	1
1.2 Statement of the Problem .....	3
1.3 Objectives .....	4
1.4 Research Questions .....	5
1.5 Significance of the Study .....	5
1.6 Limitation of the Study .....	6
1.7 Delimitation of the Study .....	6
1.8 Description of the Study Area .....	7



CHAPTER TWO LITERATURE REVIEW .....	9
2.1 Introduction .....	9
2.2 Traditional Kente Weaving (Economic Activity of the People of Agbozume) .....	9
2.3 The Concept of Child Labour and Education.....	13
2.4 Societal Attitude towards Child Labour and Education .....	17
2.5 Absenteeism and Child Labour .....	20
2.6 The Concept of School Dropout.....	22
2.7 Why Children Drop out of School.....	24
2.8 Demand Factors: Socio-economic background and the Dropout.....	26
2.7.1 Household Poverty.....	26
2.7.2 Fees and Indirect Costs of Schooling.....	28
2.7.3 Structure and arrangement in the household and dropping out .....	29
2.7.4 Child Labour/Work and Dropping out.....	30
2.8.1 Supply Factors: Conditions within the School as Factors in the Dropout Process .....	32
2.8.2 Quality of Education: Processes and Practices .....	33
2.8.3 Education Resources.....	34

2.8.4	Conditions within the School: Practices and Processes .....	35
2.8.5	Academic Performance .....	37
2.9	Overage Enrolment, Health Status and Dropout .....	38
2.9.1	Overage in Grade and Dropout .....	38
2.9.2	Poor Health and Dropout .....	39
CHAPTER THREE METHODOLOGY .....		42
3.1	Introduction .....	42
3.2	Research Design .....	42
3.3	Population .....	43
3.4	Sample and Sampling Procedure .....	43
3.5	Instrumentation .....	44
3.6	Data Collection Procedure .....	45
3.7	Problems Encountered .....	46
3.8	Ethical Consideration .....	46
CHAPTER FOUR DATA ANALYSIS AND PRESENTATION OF RESULTS .....		48
4.1	Introduction .....	48
4.2	Background Characteristics of the Responding Students .....	48





43	Background Characteristics of the Responding Parents and Opinion Leaders.....	49
4.4	Students view on Kente Weaving’s effect on Education and Child Labour ..	50
4.5	Parental and other Sources of Financial Support to Students.....	53
4.6	Parents View on the Impact of Kente Weaving on Child Labour and Implication on Education.....	55
4.7	Interview Results of Teachers View on Child Labour and Absenteeism.....	57
CHAPTER FIVE SUMMARY, DISCUSSION OF RESULTS AND RECOMMENDATIONS.....		59
5.1	Introduction .....	59
5.2	Summary of the Findings .....	59
5.3	Discussion of the Results.....	61
5.4	Recommendations .....	65
5.5	Conclusion.....	64
5.6	Suggestion for Further Studies .....	66
REFERENCES .....		67
APPENDICES .....		79

**APPENDIX A** QUESTIONNAIRE FOR STUDENTS..... 79

**APPENDIX B** QUESTIONNAIRE FOR STUDENT -PARENTS..... 83

**APPENDIX C** INTERVIEW GUIDE – TEACHERS..... 87



## LIST OF TABLES

Table 4.1: Demographics of Responding Students.....	49
Table 4.2: Demographics of the Responding Parents and Opinion Leaders .....	50
Table 4.3 Cross Tabulation for Guardians’ Educational and Income level and Average Absenteeism per Month .....	52
Table 4.4: Students’ View on Child Abuse and Effects of Kente Weaving on their Education .....	53
Table 4.5: Kente Weaving and Child Labour: Parents View .....	56
Table 4.6: Involvement of Children in Kente Weaving on their Education .....	57



## LIST OF FIGURES

Figure 4.1: Average absenteeism due to Kente weaving .....	51
Figure 4.2: Parental financial support .....	54
Figure 4.3: Other sources of financial support .....	55



## ABSTRACT

The purpose of the study is to investigate the effects of traditional Kente weaving on children's education at Agbozume in the Ketu south district. The study employed a mixed method descriptive survey where a total of 109 respondents comprising with 60 students, 43 parents and 6 teachers were sampled randomly (but teachers purposefully sampled). Both questionnaires and structured interview guide were used to gather data comprehensively. The results indicated that, majority (about 77%) of the children are not regular in attending schools because of their involvement in Kente weaving during school hours. The educational and the income levels of parents and guardians have a significant influence on how regular their children are in school. Most pupils cannot perfectly combine the Kente weaving and trade with their education but unfortunately some were simply compelled by their guardians to do so or for the fact that they were born into a family of Kente weavers. I therefore recommended that, The NCCE and the Ministry of Gender, Children and Social Protection must come to the rescue of the Kente weaving communities where childrens fundamental human rights are abused and educated and prosecuted where necessary, single parents and other vulnerable individuals should be empowered with other skills that will not necessary put their children's education in jeopardy. District assembly and the central government should reach out to the Kente weaving communities with social intervention policies and Non-Governmental Organizations (NGOs) and the education directorate should also have their respective roles to play to change the perception and practice of parents and to value the education.

## CHAPTER ONE

### INTRODUCTION

This chapter introduces the background of the study and how it will be conducted, the statement of the problem, objectives, research questions, significance of the study and finally the description of the study area.

#### 1.1 Background to the Study

The falling standard of education has been one of the major problems confronting the government of Ghana and other stakeholders. It is observed that there are varieties of factors contributing to the poor performance in the education sector at various places across the country. The traditional occupation of the people of Agbozume, a town in the Ketu South District of the Volta Region which is Kente weaving has become a major constraint to the education of most children within the area.

Kente cloth is one of the traditional fabrics that have contributed immensely to the promotion of Ghanaian culture. According to Ofori-Ansah (1997) the term Kente is a popular Akan term derived from the word “Kenten” which means basket. The first Kente weaver in the Ashanti (Bonwire) used raffia to weave, giving it an appearance of basket and thus referred to as “Kententoma” meaning basket cloth. The actual name was “nwomtoma” meaning cloth hand woven on wooden loom. There are varieties of Kente woven by various ethnic groups in Ghana notably Ashanti Kente, Volta Kente and Northern Kente.

In Kente cultural context of use, it is more than a clothing item. It is a visual representation of history, philosophy, oral literature, ethics, religion and political thought among others. It is used not only for its beauty but also for its symbolic significance. Each of the over three hundred types of cloth and motif has a name reflecting on moral values, social codes of conduct, human behaviour and certain attributes of plants and animals life. Example: “Fathia fata Nkrumah”: literally means “Fathia is a befitting wife of Nkrumah” - symbol of honourable marriage, mutual affection.

Kente has achieved tremendous international recognition. Modern technologies and realities of global economics have shaped Kente into an art form whose cultural significance now transcends ethnic, social and international boundaries. In accordance with tradition, Kente is reserved for special occasions and is not meant to be used for common places, daily activities or as ordinary wear. It can be used as a special gift item or clothing item during rites of passage as child naming, puberty, initiations, graduation, marriage, burial and ancestral remembrance ceremonies.

In the case of Agbozume however, it is not uncommon to see school children caught up in Kente business at the expense of their education which results in poor academic performance in the area. This involvement of children in Kente weaving is seen as a form of child labour. According to Encyclopedia Americana International Edition (1957), “child labour is an employment that robs children of their rightful heritage of choice of healthy development, full education opportunities and the necessary play time”.

Unfortunately, those who perpetuate this form of child labour by engaging school children in Kente weaving are either the parents or business men and women or the

children themselves due to lack of parental care or otherwise in the town. No one seems to be bothered about the future of these children so far as their education is concerned. There is an alarming rate of absenteeism and truancy as result of the Kente business which has led to the falling standard of education in Agbozume traditional area.

## **1.2 Statement of the Problem**

The constitution of the Republic of Ghana (1992) Article 28 clause 2 states that “a child has the right to be protected from works that constitute a threat to his health, education or development”. In view of this, the engagement of school children at the time they supposed to be in school is a violation of the children’s right and for that matter it constitutes child labour. Okantey (1995) of the Ghana National Commission on Children (GNCC) indicated that unemployment and ungainful employment of parents cause the involvement of children in all sort of hazardous labour. Thus to say, the economic situation in Ghana compels most parents to let their children of school going age to engage in manual works such as selling, house helping, fishing, farming, weaving and many others in order to supplement the income for the home.

These unfortunate children are deprived most at times from attending classes. Besides this, their involvement in economic activities such as Kente weaving result in social problems like absenteeism, poor academic performance, school dropout, prostitution, teenage pregnancy amongst others.

In Agbozume Traditional Area, preliminary observations made by the researcher revealed that some parents and guardians deliberately keep their wards away from school to weave



Kente in order to meet the financial needs of the homes. Observations again proved that, some students are their own care takers as a result of either poor parental care or single parenting or otherwise. Some students also are observed to be playing truancy whenever they have money in their pockets from the sales of Kente cloths. The absence of these students from school as a result of their engagement in Kente business degenerates into poor performance in education in Agbozume Traditional Area.

However, the challenges these children face weaving Kente vis-a-vis their education has not engaged the attention from the educationalists. Therefore the central concern of this study is to investigate child labour in the Kente business and its effects on children's education in Agbozume and its environs.

### **1.3 Objectives**

Generally, the purpose of this study is to find out the concept of child labour and how children's involvement in Kente weaving has effect on their educational performance within the Agbozume traditional area. Specifically the research will;

1. Find out what child labour really is within the scope of traditional Kente weaving.
2. Identify the impact of school children involvement in the Kente business on education in the area of study.
3. Examine the perceptions of people about children's involvement in the Kente business in Agbozume.

#### **1.4 Research Questions**

The study will be guided by the following research questions:

1. What is child labour with regards to the Kente business?
2. How is this impacting on education in the area of study?
3. What are peoples' views about children's involvement in Kente weaving?

#### **1.5 Significance of the Study**

According to Awoyemi (2001, p3) "education is the totality of the experience through which a child develops the attitudes, abilities, skills and other behaviours which are of positive value for his preservation of culture that is very important to the continuity of nation building". Thus to say, education therefore is the cornerstone of all developments, be it personal or societal. It must hence be pursued vigorously and with all the seriousness it deserves.

In view of the above statement, the researcher sees the children's involvement in Kente weaving in Agbozume and its environs as principally a form of child labour. It may however, be argued that both the Kente weaving for that matter any other form of economic activity and education are symbiotically inseparable, but it is worth noticing that they both follow some form of precedence. Though the children need money to pay fees or buy school items, it is also not lawful to engage these children in the Kente weaving whilst their colleagues are in class learning.

Notwithstanding the very few benefits of these jobs to the children in terms of school fees and others school items; the adverse effects are really devastating to the overall educational performance of the schools in the study area.

Since children are the future leaders of every society, it is therefore appropriate that this study seeks to provide the needed information for the various agents such as policy makers, education units, headmasters and teachers, NGOs, as well as parents who are the stakeholders to know the havocs meted on these unfortunate children's education so as to devise mean and ways to combat this phenomenon of child labour.

#### **1.6 Limitation of the Study**

The researcher would have wished this fantastic and heart-touching research to cover two or more communities but owing to time factor, financial constraints, this study was focused on the Ketu-South District in the Volta Region.

#### **1.7 Delimitation of the Study**

The study was carried out at Agbozume in the Ketu-South District in the Volta Region. The purpose of this study is to find out the concept of child labour and how children's involvement in Kente Weaving Industry has effect on their educational performance within the Agbozume traditional area and what are the available ways for them to improve upon their educational performance within the Agbozume traditional area.

## 1.8 Description of the Study Area

Volta region is- the most south-eastern part of Ghana and shares boundaries with the Republic of Togo on the east, Greater Accra and Eastern Region on the west. The Northern and Brong Ahafo Regions also have boundaries with the Volta Region by the way of the Lake Volta.

Agbozume is a big community found along the Accra-Aflao corridor road in the Ketu South District of the Volta Region. It has population of more than 45000. Its people are Anlos, their language is Ewe. They engage in so many economic activities from petty trading to shop ownership, vegetable gardening, Kente weaving, salt mining and provision of transport services. Agbozume is also made up of other small communities; Klikor, Nogokpo, Adina, Srohume, Afuta among others.

Traditionally, among the many occupations the people engaged in, Agbozume is widely noted for its traditional Kente weaving industry. The Kente business over the years has served as livelihood for both the weavers and the traders some of which come from the neighbouring countries such as La Cote's d'Ivoire, Togo and even as far as Nigeria to buy the clothes. The big market days for the business come off every four days.

Educationally, there are about nineteen schools in the area; Roman Catholic Primary & JHS, A.M.E. Primary & J.H.S, Kpota E.P. Primary & J.H.S, Wisdom Children School, Nogokpo J.H.S, Central Anglican Primary and J.H.S among many others. Some Senior High School is the only second cycle institution in Agbozume. Unfortunately the research is conducted on only three centralized schools in the town which are Kpota JHS, Some

National JHS and the Some Senior High School due to other factors but most especially the high student populations in them.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

The purpose of the study was to find out the concept of child labour in Kente weaving and how the education of children involved in Kente weaving is affected within the Agbozume traditional area. This chapter discusses the literature of the research topic under the following sub-headings; Traditional Kente weaving (economic activity of the people of Agbozume); the concept of child labour and education; societal attitude towards education, child labour; absenteeism and child labour and the concept of school dropout (the push and pull factors).

There have already been many studies in various disciplines regarding this socio-economic phenomenon. The multi-dimensional interest of various functionaries such as scholars, politicians, NGOs, human rights advocates, researchers among others have provided numerous literature on child work and educational achievement.

#### 2.2 Traditional Kente Weaving (Economic Activity of the People of Agbozume)

Economic activities and education are said to be symbiotically inseparable. Thus to say one has need to work in order to financially support his or her education as well as education also providing the needed skills and knowledge to enhance the efficiency of labour in any economic activity.

Adu-Offei (2004) opines that weaving which is one of the oldest traditional occupations is an act of producing cloth/fabric by pressing two sets of thread over and under each other at right angle. Leedham (2008) also asserts that “weaving is a method of creating fabric by interlacing two sets of yarn threads called the warp and the weft”. Adu-Offei and Leedham’s definition of weaving are valid to some extent since they both stressed on the use of the two sets of thread in producing the fabric, but did not emphasize on the mechanism to be used. Encarta 2008 definition makes some strive to capture the mechanism when it points out that “weaving: two sets of yarns called the warp and the woof (more commonly filling or weft) are used in weaving which is carried out on a mechanism known as 100m”.

From the above definitions of scholars, weaving therefore can be defined as a process of pressing and interlacing two sets of yarns at right angles to produce fabric or cloth on a loom with the help of the feet and hands. According to Adu-Offei (2005), weaving began with primitive people when they interlaced twigs and grasses to form mats and baskets. The oldest examples of woven cloth were done by Stone Age dwellers about 4400 BC. In the Holy Bible, the book of Genesis shows the story of Joseph's coat of many colours indicating that dyeing natural fibers for woven cloth is a long known art. In ancient Egypt, it was the custom to enshroud the dead in woven linen of which many samples exist up to today since linen is remarkably durable. Evidence of archaeological discoveries show that a horizontal two bars (two beamed) that is warp beam and cloth beam 100m pictured on pottery dish were found in a woman's tomb in A1 Badari, central Egypt.

There is also superb knowledge of weaving technique which antedates recorded history in Asia. The Chinese handmade cloth of fine silk and Arabia, Persia hand woven cloth of gold dyed threads were some examples of weaves used in barter. Among the Afghan Uzbeks, the woven fabric is named “gbujeri” and as “jajin” Shabsavan Qashaiqai of Persia (Adler & Nicholas Barnard 1992).

In Africa, the West African region has been recognized as possessing a developed culture of weaving which produces fabrics referred to as Narrow Strip inlay cloths. According to Adler & Barnard (1992) this narrow strip weaving is a textile production technique whereby very small looms are used to produce long and narrow lengths of cloth, which may then be joined edge to edge to create square or rectangular covers. The narrowness of the finished strip of weaving constitutes so much of the character and individuality of the West African traditional textile production.

Ghana, a country on the Southern shores of this region has an old tradition of narrow strip weaving especially among the Asante in the central belt, the Ewe of the Volta and the Fulani and Dagomba of the North. According to Ansah (1997), the term Kente is popular Akan term derived from the word “Kenten” which means basket. Legend has it that the first Kente weaver in the Ashanti (Bonwire) used raffia to weave giving it an appearance of basket hence the name “Kententoma” meaning basket cloth.

According to Adler & Bamard(1992) Kente weaving has been a lucrative traditional occupation of the Ewe in Kpetoe Agortime, Keta, kpando, AnloAfiadenyigba, Agbozume-klikor and Tsiame altogether in the Volta region. KetaKente and “adanuvor” literally meaning design cloth are the most prominent of the Ewe weaves, some of which



are applique with abstract and representational motifs. These are generally referred to as KetaKente due to the fact that Keta was the main market centre for the fabrics. Presently, this has been shifted to Agbozume the study area for this research manual due to submergence of the Keta town by the sea.

Oral literature gathered from a renowned educationist and Kente weaver Mr. T .Y Dzrogbeadewokpor revealed that the people of Agbozume are migrants from Keta to where they are presently located during the Sagbrade war. He claimed that upon their arrival the people of Klikor gave them the portion of the land which is covered by raffia palms literally called “so” in Ewe. Thus “Some” which is another name for Agbozume literally means within or inside the raffia palms. He went on to say that the people of Klikor who were originally farmers began to learn the art of weaving brought in by the Somes. According to Mr.Dzrogbeadewokpor the name Kente was not a borrowed name from the Asantes. He claimed the name of the cloth was “kete” and not “Kente”. Literally “ke” means open in Ewe and “te” means beat which sounds “kete” meaning open-beat by the indigenous Ewe instructors or master weavers to apprentice weavers and had resulted in the name “kete” as the general name for most Ewe woven fabrics. Traditionally, names used for woven cloths by the Ashanti weavers were “Nsaduaso”, “Nwentoma” or “Ntama” and the likes. He said the value and the nature of Kente or "kete" cloth one wears shows the position and the wealth of that person in the community.

Adjasso (1970), makes a point that, “each tribe portrays its personality in the fabrics produced. Thus woven fabrics differ from tribe to tribe”. This opinion of hers is enough to explain why the “kete” cloth produced in Agbozume and its traditional area is quite different from others brought from far to the market. Generally, a close looked at the Ewe

techniques of weaving as compared to those of Ashanti and the north reveals a variety of weaving styles unprecedented in any of the other weaving centers in Ghana.

Adler & Barnard (1992) quoted an elderly chief weaver of Kpetoe who took from his drawer after drawer the modern cloths of his weaving group and held them up for inspection; it was obvious that he was not proud of such works. "It is not the skill we lack", he said. "It is the inspiration from the orders to make fine cloths that we miss". This statement explains the unfortunate situation which the "kete" market of Agbozume is into. A visit to Mr. Charles Torgbuivia a yarn dealer in Agbozume revealed that the high cost of yarn has made the weavers resort to using low quality locally made yarn. He also attested to the fact that this situation has resulted in the low pricing and patronage of the "kete" cloth which hitherto was very lucrative venture. Consequently, he said many weavers began to find it difficult to support their families from the sales of one or two cloths hence the need to involve their children in the weaving business.

One Mr. Livingstone Dzissah, a veteran in the "kete" business also lamented that until something is done about the persistent involvement of school children in the "kete" business, the quality that attracts high patronage and pricing would continue to go down as well as the educational performance of those children involved.

### **2.3 The Concept of Child Labour and Education**

One of the many major problems that is affecting the security of the world today is child labour. Child labour seems to be utilized to a varying extent through most of history, but entered public dispute with the advent of universal schooling, with changes in working

conditions during the industrial revolution, and with the emergence of the concepts of workers' and children's rights.

According to the 1992 constitution of the Republic of Ghana, any person under the age of 18 is considered a child. With the definition of labour used here in this research manual, it is the standard International Labour Organization definition, including work provided on the labour market and work for household farms and enterprises, even if it is unpaid. It however, excludes housework in the family home (such as cleaning, cooking or washing). There are several reasons for this. First, the debates surrounding the potentially damaging effects of child labour do not include housework amongst which Kente weaving is an exemption. Second, the information on housework is less detailed than ILO defined work. Third, almost all children in Ghana if not the world, claim to do some housework and so housework analysis in this regard would be irrelevant.

Encyclopaedia Americana, International Edition (1984) states that, "the term child labour refers to the employment of boys and girls when they are too young to work for hire or when they are employed at jobs unsuitable or unsafe for children of their ages under conditions injurious to their welfare". An extension of this could be seen as children below the working age being forced or are compelled due to circumstances to work at the expense of enjoying basic privileges such as education, good health and protection.

Dosso (1998) as cited in R.C. Odumale (2005) opines that the practice whereby children who have not reached the age of adulthood (18 years in the case of Ghana) are forced to work either for themselves or for their parents/guardians to make ends meet is child abuse. In fact, it is said that childhood is the most innocent stage in a human life. It is that

phase of life where a child is free from all the tensions, fun-loving, plays and learns new things. He or she is also the sweetheart of all the family members. But this is only one side of the story. The other side is full of tensions and burdens. Here, the innocent child is not the sweetheart of the family members instead he or she is an earning machine working the entire day in order to satisfy the needs and wants at home. To understand child labour, this is what it means.

On the other hand, education which holds the torchlight to meaningful life for this generation cannot be over-emphasized. According to Awoyemi (2003 :p3), "education is the totality of the experience through which a child develops the attitudes, abilities, skills and other behaviours which are of positive value for his preservation of culture that is very important to the continuity of nation building". Thus to say without education the human resource of the nations are in jeopardy and also no culture can be perpetuated without consciously imparting its younger ones through education.

However, according to statistics provided by UNICEF there are estimated 246million children aged 5 to 14 in child labour worldwide excluding child domestic labour in the year 2008 and this figure is still on the increase. It is estimated that out of the world working children, 61 % are part of the work force of Asia, 32% in Africa, 16% in Latin America, 1 % in USA, Canada, Europe and other wealthy nations. The global menace of this phenomenon has awakened serious involvement of the world organizations. The United Nations and International Labour Organization consider child labour exploitative, with the UN stipulating in article 32 of the Convention on the Rights of the Child (CRC) that: ... state parties recognize the rights of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere

with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

With the advent of cheap labour demand in recent times saw an increase in child labour in most third world and middle income countries such as India, China, Mexico and among African countries like Ghana. This modern form of slavery can be found in sectors such as farming, quarrying, mining, textile factories, fishing along others. According to a documentary produced by BBC's Panorama (TV series) programme it was reported that

Primark a textile company was using child labour in the' manufacturing of clothing. In particular, a £4.00 hand embroidered shirt was the starting point of the documentary where a question was asked: "why is J only paying £4.00 for a hand embroidered top?" The answer is obvious.

In another instance, it was reported that on November 21, 2005 an Indian NGO activist Junned Khan, with the help of the Labour Department and NGO Pratham mounted India's biggest ever raid for child labour rescue in Eastern part of New Delhi which resulted in the freedom of 480 children.

Basu & Van (1998) argue that the primary cause of child labour is parental poverty. That being so, they caution against the use of legislative ban against child labour and argue that should be used only when there is reason to believe that a ban on child labour will cause adult wages to rise and so compensate adequately the household of the poor children. It is hereby deduced that in order to fight and win the battle against child labour there should be appreciable and sustainable adult wages.

Ghana Living Standard Survey (GLSS: 1988/9) attempted explaining the literature on child labour and education. It states that although child labour has a number of other possible harmful effects, including damage to health and psychological development, a particular attention has been paid to its educational impact for two reasons. First, education is seen as fundamental tool to improving the quality of life in the country by lifting the people who are educated out of poverty and by improving the quality of human resources that are available for national economic development. Second, the impact of child work on education is both easily believable (a child that is working cannot be at school or doing homework at the same time) and has been readily quantifiable from household survey data, at least as measured by school attendance registers.

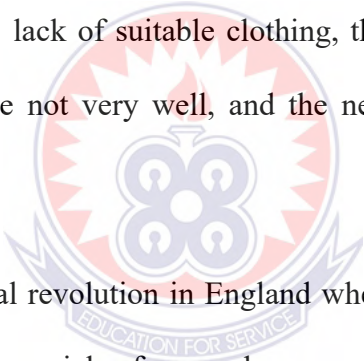
According to Thomas De Gregori, an economics professor at the University of Houston, (in an article published by Cato Institute, libertarian think-tank operating in Washington DC postulated that) technological and economic change are vital ingredients in getting children out of the workplace and into school. This presupposes that if technology is employed into the various sectors of the economy which make use of child labour the situation in Agbozume Traditional Area for instance where children are taken; out of the classroom to weave will be a thing of the past.

#### **2.4 Societal Attitude towards Child Labour and Education**

Parents/guardians sometimes discourage their wards from schooling with the aim of helping them work either in the house or outside for money. In some instances the older daughters are urged to stay home to look after their younger siblings or do some works

outside to support the family. The sons are also expected to get something doing in order to cushion the economic burden of the family

However, according to the constitutional provisions of the Republic of Ghana (1992), it is legally unacceptable that children should be made bread winners of their families. Horn (1977) opines that employment of children on the local farms in Oxfordshire is the main cause of poor schooling. He thinks the school board has the powers to take court actions against most parents but the board is reluctant to either prosecute parents or the children employers because some of the school board members are the worst offenders. In his opinion, some of the factors that contribute to the parents' discouragement of children from attending school are: lack of suitable clothing, the need for the children to do the shopping when parents are not very well, and the need to raise some income for the home.

The logo of the University of Education, Winneba, is a circular emblem. It features a central four-lobed flower-like symbol in blue and white, surrounded by a red and white sunburst pattern. Below the emblem is a banner with the motto "EDUCATION FOR SERVICE".

During the age of industrial revolution in England where children were the main targets of labour for the factories, social reformers however stood against the practices of the ruinous effects they have on the health or welfare of children. One of these social reformers was Charles Dickson a victim of child labour who exposed the evils of child labour in his novel, *Oliver Twist* (1837-1839).

Weber (1987) argues that in the third world countries children's educational performance is unlikely to be dramatically improved since they are subjected to a number of factors which are beyond their control. He concluded that fundamentally, poverty is the cause of child labour which together work against the ambitions of many third world children and their parents.

Mrs. Beatrice Duncan an advocate of children's right also said child labour must be seen by journalists in particular and society at large as just as political or financial corruption of politicians is seen and must be highlighted as such. I do agree with her on the basis that without the creation of public awareness about this canker, child labour will gradually engulf our communities.

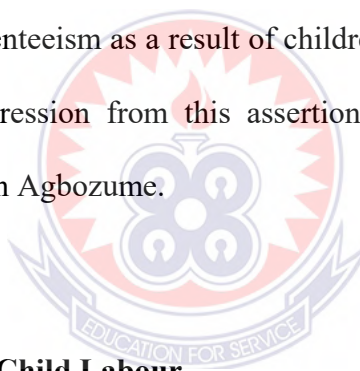
Shaibu (1996), as cited in Odumale (2005) explains that a serious look at child labour in Ghanaian urban context ranges from intra-family work, apprenticeship outside the family, domestic service, wage labour, odd jobs and errands to independent activities on the street. He continued that more dramatic is the plight of child domestic workers who are often sent by their parents in the rural areas to distant "relatives" in cities where they remain unpaid or poorly paid in return for their services. Child labour is in both rural and urban areas in Ghana. Children who are between the ages of six and fourteen are engaged in fetching water and carrying farm produce for household use. They further pointed out that the children normally assist their parents in domestic task such as fanning and fishing instead of attending school.

It has been found out that among the people of Otum in the Central Region of Ghana, children who go to school are less of an asset than those who go fishing. Most of the parents who are either fishermen or fishmongers encourage their wards to help them in their fishing business instead of attending school. He continued that the boys join the fishing crew and the income that comes out of fishing is given to their parents. The young girls are also initiated into fishing activities at a very early age. They help in carrying, selling and the preservation of fish in order to supplement the families' income instead of



attending school. He concludes that those parents who have their children at school regard them as “family parasites” since their feeding, clothing and total school expenditure become a drain on the financial resources of the family.

In the same vein, the situation is not different in AgbozumeKente weaving community. Although most people are becoming aware of the enormous benefits of education, they cannot help but to employ the services of their children in Kente business since there is the need to increase the supply of Kente in order to meet the necessary domestic demands. Despite the assertion of the psychologist Benjamin Bloom that the initial years of a child are important and that any early losses in intellectual development are irreversible, the gross absenteeism as a result of children’s engagement in Kente weaving is seen as the major digression from this assertion and also a factor in the fall of educational performance in Agbozume.



## **2.5 Absenteeism and Child Labour**

Absenteeism is a first sign of trouble; the first indicator that a young person is giving up or losing interest in his or her studies. Anytime learners tend to stay away from school, they are invariably telling parents; school officials and the community at large that they are in trouble and therefore need help to keep them moving on in life.

The Oxford English Dictionary defines absenteeism as the practice of withdrawing oneself from duty or station. Absenteeism has become a social and educational problem which is bedeviling performance in education in recent times. Other persons perceive school absenteeism as a childish act that is well planned and thought of by students. One of

such persons is Lovell (1964) who sees absenteeism as a childhood behaviour or disorder, which may be attributed to many factors including the home, the pupils own behaviour, peer group and unsupportive school environment.

Hurlock (1978) explains two kinds of absenteeism. In the first kind, children absent themselves from school without permission of their parents or school authorities. They go where they can, do as they please without being seen by parents, neighbours or law enforcing officers. However, the second kind of absenteeism is what prevails in Agbozume traditional area. In this case, she explains that the child skips school with parental knowledge and consent. She explains that this is often true of the lower socio-economic group whose parents place little or no value on education. I bet to differ from the latter part of the assertion that these parents especially those in Agbozume place little or no value on education. This is because cursory observation undertook by the researcher revealed that most parents are fully aware of the tremendous benefits their children will derived from attending school.

Tyennan (1986) cited RC Odumale (2005) states that much research on the family has been concerned with broken homes and the findings revealed that one third to a half of all cases of truancy are with children who are not living with both parents. Looking at this assertion, vis-a- vis the situation in Agbozume it is clear out of cursory observation that most children are under the control of single parenting which come up as a result of who knows what.

According to Brinkly (1975), the family background of the child affects the social environment and more importantly his attitude to school. It is observed that seventy five

percent (75%) of parents call their wards or children out of school to do some work at home or outside. Another writer, Paoluci (1960) also maintains that labour and insufficient wealth is still strong deterrents to school attendance in many countries. He observed that truancy follows a pattern that, always absence may occur on a certain days of the week, always when certain classes meet or always when tests are scheduled.

The afore assertions are symbolic characteristic of child labour vis-a-vis education in Agbozume traditional area in that schools tend to have low academic performances especially during external examinations.

## **2.6 The Concept of School Dropout**

According to Awedoba *et al.*, (2003) dropout typically refers to a pupil's permanent withdrawal from School. Brimer & Pauli (1971) defined a school dropout as a person who leaves school before the end of the final year of the education stage in which he or she is enrolled. It can be deduced from the latter definition that leaving school after the completion of basic school without proceeding to the next levels does not technically constitute dropout. Dropout at the basic level is an undesirable situation because those who drop out are not likely to have strengthened their basic literacy skills so they easily relapse into illiteracy (Brimer & Pauli, 1971).

Although school dropout is a worldwide phenomenon there are variations in terms of dimensions and causes due to social, psychological and economic differences in the world. These notwithstanding, some lessons could be learned from best practices in controlling the menace around the world. According to Foraker (1999) dropout rates

among German schools was relatively low because of institutional differentiation according to children's abilities and interests. It is also interesting to note that in the German education system, dropouts have been associated with the low social prestige schools like the "*hauptschulen*" mainly due to problems of discipline and occasional vandalism. In fact Fetler (1989) found out that schools with higher achievements had rather lower dropout rates.

Colbey (2000) observed that parents seek favourable outcomes such as good academic achievement and eventual employment but try to avoid negative outcomes such as children's disrespect for their parents, delinquency of school leavers, school girls' objection to traditional rules governing marriage and their inability to master the required domestic duties etc. Parents' seeking to avoid such traits might withhold their children from school or withdraw those already in school.

Causes of high dropouts in Ghana have been attributed to a range of factors including lack of books and supplies, poor teaching, lack of teachers, long walking distances to school, high cost of school materials, pregnancy, early marriage, etc. As stated in the Ghana Poverty Reduction Strategy document nearly one-third of children who dropped out of school cited the need to work as the reason whilst another one-third cited cost as the reason (Government of Ghana, 2003). The two reasons are closely linked up because children from poor homes are the ones most likely to be in need of work to earn income or provide supplementary family labour. Thus child labour and the phenomenon of street children popularly called "kayaye" are social problems that are often attributable to poverty and are inextricably linked to school dropouts either as causes or effects.

Whilst many parents are quick to attribute the dropout phenomenon to poverty, those who have ample knowledge of the livelihood patterns and attitudes of parents to education like teachers, opinion leaders and educational authorities often express doubts about this assertion. Most of them claim that parents, especially in high incidence areas, have priorities other than the education of their children. This implies that there are several complex dimensions of the basic school dropout phenomenon in the different locations in Ghana.

In the 2003 GPRS implementation monitoring report, it was noted that the beneficial impact of expanding access to education could be achieved only if education was of good quality and parents/guardians perceived good returns to investment in their children's education in terms of good outcomes (NDPC, 2003). If parents believe that their children are not receiving quality and relevant education, they will not send and retain their children in school. Furthermore, if parents lose confidence in the quality of education that their children are receiving they will rationally encourage their wards to drop-out of school. With these observations, the rate of dropout could be an indirect indicator of the quality of education and the confidence in the education system (NDPC, 2003; Smith, 2003).

## **2.7 Why Children Drop out of School**

Understanding why students drop out of school is the key to addressing major educational problems. Yet identifying the causes of dropping out is extremely difficult to do because, like other forms of educational achievement (e.g., test scores), it is influenced by an array

of proximal and distal factors related to both the individual student and to the family, school, and community settings in which the student lives.

Although there is a growing body of research on the role of the individual and influence of household conditions on children's schooling in Africa, there have been relatively few empirical studies focusing on school dropout (Fuller et al., 1995; Fuller & Liang, 1999). Understanding why children drop out of school is the key to addressing this major education problem; yet, identifying the causes of dropout is extremely difficult because the phenomenon is influenced by a range of proximal and distal factors.

Research into the causes of dropout focuses on the influence of a series of interrelated demand and supply factors that interact in a complex way to incite children to drop out of school (Hunt, 2008). I draw on these perspectives in conceptualising dropout as an outcome of contextual conditions setting a process in motion that pushes and/or pulls children until they eventually drop out of school. The several causal factors of dropout are related to the family background the child; the community in which his or her school is located; and conditions within the school environment. See Hunt (2008) for a more comprehensive analysis of the factors are either demand or supply-driven.

Supply and demand factors that cause dropout to occur are contextual, since they are variously located in the family, school and community. The influence of the child's attributes – his or her values, attitude and behaviour pattern in terms of education – are dictated by contextual variables. These are, on the one hand, demand factors, which include the socioeconomic conditions of the child's background; and, on the other hand,

supply factors, which relate to conditions within the school setting that shape the child's decisions in terms of his or her education.

Empirical research into dropout has identified a number of supply and demand factors in the child's family background, the community in which the school is located, and the school itself that can be utilised as predictors of dropout. In a study of dropout in northern Ghana, the complexity of the causes of the phenomenon is illustrated by the variety of at-risk factors cited as reasons for withdrawal from school (Ampiah & Adu-Yeboah, 2009).

In spite of the fact that supply and demand factors that interact in a complex fashion to encourage children to drop out of school often function simultaneously, I attempt to explore them separately, although there is necessarily a degree of overlap between them. The next section discusses the demand factors. In the next two sections I review the literature on a range of push and/or pull supply and demand factors that were found to be linked and in some cases provoked school children to terminate their schooling.

## **2.8 Demand Factors: Socio-economic background and the Dropout**

### **2.8.1 Household Poverty**

The characteristics of the household influence whether a child will enrol in school or not, the frequency of attendance, and the likelihood of suspending schooling or dropping out permanently (Croft, 2002 as cited in Hunt, 2008).

The link between poverty and school dropout is highlighted in a number of studies (e.g. Boyle et al., 2002; Brown & Park, 2002; Ranasinghe & Hartog, 2002; Vavrus,

2002; Dachi & Garrett, 2003; Hunter & May, 2003; Birdsall et al., 2005; UIS & UNICEF, 2005; Bruneforth, 2006; Cardoso & Verner, 2007). According to Hunter and May (2003), poverty is regarded as the likely explanation of school disruption; and in describing the link between wealth and school retention, Colclough et al. (2000) found that:

... amongst those out-of-school, the mean wealth index for school drop-outs was generally higher than for those who had never enrolled ... children at school were, on average, from better-off households than those who had dropped out, who were, in turn, from richer backgrounds than school-age children who had never enrolled.

In its analysis of poverty in Ghana, the Ghana Poverty Reduction Strategy 1 (GPRS) captures the effects of poverty in three dimensions – income or consumption poverty, lack of access to basic services, and as an impediment to human development. All three dimensions are considered to negatively affect the demand for education by people from poor households, which results in low levels of participation in education. Poverty is considered to be a major factor in the impediment of enrolment and retention in Ghanaian schools (Canagarajah & Colombe, 1997; Chao & Apler, 1998; GSS, 2003; Akyeampong et al., 2007).

In Ghana, most out-of-school children – both those who have never enrolled and those who have dropped out – come from economically deprived households. According to a Ghana child labour survey report, child workers claimed to be working to raise the money to go to school (GSS, 2003).



Children from low socio-economic households, and those that are vulnerable and prone to income shocks, commonly face some form of demand to withdraw from school if their parents cannot afford the direct cost of education (Gubert & Robilliard, 2006). The payment of school fees therefore acts as a barrier to enrolment and retention (Colclough et al., 2000; Hunter & May, 2003; Liu, 2004; Mukudi, 2004).

Household poverty may be regarded as affecting dropout through its interactive effects with other factors that trigger events that result in dropping out from school. In exploring the conditions outside school that influence dropout, this study sought to highlight how poverty shapes school attendance and dropout in the study area. The next section looks at how the costs of school—direct and indirect, affect schooling.

### **2.7.2 Fees and Indirect Costs of Schooling**

In the literature on determinants of school participation the direct and indirect costs of schooling are found to affect enrolment and attendance especially amongst poor households (e.g. Dachi & Garrett, 2003; Fentiman, Hall and Bundy, 1999). As mentioned earlier, some studies suggest that the cost of school fees was the reason why poor households withdraw their children from school (Carnagarajan & Coloumbe, 1997) and evidence exists that other indirect costs of schooling also affect demand for schooling.

Payment of school tuition fees may not be the main reason behind dropping out in those educational systems that do not charge children any fees, as is now the case in Ghana. However, it often appears to be the case that other fees apart from tuition are charged and

other direct costs – e.g. uniforms, transport, food etc remain. Research shows that poor households sometimes withdraw their children from school in order to work as part of a coping strategy to meet costs and generate resources to support the costs of schooling (Hunt, 2008). There is therefore a relationship between poverty, structure and arrangement in the household and dropout. The next section looks at structure and arrangement in the household and dropout.

### **2.7.3 Structure and arrangement in the household and dropping out**

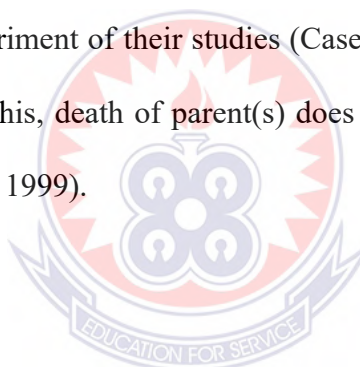
The household composition, arrangement, interaction and support play crucial roles in retention and completion. Structures in the home play very key roles that encourage and promote children's participation in schooling or conspire against it. The composition and structure of the household, (gender, size, education, health, and income of members, etc.), shapes access and retention (Al Samarrai & Peasgood, 1998).

A study on education access in South Africa on participation and dropping out reported that children who live with their biological mothers are not very likely to drop out of school when compared with those pupils whose mothers were living somewhere or who were bereaved (Grant & Hallman, 2006). Also, households that are headed by females place more emphasis on the education of their children (Al Samarrai & Peasgood, 1998).

Also, the number of children that live in a household also affects retention. For example, where there are more children in the household with many of them being less than five years old, it negatively affects the regular school attendance of girls (Glick & Sahn,

2000). Nekatibeb (2002) showed that household size and compositions interact with other factors to shape access and retention to confirm this, Ersado (2005) argues that parents' education is the most consistent determinant of a child participation in education. It has been documented that the higher education of the parent or the household head, the greater the chances of increased access, regular attendance and lower dropout rates (Duryea, 2003).

Poor health of household members affects school attendance. For instance a pupil may be asked to stay at home to take care of parents, guardians and sibling should they fall ill. Girls are most affected which results in them staying out of school for long periods taking care of relatives to the detriment of their studies (Case & Ardington, 2004; Kadzamira & Rose, 2001). Apart from this, death of parent(s) does have effects that reduce schooling for children (Chipfakacha, 1999).



#### **2.7.4 Child Labour/Work and Dropping out**

In addition to household interaction and support on dropout, poverty, location, gender and age of children often interact with seasonal factors and child labour to influence a child's access to education and dropout. Specific work-related tasks, for example, full time child care and work in peak agricultural times often clashes with schooling times. Child labour is described as the main reason behind absenteeism, repetition and drop out cases in Tanzania (Dachi & Garrett, 2003).

While poverty is often cited as creating an enabling environment that encourages child labour (Duryea, 2003) and leads to drop out, Duryea (2003) highlights the pull of the labour market (as opposed to the push of poverty) as a main factor in children dropping out of school in urban Brazil. Also, studies show that rural children are more likely to work than urban or peri-urban children (Canagarajah & Coulombe, 1997; Ersado, 2005).

The PROBE Team (1999) in India sees agricultural activities as clashing with school times and because such activities take place in rural areas and are seasonal, they lead to seasonal withdrawals from school. Children who combine child labour with schooling often suffer and cannot attend regularly. Working children therefore attend school intermittently and irregular attendance predisposes pupils to dropping out (Hunt, 2008). Rural children's work is influential in drop out Ghana (Hashim, 2004).

In relation to gender, studies show that girl children drop out of school to look after younger siblings (Brock & Cammish, 1997). Girls are found to be engaged in more duties that take them out of school than boys (Kane, 2004). In many contexts, girls take on a heavier workload within domestic/household settings, whereas boys are more likely to be involved in agricultural duties and the formal labour market though it can also be the case that girls are employed in traditional agriculture. (Canagarajah & Coulombe, 1997).

In rural areas of Cote D'Ivoire, the relatively high wages that male child labourers are able to earn has the effect of increasing the probability that boys will drop out, and decreasing the likelihood that girls will drop out. In addition, Rose and Al Samarraï (2001) state that in the case of Ethiopia while boys may be the first to be enrolled in school, in times of economic crisis, if waged employment is available, they may also be

the first to be withdrawn. A study of education access in Ghana between 1994 and 1996, in two circuits in the south (Ziope and Amankwa) and one in the north (Fumbisi), reveals that child labour is the main reason that older pupils drop out of school (Fentiman et al., 1999).

The influence of child labour on dropout notwithstanding, it is argued that the school has the potential to implement protective mechanisms and provide incentives that attract children, increase attendance levels and discourage pupils from dropping out (UNESCO, 2007).

### **2.8.1 Supply Factors: Conditions within the School as Factors in the Dropout Process**

It is widely acknowledged that the school exerts a powerful influence on children's achievement, and its characteristics have an impact on the dropout rate. In a study in Ghana, a wide variety of school-related causes of dropout are cited. Specifically, factors such as teacher attitude; grade repetition; corporal punishment; difficulty in learning; and being overage for grade are posited as the reasons behind dropout (Ampiah & Adu-Yeboah, 2009).

Research also points to distance to school being an important determinant of educational access. For example, in cases in which there are more primary schools than junior high schools in the locality, and in which the only available secondary school is further away (Fentiman et al., 1999), the distance to the latter may be considered too far for younger

children, especially girls (Juneja, 2001). This is also true in the cases of older girls and those children regarded by parents as vulnerable to sexual harassment (Colclough et al., 2000; Nekatibeb, 2002). Parents are afraid of the safety of their children when they have to travel longer distances to school. Thus, according to Ainsworth et al. (2005), the likelihood of children attending primary school decreases the greater the distance to the nearest secondary school. Other factors on the supply side are discussed below.

### **2.8.2 Quality of Education: Processes and Practices**

The level of school performance; its institutional configuration; its processes and practices; and relationships within school between teachers and students all influence access. These factors within the school have been found to interact with other factors outside to cause children to drop out, although in some cases, a single positive or negative experience at school can be the main determinant of whether a child stays in school or withdraws (Akyeampong et al., 2007; Hunt, 2008).

Real and perceived educational quality has been raised by many researchers as a major factor influencing schooling access (Brock & Cammish, 1997; Ackers et al., 2001; Boyle et al., 2002).

Improved access to education as a result of EFA and universal primary education (UPE) programmes has highlighted the importance of quality as a requirement for ensuring sustained access. It has been argued that quality has been compromised by rapid expansion and increased access (Boyle et al., 2002), although the meaning of exactly

what constitutes quality remains unclear (UNESCO, 2007). There are varying definitions of what quality actually means. There seems to be a dearth of empirical studies establishing the link between quality of education and dropout. Such shortcomings notwithstanding, the following section considers the influence of resources and facilities, as well as the practices and process that are linked to quality of education and dropout.

### **2.8.3 Education Resources**

Education facilities are linked to quality in terms of human resources and in-school resources. Availability of resources such as textbooks, desks and blackboards has been found to influence dropout (Brock & Cammish, 1997; Molteno et al., 2000), as have various aspects of teaching and learning processes. Teaching practice and behaviour can particularly influence a pupil's decision to drop out. Smith (2003) found that in some schools in Zimbabwe's Southern Province teachers did not prepare lessons, had no schemes of work, and left pupils' assignments unmarked. Such classroom practices and implicit lack of in-service teacher development has serious implications for retention.

The prevalence of teacher absenteeism is noted in the works of Alcazar et al., (2006) and Banerjee and Duflo, (2006); and the global teacher absence project reports cases of public primary school teacher absence (Chaudhury et al., 2005). Although much is still unknown about how teacher absence leads to dropout, it clearly implies that pupils' education – and by extension, interest in school – suffers as a result.

From research in Peru, Alcazar et al. (2006) found that teacher absence was concentrated in poor and rural communities. Working in such localities decreases teacher motivation, and a poor community may also be unable to hold teachers accountable. Posts in remote areas that lack basic amenities such as passable roads, a reliable water supply and mains electricity, may be unattractive to teachers. As a result, pupils are more likely to drop out of school on account of the higher rates of teacher absence. To compound this situation, it has been found that certain practices and processes within the school are also linked to dropout.

Ghuman and Lloyd (2007) and Hunt (2007) describe the lack of accountability and monitoring mechanisms in some schools, arguing that once teachers are at post, it is usually difficult to dismiss them. Ghuman and Lloyd (2007) note how meaningful performance and attendance are difficult to guarantee. Hunt (2007) focuses on the lack of monitoring of policy in practice, in particular the corporal punishment ban in South Africa. The author argues that there has been little research into how these factors directly correlate with dropout rates. This is one of the key issues explored in the present study, which is based on children's views of how conditions within the school – including the behaviour of teachers towards pupils, and corporal punishment among other things – lead to dropout.

#### **2.8.4 Conditions within the School: Practices and Processes**

Research shows that teacher attitudes towards pupils are linked to dropout. From their research in Ethiopia and Guinea, Colclough et al. (2000) found that teachers were more



positive about the participation, interest and intelligence of boys rather than girls. In some cases, this is because they believe that girls will drop out early, an attitude that can then become a self-fulfilling prophecy (Ames, 2004). In their study of Guinea, Glick and Sahn (2000) argue that the school environment and classroom conditions in general seem to be less conducive to effective learning of girls than boys. However, in other contexts, education practices have been found to be more likely to exclude boys (Hunter & May, 2003).

Although few researchers make the direct link, there are issues related to the preservation of an appropriate teacher–student relationship and dropout. For example, the use of corporal punishment or violence is practiced by teachers in many countries (Boyle et al., 2002; Humphreys, 2006 cited in Hunt, 2008; Hunt, 2007; Seidu and Adzahlie-Mensah, 2010). While it has been outlawed in some contexts, it is legal in others, although with varying degrees of restriction. Boyle et al. (2002) suggest that beating and intimidation “*affect children’s motivation to attend school.*” As a result of the caning and accompanying humiliation pupils suffer at the hands of their teachers, the former gradually become less motivated to go to school.

The issue of bullying from fellow pupils may also exacerbate the precarious situation of children already suffering from corporal punishment by teachers, inciting them to drop out. In some studies, gender based violence in school has also been negatively correlated with educational access, although it has not been directly linked to dropout (Human Rights Watch, 2001; Leach et al, 2003; Dunne et al., 2010).

### 2.8.5 Academic Performance

Poor academic results are associated with higher levels of grade repetition and dropout, and with lower progression ratios to higher levels of the education system (Colclough et al., 2000). This is reflected in the way in which the household perceives education quality in relation to its own context; which is often regarded in terms of the expectations of children, the perceived relevance of the education children are receiving, and their ability to meet parental aspirations. Household expectations of education quality affect decision-making around schooling access and retention. Based on their research in rural Ghana, Pryor and Ampiah (2003) found that parents did not consider the education available in their community to be worthwhile because the quality of the village school was not high enough to warrant the investment of time, energy and economic resources.

While pupils who perform exceptionally well academically at an early age are often given preferential treatment by teachers in order to pass exams, others who perform poorly are made aware how slim their chances are of rising very high in the education system; and pupils who feel left out very quickly become disheartened (Liu, 2004). In a study that interviewed parents about children's dropout rates in Mongolia (Batbaatar et al., 2006), responses revealed that in schools where great emphasis was placed on the maintenance of very high academic standards, children with poor academic results were 'allowed' to drop out. In effect, pupils were encouraged to leave school because it was considered that they were not able to survive for much longer in a competitive education system (Batbaatar et al., 2006).

## **2.9 Overage Enrolment, Health Status and Dropout**

### **2.9.1 Overage in Grade and Dropout**

The age of the pupil at the time of enrolment is an important determinant of retention and completion. Overage enrolment predisposes pupils to dropout (Ersado, 2005). In instances where children start schooling later than the official entry age, they are not very likely to complete the basic school cycle (UIS & UNICEF, 2005). Late enrolment may be attributable to the child's poor health or nutritional status; gender; household conditions; or, in certain cases, distance to school (Brock & Cammish, 1997; Pridmore, 2007).

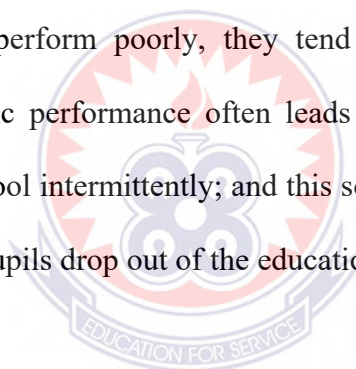
Late enrolment creates the phenomenon of overage in grade, a situation in which pupils may find schooling unappealing owing to the pressure of feeling inferior to younger classmates. In addition, an unfriendly classroom environment is sometimes created by the teacher's attitude to overage pupils. These two conditions, together with the use of a curriculum that is not designed for teaching pupils of varying ages, can conspire to push children out of school.

With children from poor backgrounds, the older they are in school, the greater the pressure on them to engage in socio-economic activities (Ersado, 2005); and this together with an unappealing school environment pushes pupils to drop out of school. Being from a poor background, overage and unmotivated at school, pupils who gain access to a viable market for their labour are attracted (pulled) to drop out and earn a living.

An overage pupil from a low-income household often starts working to make some money to support the family income (GSS, 2003), and this results in irregular attendance. As children work, they initially interrupt their education when they withdraw temporarily

and/or stay away from school on a seasonal basis. This is an indication that the pupil is losing interest in schooling and on the path to long-term dropout. Studies have shown that in Ghana, by the age of 13, children from economically poorer households have dropped out of school to migrate to areas in which there is a viable labour market, such as Accra or Kumasi (Hashim, 2005).

In addition to late enrolment, grade repetition also produces overage pupils; and as children grow older and progress through the grades; the likelihood that they will drop out before completing the school cycle increases (UIS & UNICEF, 2005). Thus, in some cases, a hostile school environment and lack of support for pupils results in weak performance. As pupils perform poorly, they tend to stay away from school more frequently; weak academic performance often leads to grade repetition; repeaters and underachievers attend school intermittently; and this somewhat circular chain of events is eventually broken when pupils drop out of the education system (Hunt, 2008).



### **2.9.2 Poor Health and Dropout**

Deprived circumstances and – the sometimes related – poor physical condition of children have been positively correlated with late enrolment, irregular attendance and dropout. For example, the health and nutritional status of children is one such condition, which, according to Pridmore (2007), has a marked impact on a pupils' ability to learn and/or remain in school.

Pupils who suffer from ill health and poor nutrition are inclined to attend school irregularly, are more likely to repeat grades, and eventually drop out. Poor health makes it

impossible for children to maintain motivation and sufficiently high levels of concentration; and has also been found to result in poor cognitive function (Grantham-McGregor & Walker, 1988; Pollit, 1990; Roso & Marek, 1996).

Studies of children in Ghanaian schools have shown that poor health negatively affects pupils' education; and reports show that anaemia, malnutrition, stunted growth, and delayed enrolment are correlated (Glewwe & Jacoby, 1995; Fentiman, Hall & Bundy, 2001). In some instances, irregular school attendance – which has been identified as a precursor of dropout (Hunt, 2008) – has been found to be caused by the poor health of children (Batbaatar et al., 2006; Boyle et al., 2002).

Another dimension of the connection between health and dropout is disability, which interacts with other factors to restrict access. According to Rousso (2003), disabled girls are more likely to have restricted access to school; and when disabled children are enrolled, user unfriendly school facilities and a hostile school environment have the potential to push such children out of school.

## **2.6 Summary of the Literature**

From the above discussions on the views of various scholars and opinion leaders on the subject of child labour in Kente weaving, it is explicitly clear the impact of children absenteeism as a result of this business is the fall in the educational standards in Agbozume.

It is also obvious in this literature that poverty is the fundamental cause of this phenomenon. However, if parents choose to continue satisfying the short term needs of their children at the expense of what education will ultimately offer them; there is therefore a likely bleak future for these young ones. On this note, the parents, school officials, communities and state governments to do something pragmatic in this regards to salvage the situation.



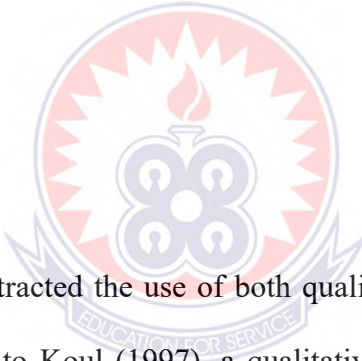
## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This chapter explains the general methodology employed in the study. The chapter comprises the research design, population, sample and sampling procedure, research instrument, data collection procedure, data analysis and ethical considerations. The purpose of the study was to find out the concept of child labour in Kente weaving and how the education of children involved in Kente weaving is affected within the Agbozume traditional area.

#### 3.2 Research Design

The logo of the University of Education, Winneba, is a circular emblem. It features a central lamp with a flame, set against a background of a sunburst. Below the lamp is a banner with the motto "EDUCATION FOR SERVICE".

The nature of the study attracted the use of both qualitative and quantitative descriptive survey design. According to Koul (1997), a qualitative descriptive design is concerned with the present and attempts to determine the status of the phenomenon under investigation. Thus the study will seek to look at the problem and describe it as precisely as it is. Heyes and Associates (1993) also opine that this design simply describes what has been found when performing a practical survey. Thus this method would not attempt to go beyond the data obtained, and no prediction as to whether the results are likely to be similar if the practical survey is repeated and does not also explain what cause this result. Since qualitative descriptive design dwells mostly on the use of interviews, it has the advantage of unearthing detailed information which cannot otherwise be gotten from questionnaires.

On the other hand, quantitative research strategy was that which does count and describe “what is out there” with an objectivist conception of social reality by providing a detailed and quantified description (Sarpsford, 1999). This approach poses the question of who, what, when, where, how much, how many, how often? Things are either counted or measured or a set of questionnaire is used. The researcher also made use of questionnaires massively due to its advantage of covering large number of individuals with the same set of questions.

To this effect, the researcher therefore used both research approaches simultaneously to analyze and interpret the relationship between child work and educational performances.

### **3.3 Population**

The target population from which the sample was taken consisted of students of the basic schools and the only Senior High School within Agbozume traditional area. But for the purpose of convenience, the researcher delimited the study to Basic Schools and Senior High School students within the Agbozume central township. This is because the business of Kente weaving is mostly concentrated in the central township.

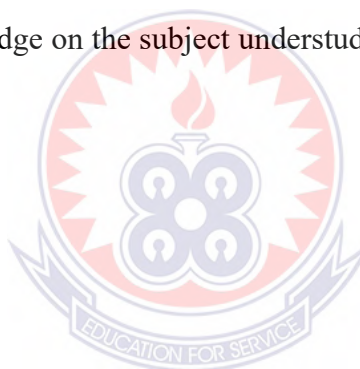
### **3.4 Sample and Sampling Procedure**

Agbozume traditional area was purposefully selected for the study due to observations made by the researcher on how school children are being taken out of school to weave Kente. The sample consisted of sixty (60) responding students. Three Schools were



randomly selected out of the nineteen schools. All the same, for some Senior High School, students were purposefully selected for the study concentrating on those form within the catchment area of the study.

Furthermore, the researcher used the various class registers for the selected three schools to enlist habitual absentees from each school through systematic random sampling technique. Thus the students were made to pick yes or no on cut out pieces of paper to be included in the total regular absentees needed. Forty-three (43) parents/guardians of these student child labour victims were purposefully selected out of the rest. Out of the class teachers and the head teachers, six (6) of them were purposefully included in the study due to their indebt knowledge on the subject understudy. The researcher also made use of five opinion leaders.



### **3.5 Instrumentation**

Principally, the researcher made use of a set of questionnaire to gather data for the study. These were designed to solicit information from students, parents and opinion leaders respectively. Against this backdrop, the questionnaire was designed to serve dual purposes. These are to collect biographical data about the respondents' background and also to gather general information about the causes and problems of children's involvement in Kente weaving at the expense of their education in Agbozume. The questionnaire consisted of open and close ended questions.

Nevertheless, interview guides were used to supplement information which otherwise could not be provided by the questionnaire during focus group discussions. These

instruments were employed to purposefully augment the limitations posed by each one of the instrument.

### **3.6 Data Collection Procedure**

Being a native and known person in the Agbozume town, I sought permission and the co-operation from the school authorities by the help of the introductory letter received from my departmental head to administer the questionnaires. In each school, I briefed the selected population about the exercise and personally distributed and monitored the completion of the questionnaires. This was repeated throughout the three schools that were visited. The researcher on his subsequent visits had group discussions with the selected students and their teachers where he gathered more information. Opinion leaders and parents/guardians were also served with questionnaires personally. In administering the questionnaires to the parents, I had to visit the homes of some of these student respondents. The parents and guardians were briefed on the purposes of the study.

### **3.7 Data Analysis**

Data collected were summarized into tables and charts for further analysis. Once the responses were collected, they were transformed in to 'data' by quantifying the responses especially the background information into categories such as sex, age, and occupation, size of family amongst others. However, for those responses that could not be quantified,

thematic analysis of citing and quoting the views of respondents were done through the help of interviews and focus group discussions.

### **3.8 Problems Encountered**

Limitation is said to be any constraint which did not allow a researcher to achieve his or her goal for the research. So apart from the inadequacy of logistics, time and financial constraints, the researcher encountered some problems during the administration of the questionnaires and interactions with the respondents.

Hundred percent validity could not be said to have been attained because some students and teachers were reluctant to co-operate hence they may fake some responses. Some parents on the other hand found the exercise disturbing and therefore made the work very difficult. Based on this, some of the questionnaires and interviews were delayed unnecessarily in carrying out. However, the researcher managed to administer all the questionnaires.

### **3.9 Ethical Consideration**

Research ethics is that domain of enquiry that identifies ethical challenges with a view to developing guidelines that safeguard against any harm and protects the rights of human subjects in research (Rogers 2008). The researcher is cognisant that the process of gathering information is a sensitive matter and as such has an ethical responsibility to adhere to key ethical principles such as respect, informed consent, beneficence, non-

maleficence, veracity and justice. (Cassell & Young, 2002), and important aspect of this is the quality of information provided to potential subjects. The researcher provided the subjects with an information sheet detailing all information about the research process in a clear and concise manner with a personal explanation if required. A consent form was given with subjects retaining the right to assent voluntarily and freely from exploitation and coercion. This further enhanced the subject's right of self-determination and autonomy. This also implied that the subjects are free to withdraw from the study at any point (World Medical Association, 2008). In the event that subjects sought further clarification about the study they were encouraged to consult with a confidant or independent advocate.

The researcher protected the respondent's identities and responses from the public domain and assured that identities of subjects were concealed in data analysis and throughout discussion in the study. Respondents were also advised that when their interview was recorded, transcripts would be anonymous and copies of transcriptions returned to them if requested. In relation to ensuring that respondents are shown fair treatment and justice, each individual will be treated equally without judgment or prejudice. All sources were cited and acknowledged respectively.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION OF RESULTS

#### 4.1 Introduction

This chapter deals with gathering of the data using questionnaires, coding, analysis of data and interpretation of the results obtained. The data collected was analyzed using Statistical Package for Social Sciences (SPSS vs. 16.0), and the results and findings presented below. The reliability and consistency of the instrument was 0.818 as measured by Cronbach's Alpha.

The purpose of the study was to find out the concept of child labour in Kente weaving and how the education of children involved in Kente weaving is affected within the Agbozume traditional area.

#### 4.2 Background Characteristics of the Responding Students

There were 110 respondents sampled for the study. Sixty (60) of these respondents were students, 43 parents and opinion leaders and 7 teachers interviewed all within the Agbozume traditional area. As indicated in table 4.1, a little of two-thirds of the responding students (70%) were male who mostly engages in the Kente weaving. There were about a quarter, (26.67%) were below 12 years with about 53% between the ages of 12 and 15. Only 6.67% were 21 years or older. About two-thirds of these students were in the basic school level (JHS) and a third selected from the SHS level. Only about 23% of the responding students attend school regularly. As high as 77% of the responding pupils were either somewhat regular or not regular at all.

**Table 4.1: Demographics of Responding Students**

Variables	Frequency (N)	Percentage (%)
Gender		
Male	42	70
Female	18	30
Age		
Below 12	16	26.67
12-15	32	53.33
16-20	8	13.33
21 and above	4	6.67
Stage		
JHS	39	65
SHS	21	35
Regularity at school		
Not regular at all	17	28.33
Somewhat regular	29	48.33
Very regular	14	23.33

N=60

### 4.3 Background Characteristics of the Responding Parents and Opinion Leaders

There were 43 parents involved in the study, whose demographics are presented in Table 4.2. A little over half (58%) were males. Majority (81%) of the responding parents were between the ages of 25 and 45 years. There were about 7% of parents whose wards are in school and engages in the Kente weaving who were younger than 25 years. About 44% of the responding parents were single parents. About 79% of the parents have more than 3 wards under their guidance however about 37% were unemployed and 49% were self-employed with 32% with income levels above GH¢300.00. About 40% of the responding parents had no formal education while about 30% had only basic education. Only about 7% had some tertiary education.

**Table 4.2: Demographics of the Responding Parents and Opinion Leaders**

Variables	Frequency (N)	Percentage (%)
Gender		
Male	25	58.14
Female	18	41.86
Age		
Below 25	3	6.97
25-35	12	27.91
36-45	22	51.16
46 and above	6	13.95
Parental status		
Single parent	19	44.19
Couple	24	55.81
Number of wards		
Less than 3	9	20.93
3-5	27	62.80
More than 5	7	16.28
Level of education		
No formal educ.	17	39.53
Basic educ.	12	27.91
Second cycle	11	25.58
Tertiary education	3	6.97
Occupation		
Unemployed	16	37.21
Self-employed	21	48.84
Informal sector	3	6.98
Formal sector	3	6.98
Monthly income		
Less than 100	16	37.21
101-300	13	30.23
301-500	9	20.93
500-1000	5	11.63

N=43

#### 4.2 Students view on Kente Weaving's effect on Education and Child Labour

In figure 4.1, the average rate of absenteeism as reported by the responding student as related to the time taken off to engage in kenta weaving is presented. It is worth enough noting that, all the students sampled for the study engages in the Kente weaving business and have had themselves absent from school at one point or the other to engage in Kente weaving. As indicated in Figure 4.1, about a quarter (26.7%) of the students absent

themselves from school between 1 and 3 days every month while about a fifth (20.0%). As many as 53% absent themselves for two or more weeks in a month to weave Kente.

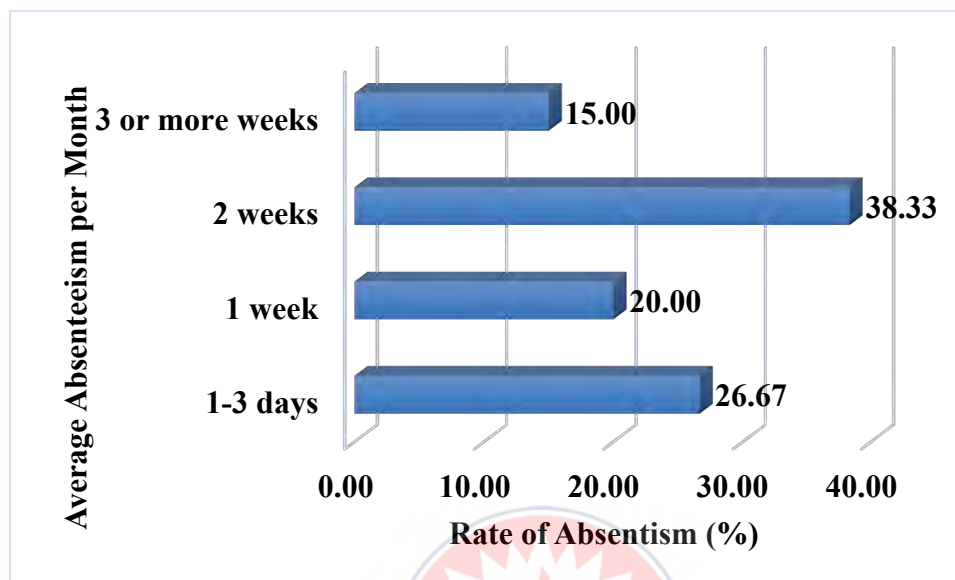


Figure 4.1: Average absenteeism due to Kente weaving

In Table 4.3, is the cross tabulation of the average monthly absenteeism rate among the responding school pupils and the educational and income levels of parents and guardians. The results indicated a high statistical significance level indicating that parents with higher levels of education have their wards absent less from school as compared with those with no formal or only basic education. Similarly, the income levels of guardians and parents have some direct impact on the rate of absenteeism among the children. The results indicated that, as the parents get more educated and earn higher, the more they get their wards to attend school regular. Poverty and illiteracy can therefore be attributed the engagement of children in the Kente weaving trade and thereof leading to absenteeism and fallen standard of education in the area.



**Table 4.3** Cross Tabulation for Guardians' Educational and Income level and Average Absenteeism per Month

Variables						Sig. (p<0.05)
Guardians' Educational and Income level		1-3 day	1 week	2 weeks	3 or more weeks	
Level of Education	No formal educ.	37.50	50.00	69.57	66.67	0.0226
	Basic educ.	25.00	33.33	8.70	22.22	
	Second cycle	31.25	16.67	13.04	11.11	
	Tertiary	6.25	0.00	8.70	0.00	
Monthly income	Less than 100	75.00	41.67	52.17	55.56	0.001
	101-300	18.75	25.00	34.78	22.22	
	301-500	6.25	16.67	8.70	22.22	
	500-1000	0.00	16.67	4.35	55.56	

In Table 4.4, students view on the effects of Kente weaving on their education and their views on child labour is presented. From the Table 4.3, most student reported that they engage in Kente weaving at one point in time (M=4.64, p<0.001) and do so to support their education (M=4.48, p<0.009). There was a significant evidence that students weave under the instruction and their parents and guardians (M=4.45, p<0.001) and the refusal to do so is highly possible to attract some form of punishment (M=4.16, 0.001). Students were not only punished if the fail to weave but were compelled to weave during school hours (M=4.14, p<0.001) with weekly targets to meet (M=3.86, p<0.002).

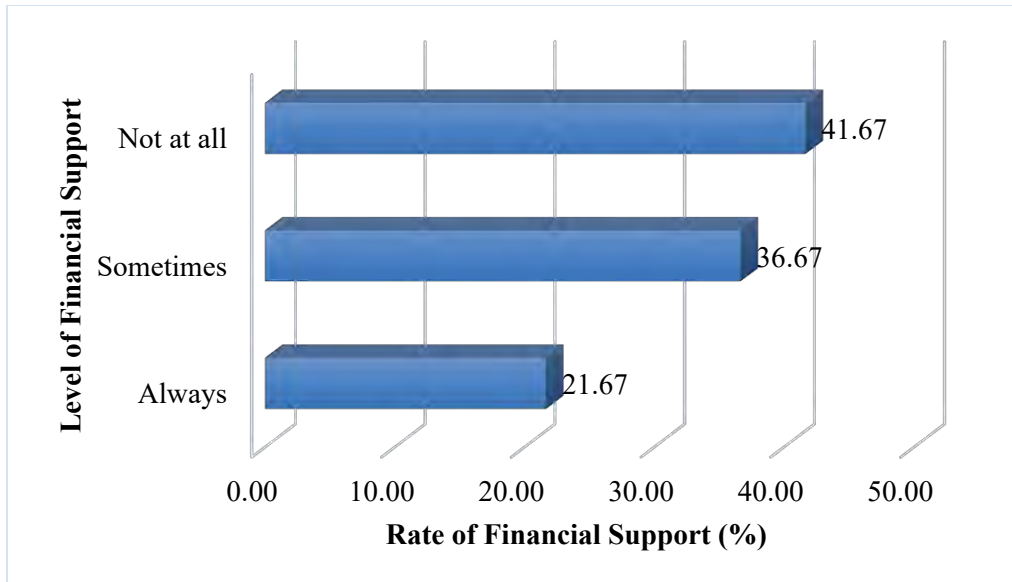
Peer pressure (M=3.17, p<0.042) and financial needs of students (M= 3.26, p< 0.035) were also equally drives them to engage in Kente weaving. However, students reported that, than can nor perfectly combine the weaving with academic work (M=2.05, p<0.0001) nor do they engage in the Kente weaving because they have the intension to picking the weaving as a profession in future (M= 1.64, p<0.001).

**Table 4.4: Students View on Child Abuse and Effects of Kente Weaving on their Education**

	Variables	Mean	SD	$\chi^2$	sig
1	I engage in Kente weaving	4.64	1.20	30.19	.001
2	I weave to support my education	4.48	1.28	26.3	.009
3	I weave under my guardian's instruction	4.45	1.17	17.3	.001
4	I am punished at home if I do not weave	4.16	0.86	21.96	.000
5	I weave during school hours	4.14	1.34	23.9	.000
6	My guardian compels me to weave during school hours	4.11	0.68	36.42	.000
7	I have a target to weave each day/week	3.86	1.22	19.54	.002
8	I weave to support my family	3.84	1.12	20.4	.000
9	Kente weaving is a reason for staying with my guardian.	3.30	0.89	23.69	.007
10	Kente weaving is my only source of income	3.29	0.86	20.61	.000
11	I weave for others in return for money	3.26	1.20	10.3	.035
12	My friends cause me to weave during school hours	3.17	1.43	18.0	.042
13	I can perfectly combine the weaving with academic work	2.05	1.20	43.97	.000
14	I weave only for perfection	2.03	1.14	33.88	.274
15	I weave as a future profession	1.64	0.95	10.74	.000

### 4.3 Parental and other Sources of Financial Support to Students

Students were forced to or willingly engages in Kente weaving during school hours to satisfy their 'master' (Parents and guardians) and also to as a source of income to support their education and personal needs. It was therefore important to identify the sources of financial support available to the students. As indicated in figure 4.2 is the level of parental support the responding students enjoy form their parents and guardians. Only 21.67% of the responding students reported that, they always receive adequate financial support from their parents and guardians whilst more than a third (36.67%) receive such support occasionally. However, a high as 41.67% of the responding students reported that they receive no financial support from their parents or those they live with.



**Figure 4.2: Parental financial support**

Apart from the support pupils could receive from their parents and guardians, there are other sources equally available for pupils to draw some support from. In figure 4.3, the level of support pupils received from the identified sources is presented. Whiles friends (36.67%), and other relatives (28.38) % were more readily to support a higher number of their colleagues and relatives respectively, the number of pupils who receive any form of support from NGOs (8.33%) and the church (3.33%) is very trifling. None of the responding students receive any form of financial support directly from the government of any of its agencies.

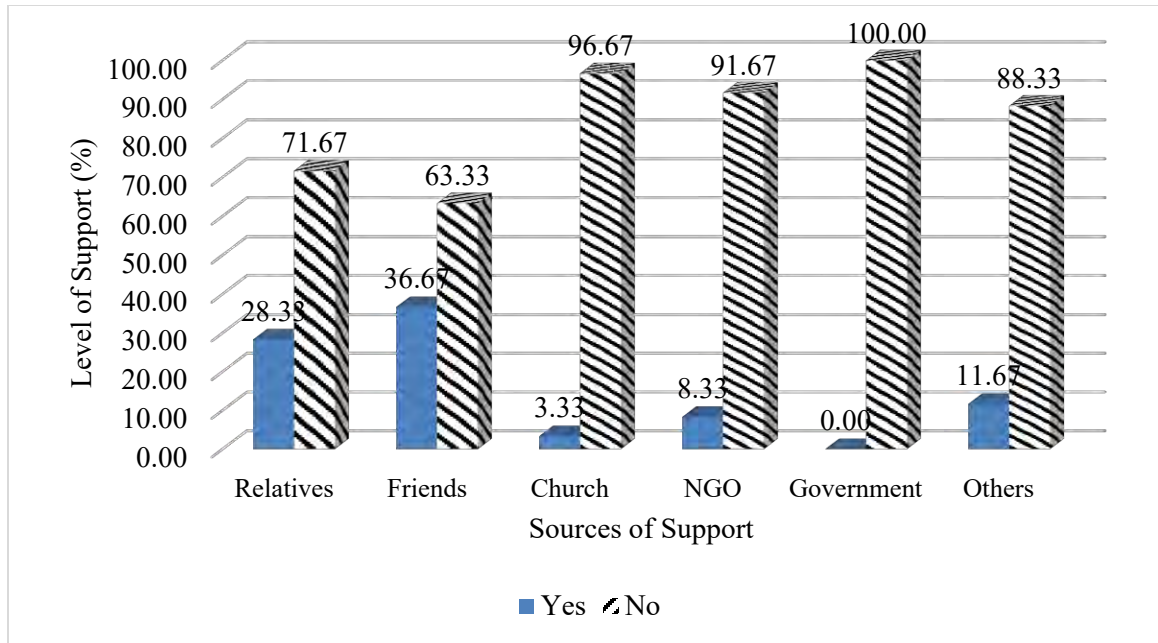


Figure 4.3: Other sources of financial support

#### 4.4 Parents View on the Impact of Kente Weaving on Child Labour and Implication on Education

The involvement of children of school going age in the weaving of Kente does not only constitute child labour but affect the education of the said children and impacts negatively on the general standard of education in the area. With the known devastating sides of child labour and school drop-out, it is important to tackle any practice that leads to child labour and affects the smooth education of children.

In Table 4.5, the views of parents on how the involvement of children in the Kente weaving trade is impacting on child labour are presented. It was obviously noted that, children are engaged in Kente weaving during periods they must be in school with as high as 95% of the responding parents reporting that, children are engaged in Kente

weaving during school hours. Most parents (83.72%) believed that, once a child is born into a Kente weaving family, he or she must contribute to the business even at a very early age (88.37%) normally determined by parents and guardians. About three-quarters (74.42%) of the responding parents reported that it is just enough if the engagement of children in the Kente weaving brings money to the family. However, close to half (44.19%) of the parent understood that, getting children to weave in support of their education contributes to child labour with as high as 65.12% reporting that the mere involvement of school children in Kente weaving business contributes to child labour and jeopardizes their future.

**Table 4.5: Kente Weaving and Child Labour: Parents View**

Variables	Agree (%)	Disagree (%)
1 Children are engaged in Kente weaving during school hours	95.35	4.65
2 Children born into Kente weaving families must contribute to the business at all time	83.72	16.28
3 Involvement of school children in Kente business contribute to child labour	65.12	34.88
4 It is okay for children weaving if only they bring money to the home	74.42	25.58
5 Children started weaving Kente at a very early age	88.37	11.63
6 Children weaving Kente to support themselves is child labour	44.19	55.81
7 Society see child labour in Kente weaving as normal	76.74	23.26

N=43, 1=Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5= Strongly agree,  $p < 0.05$

In Table 4.6 are the views of parents on the effects of the involvement of children in Kente weaving on their education. Almost all parents. It was well known to almost all responding parents (95.35%) that children are engaged in Kente weaving even during school hours, and about 86% agreed that parents and guardians are to blame for the high

rate in school drop-out. Children who are normally engaged in Kente weaving hardly go to school regularly as reported by about 95% of the responding parents and which makes it hard for these children to read and write (90.70%) and have subsequently caused a fallen standard in education in the Agbozume traditional area (97.67%).

**Table 4.6: Involvement of Children in Kente Weaving on their Education**

Variables	Agree (%)	Disagree (%)
1 Parents/guardians can be blamed for the high school drop-out rate	86.05	13.95
2 Kente weaving contributes to increase in school drop-out	83.72	16.28
3 Kente weaving makes it difficult for children to complete basic school	79.07	20.93
4 Children who engage in Kente weaving hardly go to school regularly	95.35	4.65
5 The standard of education has fallen in Agbozume traditional area	97.67	2.33
6 Children in Agbozume traditional area hardly read or write	90.70	9.30
7 Absenteeism from school is greatly due to Kente weaving business	72.09	27.91

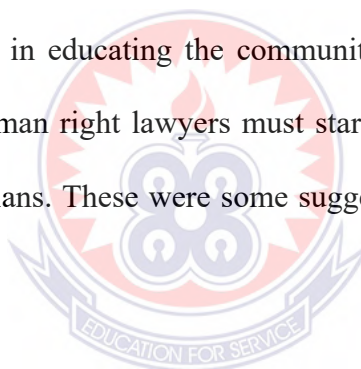
N=43, 1=Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5= Strongly agree,  $p < 0.05$

#### 4.5 Interview Results of Teachers View on Child Labour and Absenteeism

Teachers and head teachers are key stakeholders in the education system. There are directly involved in the day to day education of the school child. Their take on issues concerning education cannot be under estimated. From a structured interview involving teachers and head teachers of selected schools in the Agbozome township, teachers admitted the high absenteeism rate mostly among pupils in the JHS level which is mostly attributed to their involvement in the weaving of Kente. “The performance in my school keep fallen which is no fault of my teachers” said a head teacher. “It is said most parents in today Ghana do not understand the education of their children must be their topmost priority” reported another head teacher.

Children as early as six and seven years are engaged in Kente weaving which could even affect their health and the case of those staying with other relatives is even worse because their refusal to comply with instructions comes with some punishment reported by one of the teachers.

The issue of the involvement of school going children in Kente weaving has been with the people of this area over the years and has become more like a usual phenomenon. What the people need is public education and their willingness to change reported by a head teacher. The work of NGOs must be extended to this communities since it will be difficult for the central government to adopt these children. The traditional and opinion leaders must work harder in educating the community on the need for educating their wards. The police and human right lawyers must start arresting individual and rescuing children from cruel guardians. These were some suggestions made by teachers and head teachers interviewed.



## CHAPTER FIVE

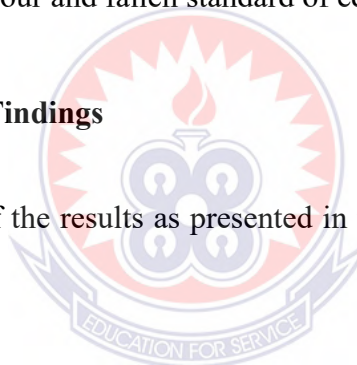
### SUMMARY, DISCUSSION OF RESULTS CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

The purpose of the study was to find out the concept of child labour in Kente weaving and how the education of children involved in Kente weaving is affected within the Agbozume traditional area. This chapter presents the summary of the findings, discusses the results and their implications and recommends short, medium and long term solutions to the problem of child labour and fallen standard of education in the study area.

#### 5.2 Summary of the Findings

From a careful analysis of the results as presented in the previous chapter, the following key findings emerged.



1. Majority of the children in school are not regular in attending school because of their involvement in Kente weaving during school hours.
2. Children at an early age of 6 and 7 years are engaged in the Kente weaving which is labour intensive and does not only deprive them of their basic right to education but also lands them as victims of child labour.
3. There was a very high evidence of single parenting and children leaving with foster parents among the selected respondents.
4. The educational and the income levels of parents and guardians have a significant influence of how regular their children are in school with highly educated and



high income ending individuals more likely to have their wards very regular in school.

5. Even though boys are much more involved in the weaving, their girl counterparts were not left out in both the weaving and the abuse from any refusal to comply with or meet weaving targets.
6. More than half of all the pupils involved in the study on the average absents themselves two or more weeks from school in a month.
7. It was a known fact that children are engaged in the weaving and the marking chain of the Kente business which they do sometimes to support their families, support themselves in school, and not because of the mere perfection or as a planned future profession.
8. Most pupils reported that they are not and cannot perfectly combine the Kente weaving and trade with their education but unfortunately some were simply compelled by their guardians to do so or for the fact that they were born into a family of Kente weavers.
9. One limitation to the prevention of the act of child labour in the Kente weaving area was the fact that financial support from parents to their wards is not encouraging with only about a fifth of the reporting children's whose parents or guardians always provide them with financial support with very little or in some cases none from the government, the church, NGOs and other relatives.
10. Even though parents were aware of the fact that the engagement of children in the Kente weaving trade constitute child labour, they still believe that children born

into the Kente weaving must contribute to the business at all time and equally saw nothing wrong if these children bring some money home to support their families.

11. Despite the fact that few members of the society identified the negative implication of the involvement of children in the Kente weaving business on their health and their education, the act has sunk so deep in the Agbozume and its environs to the extent that, the negative implication are hardly seem by many.
12. Generally, parents accepted the fact that, there are to blame for the high school dropout rate from their actions and inactions in the involvement of children of school going age in the Kente business.
13. It was not surprising to have seen parents reporting that the standard of education has drastically fallen as a result of the engagement of children in the Kente weaving business mostly during contact hours.
14. Teachers and head teachers suggested that, there must be intensified public education and the involvement of traditional leaders in a bit to avert the current situation and the penetration of NGOs in the area should be encourage but well controlled.

### **5.3 Discussion of the Results**

If the famous quote from Nelson Mandella “education is the most powerful weapon which you can use to change the world” is anything to go by and the world of the children in the Agbozume traditional area to change, then education is but a necessity for them. John Dewey added that education is not the preparation for life; education is life itself. Anything that deprives these young ones of education deprives them of life. It is

therefore the responsibility of every capable individual to give these children the needed life.

According to the 1992 constitution of the Republic of Ghana, any person under the age of 18 is considered a child which goes to say that most of the pupils in the basic schools are but children therefore subjecting such children to hard work is simply child labour. The study found that Children at an early age of 6 and 7 years are engaged in the Kente weaving which is labour intensive and does not only deprive them of their basic right to education but also lands them as victims of child labour. Child labour is described as the main reason behind absenteeism, repetition and drop out cases in Tanzania (Dachi & Garrett, 2003). While poverty is often cited as creating an enabling environment that encourages child labour (Duryea, 2003) and leads to drop out, Duryea (2003) highlights the pull of the labour market (as opposed to the push of poverty) as a main factor in children dropping out of school in urban Brazil. Also, studies show that rural children are more likely to work than urban or peri-urban children (Canagarajah & Coulombe, 1997; Ersado, 2005). Evidences from these studies pre indicated that, children in Agbozume, a rural area are very much at risk if it comes to child labour.

There was a very high evidence of single parenting and children leaving with foster parents among the selected respondents and the educational and the income levels of parents and guardians have a significant influence of how regular their children are in school with highly educated and high income ending individuals more likely to have their wards very regular in school. The indications of poverty was a bases for child labour and absenteeism. In line with the finding of Croft, 2002 cited in Hunt, 2008, the

characteristics of the household influence whether a child will enrol in school or not, the frequency of attendance, and the likelihood of suspending schooling or dropping out permanently. The link between poverty and school dropout is highlighted in a number of studies (e.g. Boyle et al., 2002; Brown & Park, 2002; Ranasinghe & Hartog, 2002; Vavrus, 2002; Dachi & Garrett, 2003; Hunter & May, 2003; Birdsall et al., 2005; UIS & UNICEF, 2005; Bruneforth, 2006; Cardoso & Verner, 2007).

According to Hunter and May (2003), poverty is regarded as the likely explanation of school disruption; and in describing the link between wealth and school retention. This can be linked largely to the educational levels of the parents and the subsequent level of income. Once these two variables are missing, the tendency of children of such families dropping out of school and put through child labour is very high. The fact that children also live with foster parents coupled with homes of more than three children under the leadership of the same household head alone is a motivation for child labour and school dropout. A study on education access in South Africa on participation and dropping out reported that children who live with their biological mothers are not very likely to drop out of school when compared with those pupils whose mothers were living somewhere or who were bereaved (Grant & Hallman, 2006). Also, households that are headed by females place more emphasis on the education of their children (Al Samarrai and Peasgood, 1998).

Also, the number of children that live in a household also affects retention. For example, where there are more children in the household with many of them being less than five years old, it negatively affects the regular school attendance of girls (Glick and Sahn,

2000). Nekatibeb (2002) showed that household size and compositions interact with other factors to shape access and retention to confirm this, Ersado (2005) argues that parents' education is the most consistent determinant of a child participation in education. It has been documented that the higher the education of the parent or the household head, the greater the chances of increased access, regular attendance and lower dropout rates (Duryea, 2003).

Apart from unfavourable factors at home (poverty and child labour), there are conditions within the school which equally contribute to school dropout. In a related study conducted by Ampaih and Adu-Yeboah (2009), it was widely acknowledged that the school exerts a powerful influence on children's achievement, and its characteristics have an impact on the dropout rate. In a study in Ghana, though not established in the current study, a wide variety of school-related causes of dropout were cited. Specifically, factors such as teacher attitude; grade repetition; corporal punishment; difficulty in learning; and being overage for grade was postulated as the reasons behind dropout (Ampiah & Adu-Yeboah, 2009).

#### **5.4 Conclusion**

The purpose of the study was to find out the concept of child labour in Kente weaving and how the education of children involved in Kente weaving is affected within the Agbozume traditional area. Understanding why students drop out of school is the key to addressing major educational problems. Whilst identifying the causes of dropping out is extremely difficult to do because, like other forms of educational achievement (e.g., test scores), it is influenced by an array of proximal and distal factors related to both the

individual student and to the family, school, and community settings in which the student lives in the current study area, there were high indication that, a chunk of the dropout rate can be attributed to the involvement of school going children in the Kente weaving trade during contact hours which is not only depriving them from their right to education but forcing them into child labour.

## 5.5 Recommendations

From a careful study of the results and the situation on the ground, I strongly recommend that,

- i. Traditional leaders and opinion leaders and cooperate institutions must synthesize parents and the whole community on the need for every school going aged child to be in school.
- ii. The NCCE and the Ministry of Gender, Children and Social Protection must come to the rescue of the Kente weaving communities where children fundamental human rights are abused and educated prosecute where necessary.
- iii. Single parents and other venerable individual should be empowered with other skills that will not necessary put their children's education in jeopardy. The district assembly and the central government should reach out to the Kente weaving communities with social intervention policies.

- iv. The school environment must be welcoming to motivate pupil to attend. Here the teachers must go create room for students to interact and share their needs with them whilst the teachers avoid corporal punishment without necessarily understanding the pupils.
- v. Non-Governmental Organizations (NGOs) and the education directorate also have their respective roles to plays to change the perception and practice of parents and to value the education of the wards.
- vi. The effective implementation of social intervention programmes that reduces the costs of school (both direct and indirect), such as transportation, school feeding programmes, school uniforms, and text books could improve the record of school attendance

## **5.6 Suggestion for Further Studies**

Despite the impact of the current study, I suggest the critical analysis of the push factors in the school environment that could encourage absenteeism and related child labour issues within the four-walls of the school to give a comprehensive understanding of child labour and school dropout related issues in the Agbozume traditional area.

## REFERENCES

- Acheampong, K., Djangmah, J., Hunt, F., Oduro, A., & Seidu, A. (2007). Access to Basic Education in Ghana: The Evidence and the Issues. *Country Analytic Report: CREATE, University of Sussex*.
- Ackers, J., Migoli, J., & Nzomo, J. (2001). Identifying and addressing the causes of declining participation rates in Kenyan primary schools. *International Journal of Educational Development, 21*(4), 361-374.
- Adjasso, R. (1970). *The Anlo Kete Cloth*. Kumasi University of Education and Technology: Unpublished Long Essay.
- Adu-Offei, S. (2004). *Introduction to Textiles* (Vol. 1). Accra: Dainties Publishing Limited.
- Adu-Offei, S. (2005). *Introduction to Textiles* (Vol. 2). Accra: Dainties Publishing Limited.
- Ainsworth-Darnell, J. W., & Downey, D. (2005). Assessing the oppositional culture explanation for racial/ethnic differences in school performance. *American Sociological Review, 63*(1), 536-553.
- Al Samarrai, S., & Peasgood, T. (1998). Educational attainments and household characteristics in Tanzania. *Economics of Education Review, 17*(4), 395-417.



- Alcazar, L., Rogers, F., Chaudhury, H., Hammer, J., Kremer, M., & Mulralidharan, K. (2006). *Why Are Teachers Absent? Probing Service Delivery in Peruvian Primary Schools*. Washington, DC: World Bank.
- Ames, P. (2004, May 13). *Schooling for girls in rural Peru*. Retrieved September 29, 2009, from <http://www.id21.org/id21ext/insightsedu3art7.html>
- Ampiah, G. C., & Adu-Yeboah. (2009). Mapping the incidence of School dropouts: a case study of communities in Northern Ghana. *Comparative Education*, 45(2), 219-232.
- Awedoba, A., Yoder, P., Fair, K., & Gorin, S. (2003). *Household demand for schooling in Ghana*. Maryland, USA: ORC Macro, Calverton .
- Awoyemi, M. O. (2001). *Fundamentals of Social Studies* (1st ed.). Abuja: K. "NAB" Agencies Ltd.
- Banerjee, A., & Duflo, E. (2006). Addressing Absence. *Bureau for Research in Economic Analysis of Development*, 8(1), 235-23-44.
- Batbaatar, M., Bold, T., Marshall, J., Oyuntsetseg, D., Tamir, C., & Tumennast, G. (2006). *Children on the move: rural-urban migration and access to education in Mongolia*. London: Save the Children UK/CHIP.

- Batbaatar, M., Bold, T., Marshall, J., Oyuntsetseg, D., Tamir, C., & Tumennast, G. (2006). *Children on the move: rural-urban migration and access to education in Mongolia*. London: Save the Children UK/CHIP.
- Baulard, M. (1998). Striving to end Child Labour. *The Courier*, 32(1), 42 - 44.
- Best, J., & Khan, H. (1995). *Research in Education United States of America Tour*. USA: Connaught Circus and Prentice Hall Booth.
- Birdsall, N., Levine, R., & Ibrahim, A. (2005). Towards universal primary education: investments, incentives, and institutions. *European Journal of Education*, 40(2), 337-349.
- Boyle, S., Brock, A., Mace, J., & Sibbons, M. (2002). *Reaching the Poor: The 'Costs' of Sending Children to School*. London: DFID: Synthesis Report.
- Boyle, S., Brock, A., Mace, J., & Sibbons, M. (2002). *Reaching the Poor: The 'Costs' of Sending Children to School. Synthesis Report*. London: DFID.
- Brimer, M. A., & Pauli, L. (1971). *Wastage in Education; a World Problem*. IBE, Paris: UNESCO.
- Brock, C., & Cammish, N. (1997). *Factors Affecting Female Participation in Education in Seven Developing Countries. Education Research Paper No 9*. London: DFID.
- Brown, P., & Park, A. (2002). Education and poverty in rural China. *Economics of Education Review*, 21(6), 523-541.

- Bruneforth, M. (2006). *Characteristics of children who drop out of school and comments on the drop-out population compared to the population of out-of-school children*. Germany: EFA GMR .
- Canagarajah, S., & Coulombe, H. (1997). *Child Labor and Schooling in Ghana*. Ghana: *Labor Markets and Poverty*. Washington DC: World Bank.
- Cardoso, A. R., & Verner, D. (2007). *School drop-out and push-out factors in Brazil: The role of early parenthood, child labor, and poverty*. IZA : Institute for the Study of Labour ( IZA ).
- Case, A., & Ardington, C. (2004). *The impact of parental death on school enrolment and achievement: longitudinal evidence from South Africa*. Cape Town: University of Cape Town.
- Cassell, J., & Young, A. (2002). Why we should not seek individual informed consent for participation in health service research. *Journal of Medical Ethics* 28, 313-317.
- Chao, S., & Apler, O. (1998). *Assessing Basic Education in Ghana*. *Studies in Human Development No. 1*. Washington DC: World Bank.
- Chaudhury, N., Hammer, J., Kremer, M., Muralidharan, K., & Halsey Rogers, F. (2005, June 13). *Missing in Action: Teacher and Health Worker Absence in Developing Countries*. Retrieved November 23, 2014, from <http://www.economics.harvard.edu/faculty/kremer/files/MissinginAction.pdf>

- Chipfakacha, V. (1999). *Aids and Development in Africa: A Social Science Perspective*. Binghamton, N.Y.: Howarth.
- Colbey, J. (2000). Defining quality in education, UNICEF working paper series. *International working group meeting on education* (p. 23). Italy: Florence.
- Colclough, C., Rose, P., & Tembon, M. (2000). Gender inequalities in primary schooling: The roles of poverty and adverse cultural practice. *International Journal of Educational Development*, 20(1), 5-27.
- Dachi, H. A., & Garrett, R. M. (2003). *Child Labour and its Impact on Children's Access to and Participation in Primary Education: A Case Study from Tanzania*. London: DFID.
- Dunne, M., Bosomtwi-Sam, C., Sabates, R., & Owusu, A. (2010). *Bullying and School Attendance: A Case study of Senior High School Students in Ghana*. CREATE Pathways to Access Research Monograph No. 41. Brighton: University of Sussex.
- Duryea, S. (2003). School Attendance, Child Labor and Local Labor Market Fluctuations in Urban Brazil. *World Development*, 31(7), 1165-1178.
- Ersado, L. (2005). Child Labor and Schooling Decisions in Urban and Rural Areas: Comparative Evidence from Nepal, Peru, and Zimbabwe. *World Development*, 33(3), 455-480.

- Fentiman, A., Hall, A., & Bundy, D. (1999). School Enrolment Patterns in Rural Ghana: a comparative study of the impact of location, gender, age and health on children's access to basic schooling. *Comparative Education*, 35(3), 331-349.
- Fetler, M. (1989). School dropout rates, academic performance, size and poverty: Correlates of educational reform. *Educational Evaluation and Policy Analysis*, 11(2), 109-116.
- Foraker, W. (1999/12/10). *The perception of ability differences in German education*. Retrieved 10/ 02/ 2012, from Contemporary Research in the United States, Germany, and Japan on Five Education Issues: [http://www.ed.gov/pubs/Research5/Germany/standards\\_g.html](http://www.ed.gov/pubs/Research5/Germany/standards_g.html)
- Fuller, B., & Liang, X. (1999). *Which girls stay in school? The influence of family economy, social demands, and ethnicity in South Africa*. Washington, DC: National Academy Press.
- Fuller, B., Singer, J., & Keiley, M. (1995). Why Do Daughters Leave School in Southern Africa? Family Economy and Mothers' Commitments. *Social Forces*, 74(2), 657-680.
- Ghana Publishing Corporation. (1992). *Constitution of Republic of Ghana*. Tema: Press of Ghana Publishing.
- Ghana Statistical Service (GSS). (2003). *Ghana Child Labour Survey*. Accra: GSS.

- Ghuman, S., & Lloyd, C. (2007). *Teacher Absence as a Factor in Gender Inequalities in Access to Primary Schooling in Rural Pakistan*. New York: Population Council.
- Glewwe, P., & Jacoby, H. (1995). An economic-analysis of delayed primary-school enrollment in a low-income country: the role of early-childhood nutrition. *Review of Economics and Statistics*, 77(1), 156-169.
- Glick, P., & Sahn, D. (2000). Schooling of girls and boys in a West African country: the effects of parental education, income, and household structure. *Economics of Education Review*, 19(1), 63–87.
- Government of Ghana. (2003). *Ghana Poverty Reduction Strategy 2002-2006*. Accra: NDPC.
- Grant, M., & Hallman, K. (2006). *Pregnancy related school dropout and prior school performance in South Africa*. New York: Population Council.
- Grantham-McGregor, S., & Walker, S. (1998). . 1998. *'Health and Nutritional Determinants of School Failure,' Nutrition, health and child development research advances and policy recommendations*. Washington D.C.: PAN American Health Organization.
- Gubert, A., & Robilliard, F. (2006). *Do household income shocks affect school attendance in rural areas?: A case study of Madagascar*. Paris: Développement, Institutions & Analyses de Long terme.

- Hashim, I. M. (2005). *Working with Working Children: Child Labour and the Barriers to Education in Rural North-Eastern Ghana*, D. Phil. Thesis. Brighton, UK.: University of Sussex.
- Human Rights Watch. (2001). *Scared at School: Sexual Violence Against Girls in South African Schools*. New York: Human Rights Watch.
- Hunt, F. (2007). *Schooling Citizens: A study of policy in practice in South Africa*. Brighton: University of Sussex.
- Hunt, F. (2008). *Dropping out from school: A cross country review of literature*. University of Sussex: CREATE Pathways to Access Research Monograph No. 20. Brighton.
- Hunter, N., & May, J. (2003). *Poverty, shocks and school disruption episodes among adolescents in South Africa*. South Africa: CSDS Working Paper, No. 35.
- Hurlock, E. (1978). *Child Development* (6th Ed.) Singapore: McGraw - Hill Book Company.
- Juneja, N. (2001). *Primary Education for All in the City of Mumbai, India: The Challenge Set by Local Actors. School Mapping and Local-Level Planning*. Paris: UNESCO.
- Kadzamira, E., & Rose, P. (2001). *Educational Policy Choice and Policy Practice in Malawi: Dilemmas and Disjunctures*. Brighton: IDS.

- Kane, E. (2004). *Girls' Education in Africa: What Do We Know About Strategies That Work?*. Washington DC: World Bank.
- King James Version. (1979). *Holy Bible*. USA: Published Michigan Zanderran Grand Rapid.
- Leach, F., Fiscian, V., Kadzamira, E., Lemani., E., & Machakanja, P. (2003). *An Investigative Study of the Abuse of Girls in African Schools*. London: DFID.
- Leedham, L., & Craft, D. (2008). *Microsoft Student Encarta*. Redmond: WA Microsoft Corporation.
- Liu, F. (2004). Basic education in China's rural areas: a legal obligation or an individual choice? *International Journal of Educational Development*, 24(1), 5-21.
- Lovel, K. (1968). *Educational Psychology and Children*. London: Unibook, Hodder, Hodder& Stoughton.
- Molteno, M., Ogadhoh, E. C., Cain, E., & Crumpton, B. (2000). *Towards Responsive Schools - Supporting Better Schooling for Disadvantaged Children*. London: DFID.
- Mukudi, E. (2004). The Effects of User-fee Policy on Attendance Rates among Kenyan Elementary Schoolchildren. *International Review of Education*, 50(5-6), 447-461.
- NDPC. (2003). *Implementation of the Ghana Poverty Reduction Strategy, 2003 annual monitoring report*. Accra: NDPC.



- Nekatibeb, T. (2002). *Low participation of female students in primary education: a case study of drop outs from the Amhara and Oromia Regional States in Ethiopia*. Addis Ababa: UNESCO.
- Ofori - Ansah, K. (1997). *History and Significance of Ghana's Kente Cloth*. Maryland : Sankofa Publications.
- Okantey, A. (1995, April 13). *Child Non Maintenance - A source of Multiple Problems*. Accra: Ghanaian Times.
- Peter, G., & Adler, P. N. (1992). *African Majesty, the Textile Art of the Ashanti and Ewe*. New York: Themes & Hudson, Inc.
- Pridmore, P. (2007). *Impact of Health on Education Access and Attainment: A review of the research evidence*.
- Pollitt, E. (1990). *Malnutrition and infection in the classroom*. Paris: UNESCO.
- Pryor, J., & Ampiah, J. (2003). *Understandings of Education in an African Village: The Impact of Information and Communication Technologies*. DFID: London.
- Ranasinghe, A., & Hartog, J. (2002). Free-education in Sri Lanka. Does it eliminate the family effect? *Economics of Education Review*, 21, 623–633.
- Rogers, C., & Swinnerton, A. (2008). *A theory of exploitative child labor* (Vol. 60(1)). Oxford: Oxford Economic Papers.

- Rosso, J. M., & Marek, T. (1996 ). *Class action: improving school performance in the developing world through better health and nutrition*. Washington D.C.: The World Bank.
- Rousso, H. (2003). *Education for All: A gender and disability perspective*. Paris: Global Monitoring Report.
- Sapsford, R. (1999). *Survey Research*. London, Thousand Oaks, New Delhi: Sage Publications.
- Seidu, A., & Adzahlie-Mensah, V. (2010). *Teachers and Access to Schooling in Ghana CREATE Pathways to Access Research Monograph No. 43*. Brighton: University of Sussex.
- Smith, R. L. (2003). School disaffection: Africa's growing problem. *The International Journal on School Dissatisfaction*, 4(2), 55-89.
- The PROBE Team. (1999). *Public Report on Basic Education in India*. New Delhi: Oxford University Press: The PROBE Team.
- UNESCO. (2007). *Global Monitoring Report-EFA by 2015: Will we make it?* . New York: UNESCO and Oxford publishers.
- UNESCO Institute for Statistics (UIS) / UNICEF. (2005). *Children out of school: measuring exclusion from primary education*. Montreal. UNESCO UIS.

Vavrus, F. (2002). Making distinctions: privatisation and the (un)educated girl on Mount Kilimanjaro, Tanzania. *International Journal of Educational Development*, 22(1), 527– 547.

World Medical Association. (2008). *Ethical Principles for Medical Research Involving Human Subjects*. Retrieved from WMA Declaration of Helsinki: <http://www.wma.net/en/30publications/10policies/b3/index.html>



**APPENDICES****APPENDIX A****QUESTIONNAIRE FOR STUDENTS****THE EFFECTS OF TRADITIONAL KENTE WEAVING ON CHILDREN'S  
EDUCATION AT AGBOZUME IN THE KETU SOUTH DISTRICT**

This questionnaire is meant to solicit data in order to draw conclusions on the above topic. You have been randomly selected to be part of the study. Your response to the questions on this paper will provide vital information for the success of the study. Every bit of information given will be kept confidential. I would therefore, like to crave your indulgence and co-operation for your time as you answer these questions.

**Instruction**

Please answer the following questions as they apply to you by ticking thus (√) or providing reasons should the need be.

**SECTION A: Background Information**

1. Gender:
  - a. Male ( )
  - b. Female ( )
2. Age range:
  - a. Below 12 [ ]
  - b. 12-15 [ ]
  - c. 16-20 [ ]
  - d. 21 and above [ ]

- 3. Stage
  - a. JHS [ ]
  - b. SHS [ ]
- 4. Regularity in school
  - a. Not regular at all
  - b. Somewhat regular
  - c. Very regular

**SECTION B: Child Labour within the Scope of Traditional Kente Weaving**

- 5. What type of work do you engage in outside school?
  - a. Hawking [ ]
  - b. Kente weaving [ ]
  - c. Farming [ ]
  - d. Trading [ ]
- 6. Why do you have to work?
  - a. Support myself [ ]
  - b. Assist my parents [ ]
  - c. Prefer to work to go to school [ ]

Others (please specify).....

- 7. Average absenteeism due to Kente weaving
  - a. 1-3 days [ ]
  - b. 1 week [ ]
  - c. 2 weeks [ ]
  - d. 3 or more weeks [ ]

## KENTE WEAVING AND CHILD LABOUR

**Please indicate your level of agreement to each statement with a tick (✓) by using the scale below:**

Strongly disagree (SD) = 1    Disagree (D) = 2    Neutral (N) = 3    Agree (A) = 4  
Strongly agree(SA) = 5

	KENTE WEAVING AND CHILD LABOUR	SD	D	N	A	SA
1.	I engage in Kente weaving	1	2	3	4	5
2.	I weave to support my education	1	2	3	4	5
3.	I weave under my guardian's instruction	1	2	3	4	5
4.	I am punished at home if I do not weave	1	2	3	4	5
5.	I weave during school hours	1	2	3	4	5
6.	My guardian compels me to weave during school hours	1	2	3	4	5
7.	I have a target to weave each day/week	1	2	3	4	5
8.	I weave to support my family	1	2	3	4	5
9.	Kente weaving is a reason for staying with my guardian.	1	2	3	4	5
10.	Kente weaving is my only source of income	1	2	3	4	5
11.	I weave for others in return for money	1	2	3	4	5
12.	My friends cause me to weave during school hours	1	2	3	4	5
	I can perfectly combine the weaving with academic work	1	2	3	4	5
	I weave only for perfection	1	2	3	4	5
	I weave as a future profession	1	2	3	4	5

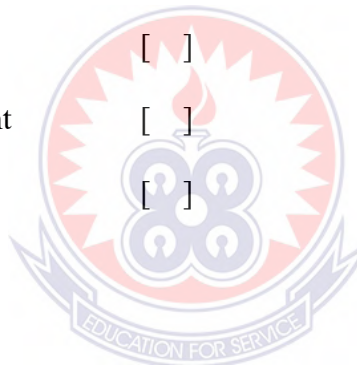
## FINANCIAL SUPPORT

1. Financially supported by parent and guardian

- a. Always [ ]
- b. Sometimes [ ]
- c. Not at all [ ]

2. Financially supported by from other sources (tick as many as applicable)

- a. Relatives [ ]
- b. Friends [ ]
- c. Church/mosque [ ]
- d. NGO [ ]
- e. Government [ ]
- f. Other [ ]



## APPENDIX B

### QUESTIONNAIRE FOR STUDENT – PARENTS

#### THE EFFECTS OF TRADITIONAL KENTE WEAVING ON CHILDREN'S EDUCATION AT AGBOZUME IN THE KETU SOUTH DISTRICT

This questionnaire is meant to solicit data in order to draw conclusions on the above topic. You have been randomly selected to be part of the study. Your response to the questions on this paper will provide vital information for the success of the study. Every bit of information given will be kept confidential. I would therefore, like to crave your indulgence and co-operation for your time as you answer these questions.

#### **Instruction**

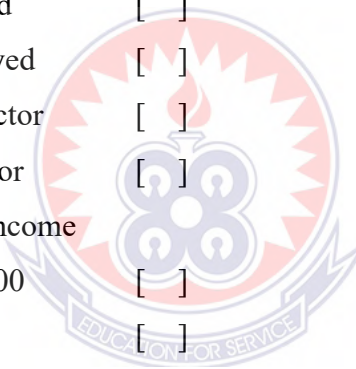
Please answer the following questions as they apply to you by ticking thus (√) or providing reasons should the need be.

#### **SECTION A: Background Information**

1. Gender:
  - a. Male [ ]
  - b. Female [ ]
2. Age range
  - a. Below 25 [ ]
  - b. 25-35 [ ]
  - c. 36-45 [ ]
  - d. 46 and above [ ]
3. Parental Status:



- a. Single Parent [ ]
- b. Couple [ ]
- 4. Number of children/ward
  - a. Less than 3 [ ]
  - b. 3-5 [ ]
  - c. More than 5 [ ]
- 5. Educational background
  - a. No formal education [ ]
  - b. Basic education [ ]
  - c. Second cycle [ ]
  - d. Tertiary education [ ]
- 6. Occupation:
  - a. Unemployed [ ]
  - b. Self-employed [ ]
  - c. Informal sector [ ]
  - d. Formal sector [ ]
- 7. Average monthly income
  - a. Less than 100 [ ]
  - b. 101-300 [ ]
  - c. 301-500 [ ]
  - d. 500-1000 [ ]



**SECTION B: Child Labour within the Scope of Traditional Kente Weaving**

Please indicate your level of agreement to each statement with a tick (✓) by using the scale below:

Strongly disagree (SD) = 1    Disagree (D) = 2    Neutral (N) = 3    Agree (A) = 4  
Strongly agree(SA) = 5

	<b>KENTE WEAVING AND CHILD LABOUR</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
1.	Children are engaged in Kente weaving during school hours	1	2	3	4	5
2.	Children born into Kente weaving families must contribute to the business at all time	1	2	3	4	5
3.	Involvement of school children in Kente business contribute to child labour	1	2	3	4	5
4.	It is okay for children weaving if only they bring money to the home	1	2	3	4	5
5.	Children started weaving Kente at a very early age	1	2	3	4	5
6.	Children weaving Kente to support themselves is child labour	1	2	3	4	5
7.	Society see child labour in Kente weaving as normal	1	2	3	4	5

**SECTION C: Impact of Child Labour on Educational Standards**

Please indicate your level of agreement to each statement with a tick (✓) by using the scale below:

Strongly disagree (SD) = 1    Disagree (D) = 2    Neutral (N) = 3    Agree (A) = 4  
Strongly agree(SA) = 5

	<b>KENTE WEAVING AND FALLEN STANDARDS OF EDUCATION</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
1.	Children are engaged in Kente weaving during school hours	1	2	3	4	5
2.	Parents/guardians can be blamed for the high school drop-out rate	1	2	3	4	5
3.	Kente weaving contributes to increase in school drop-out	1	2	3	4	5
4.	Kente weaving makes it difficult for children to complete basic school	1	2	3	4	5
5.	Children who engage in Kente weaving hardly go to school regularly	1	2	3	4	5
6.	The standard of education has fallen in Agbozume traditional area	1	2	3	4	5
7.	Children in Agbozume traditional area hardly read or write	1	2	3	4	5
8.	Absenteeism from school is greatly due to Kente weaving business					

## APPENDIX C

### INTERVIEW GUIDE – TEACHERS

#### THE EFFECTS OF TRADITIONAL KENTE WEAVING ON CHILDREN'S EDUCATION AT AGBOZUME IN THE KETU SOUTH DISTRICT

This interview is meant to solicit data in order to draw conclusions on the above topic. You have been randomly selected to be part of the study. Your response to the questions on this paper will provide vital information for the success of the study. Every bit of information given will be kept confidential. I would therefore, like to crave your indulgence and co-operation for your time as you answer these questions.

1. How long have you been a teachers?
2. How long have you been teaching in Agbozume?
3. How is school attendance like among school pupils? (Encouraging or not encouraging)
4. What are some of the reasons for the nature of school attendance among pupils?
5. What among these factors is the greatest contributor to absenteeism and school dropout in you view?
6. Coming to the activities of Kente weaving: how does it affect the education of your pupils?
7. How does it affect the overall standard of education in the area?
8. What have you ever done to correct the situation?
9. In your view, have the stakeholders done much to correct the situation?
10. What in your view can be done to change the current situation?