

**UNIVERSITY OF EDUCATION, WINNEBA**



**EXAMINING FACTORS INFLUENCING ENROLLMENT, RETENTION  
AND COMPLETION OF JHS PUPILS IN FISHING COMMUNITIES IN THE  
ELEMBELE DISTRICT OF THE WESTERN REGION OF GHANA**

**JOSEPH KWARTENG**

**MASTER OF PHILOSOPHY**

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**UNIVERSITY OF EDUCATION, WINNEBA**



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fulfilment of the requirements for the award of the degree of  
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## DECLARATION

### Student's Declaration

I, Joseph Kwarteng, hereby 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 has not been submitted, either in parts or in whole for another degree elsewhere.

Signature: .....

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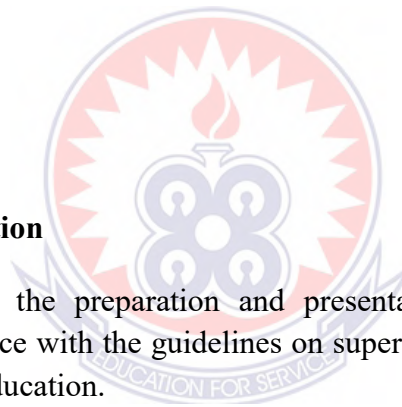
### Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Education.

Supervisor's Name: Dr. Alexander Nii Adjei Sowah

Signature: .....

Date: .....



## **DEDICATION**

This project work is dedicated to my wife, Mrs. Patricia Kwarteng.



## ACKNOWLEDGEMENTS

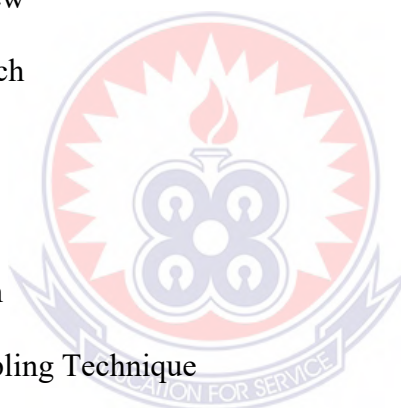
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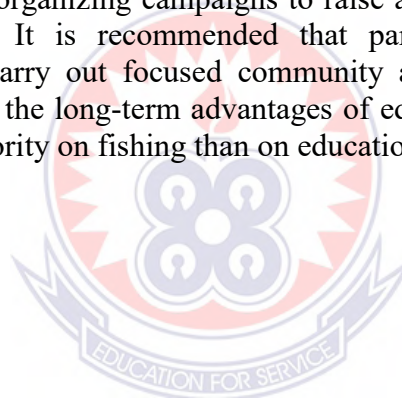
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## ABSTRACT

The study examined factors influencing enrolment, retention and completion of JHS pupils in fishing communities in the Ellembelle District of Ghana. Three schools; Ngalepkole JHS, Ekwe JHS, and Sanzule JHS, were used for the study. A total of 207 pupils, 207 parents and 24 teachers were selected for the study. The study collected data using a structured questionnaire. Data was analysed using Statistical Package for the Social Sciences (SPSS) and presented using descriptive statistics in the form of percentages and frequencies. From the study, the factors that facilitate enrolment in school were school accessibility, economic factors, social and cultural factors, school environment and support, and government and school interventions. The study revealed that fishing activities in the communities influence some children to drop out of school to work, the industry provides a financial incentive for children to leave school and start working, and income from fishing work helps their family afford their education. Other factors that affected school retention included missing school because of the need to assist with fishing activities, sometimes being required to help with fishing activities, which affects their school attendance, and fishing work in their community makes it difficult for them to attend school regularly. The approaches to improve enrolment comprised encouraging children from fishing families to enrol, and local government organizing campaigns to raise awareness about the importance of school enrolment. It is recommended that parents and teachers in fishing communities should carry out focused community awareness-raising initiatives to increase knowledge of the long-term advantages of education, especially for families who place a higher priority on fishing than on education.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Education performs an essential role in the growth and development of nations, as it is very necessary and crucial for every person to lead a good and healthy life (Barbera et al., 2020). Sustainable Development Goal number 4 emphasizes the need for quality education (Ferrer-Estévez & Chalmeta, 2021). Acheampong and Gyasi (2019) and Badali et al. (2022) corroborating this fact, underlined that education is essential to socio-economic improvement of both the individual and the nation as it is a means by which a person obtains the various social and physical abilities required by the community the person is born into.

Education is regarded as a basic human right and the Universal Declaration of Human Rights 1948 (Article 26) supports this by declaring that every person has the right to education. On the basis of this, every person is entitled to education, irrespective of status, ethnicity, religion or gender. Hence, any nation that fails to provide the necessary quality education to its populace is violating its populace the basic human rights and denying itself of stable development now and in the future (Mata-López & Tobón, 2018). Taking this into consideration, the ambitions of any nation to attain any achievement on the development ladder will depend on the nation's ability to enhance access to education, which will provide the rich human resource base for any accelerated development (Owiyo, 2022; Boateng et al., 2024).

Nonetheless, Alves et al. (2024) found that approximately 80 million children worldwide are not in school, and most of these children are in Africa. It is estimated that 14% of children in Arab States, 19% of children in Asia, and 44% of children in

sub-Saharan Africa do not get basic education (UNCHR, 2017). This is for the reason that children of school-age from poor financial backgrounds are normally used to work on farms or take care of their younger relatives while their parents are not around (Perchinunno et al., 2021; Answar & Biutha, 2022). This normally results in poor enrolment, retention and completion (Mata-López & Tobón, 2018; Akanbang et al., 2023).

Low student retention and enrolment rates have persisted as global issues, especially for underprivileged populations. According to Leaver et al. (2021), student retention is the act of a student continuing to study until successful completion. According to Badali et al., (2022), cultural influences accounted for the majority of the factors that affected students' retention. Among them were engagement in a domestic work, negative attitude towards education, strong cultural values, pastoral lifestyle (Matsolo et al., 2018). According to Kissi and Issaka (2023), domestic work and early marriage are the main factors influencing students' retention rates in school.

Estimates from the International Labour Organization (2018), suggest that approximately 220 million youngsters between the ages of 6 and 18 were employed globally. According to the poll, Asia and Africa together constitute about half of this population. The report states that the majority of child labour occurs in agriculture (75%) — mainly in fields including aquaculture, forestry, cattle herding, and fishery, while large-scale farming accounts for 17% and the industrial sector accounts for 12%. This study will concentrate on school-aged children's involvement in the fishing industry. In their study on fishing activities and education, Ramsdal and Wynn (2022) found that children's school lives were negatively affected by fishing. Among the children, about 40% admitted to being absent from school, and 63% said that their

ability to go fishing was hampered by the school schedule. The results unequivocally show that the participants did not value education. Despite the institutionalization of rules that forbid the employment of minors in any industry, the issue still exists (Casanova et al., 2018; Quarshie et al., 2023).

The results of many previous studies revealed that school-aged children who engage in fishing activities leave school before even finishing basic education (Casanova et al., 2018; Owiyo, 2022). A 2016 UNICEF report on child labour and exploitation noted the same pattern. It was discovered that youngsters, specifically those between the ages of 6 and 15, worked in the fishing industry (UNICEF, 2016). Ineffective law enforcement, poverty, and a dearth of respectable employment opportunities for parents to support their families were blamed for this issue (Kissi & Issaka, 2023). In Africa, there is cause for concern regarding school-age children's involvement in fishing operations. Every African nation with a coastline or a sizable body of water inland deals with child labour in some capacity when it comes to fishing (Answar & Biutha, 2022). Walakira and Byamungisha (2018) reported that child labour in the fishing business resulted in 5% never enrolling, 60% of the children not attending school, and 55% dropping out. The causes of the school dropouts were insufficient funds for tuition, peer pressure, and paid employment. Since no particular skills are needed to engage in the fishing sector, school-age children have more opportunities to work at fishing sites (Answar & Biutha, 2022). Children working on fishing sites include extracting fish from nets, sorting, drying and smoking, and building boats, among other things (Owiyo, 2022).

Based on the above narrations, the study intends to examine the factors that influence enrolment, retention and completion of JHS pupils in fishing communities in the Ellembelle District of the Western Region of Ghana.

## **1.2 Problem Statement**

There is a significant trend in school dropout of students from fishing communities in schools in Ghana, though the government has implemented numerous policy initiatives against school dropout (Henyo, 2023; Quansah, 2023). For example, Henyo (2023) examined the academic life of JHS students in fishing communities in the Central Region of Ghana and found that despite policies such as school feeding and free compulsory basic education, there is significantly low retention and completion of pupils. As students advance to junior high schools, their involvement in fishing activities increases, with the majority of their parents believing that they can assist in raising the funds needed for basic costs in school and home (Nugba et al., 2022). Additionally, low junior high school enrolment, attendance and advancement are still attributed to parents in fishing areas' negative views about the importance of educating their kids beyond the primary level (Akanbang et al., 2023; Quansah, 2023).

Ellembelle is regarded as a fishing hub in the Western Region of Ghana. Usman (2019) found that 61.5% of inhabitants in Ellembelle and its surroundings are involved in artisanal fishing. Moreover, Ghana Statistical Service (2020) reported that approximately 58% (about 20% are between the ages of 10-17 years) of the people in Ellembelle District are involved in fishing activities. Although studies such as Answar and Biutha (2022), Henyo (2023), Nyarkoa (2023) and Quansah (2023) demonstrate variations in the rate of school dropout in junior high schools amongst fishing

communities, there are insufficient studies that link fishing activities to students' enrolment, retention and completion in public junior high schools, particularly in Ellembelle. Data fragmentation in this field motivates an empirical study on the impact of fishing-related activities on student enrolment, retention and completion rates in junior high schools in the Ellembelle District.

From the Ellembelle District Education Office, the completion rates in 2020, 2021, 2022 and 2023 were 84.1%, 82.9%, 80.3% and 78.5%, respectively. The transition rates in the above years were 82.7% (2020), 80.3% (2021), 79.1% (2022) and 75.4% (2023). However, despite high completion and transition rates in the district, three schools along the coast recorded very low completion and transition rates. These schools comprise Ngalepkole JHS, Ekwe JHS, and Sanzule JHS, all in Ellembelle District. The completion rates in 2020, 2021, 2022 and 2023 for these schools were 60.3%, 59.5%, 58.2% and 52.9%, respectively. The transition rates in the above years were 57.8% (2020), 56.1% (2021), 53.5% (2022) and 50.4% (2023).

Previous studies that looked at how fishing activities affected students' enrolment and retention were carried out outside of the Ellembelle District. As a result, the study is necessary to close the gap and offer empirical data that may be applied to raise the standard of junior high education and education in general in the district.

### **1.3 Purpose of the Study**

The purpose of the study was to examine the factors influencing enrolment, retention and completion of JHS pupils in fishing communities in the Ellembelle District of the Western Region of Ghana.

#### **1.4 Research Objectives**

1. Exploring the factors that facilitate the enrolment of pupils in Junior High School
2. Examining the factors that influence pupils continued stay [retention] and completion of school
3. To identify the approaches being carried out to improve pupils' enrolment, retention and completion of school

#### **1.5 Research Questions**

1. What factors facilitate the enrolment of pupils in Junior High School?
2. Why do pupils in Basic Schools continue to stay and complete school?
3. What approaches are being carried out to improve pupils' enrolment, retention and completion of school?

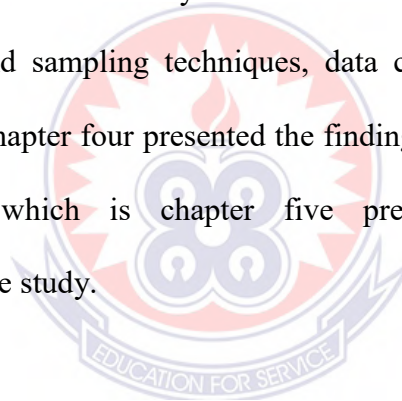
#### **1.6 Significance of the Study**

Parents, school administration, students and teachers in Ellembelle District may find the study useful in understanding how fishing activities affect students' enrolment, retention and completion rates in junior high schools, not only in the Ellembelle District but across the nation. The study findings, in particular, may be used by the Ministry of Education and the national government to create and simplify strategies, policies, and regulations that guarantee a high percentage of student retention in public junior high schools in fishing areas. The study will also assist the pupils in comprehending the repercussions of skipping class due to economic pursuits like fishing that interfere with their education. Teachers and school administrators will also gain knowledge from the study about how fishing activities affect student enrolment, retention and completion.

The study's findings can be used by teachers and school administrators to implement programmes and resources that will foster a learning environment where students are motivated to concentrate on their studies and lower the dropout rate among junior high school pupils.

### **1.7 Organisation of the Study**

This study is organized into five chapters. Chapter one includes the background of the study, the statement of the problem, purpose of the study, the study objectives and questions, the significance of the study, and the organization of the study. Chapter two focused on the literature review of the study. Chapter three discussed the research methodology adopted for the study. It included the research design, approach, population, sample and sampling techniques, data collection techniques, and data analysis techniques. Chapter four presented the findings and discussions of the study. The final chapter, which is chapter five presented the conclusions and recommendations of the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Overview of Education

Knowledge creation, adaptation, and dissemination all depend on education. However, the poor have rarely benefited equally from the increases in access to education (World Bank Group, 2019). Guàrdia et al. (2021) defined education as the process of imparting knowledge to a person who lacks experience in order to aid in their economic, political, spiritual, emotional, social, mental, and physical development. In the language of education, it indicates that the person has acquired appropriate and adequate values, attitudes, skills, and knowledge, also known as affective, psychomotor, and cognitive behaviours to enable them to function as citizens as effectively as possible (UNICEF, 2021). Individual training at learning institutions is centred on these behaviours.

Formal education is the structured, methodical instruction provided in a learning environment. The program is designed, coordinated, and executed methodically. There is no design, and training is inadvertent and haphazard in informal schooling. Through this process, young people learn new things, develop their potential, and use those things to become self-actualized and beneficial to others as well as themselves. It is a way to improve, transmit, and preserve the culture of the community. Every community associates education with obtaining something valuable or worthy. Hanson et al. (2020) also defined education as the process by which a person grows intellectually through attending school, and, in the process, acquires knowledge and skills from the instruction provided.

## 2.2 Education and Development

Development is inextricably linked to education. For a country to develop, education is essential. In the contemporary global dispensation, where knowledge is the primary generator of wealth, education allows people to gain the skills and knowledge that are critical to development and the eradication of poverty (UNICEF, 2021). Natural and human resources are essential for a country to flourish, but they are not adequate in and of themselves. A country can use its natural resource endowment for economic development and growth by producing quality human resources through education. A nation's most dynamic and precious resources are its people, according to Hairon (2021), who also highlights the critical role that education plays in developing human assets for national development.

The expansion and maintenance of a nation's development are contingent upon the advancement of its population via the delivery of high-quality education. Paying attention to and investing sufficient funds in the delivery of high-quality education typically leads to notable advancements in social and economic transformation as well as an improvement in people's quality of life (Özer & Suna, 2019; Antoninis et al., 2023). Additionally, education enables people to make well-informed decisions about long-term issues like family size, diet, and lifestyle choices, all of which have an immediate impact on a person's or a nation's growth rates in per capita income, productivity, life expectancy, fertility, and overall health (World Bank, 2020; McGrath & Yamada, 2023). The first step in realizing the priceless benefits of education is to provide universal basic education for children on an equitable basis.

### **2.3 Approaches of the Government of Ghana in providing Education to its People**

In several ways, the Government of Ghana has shown commitment towards the attainment of Universal Primary Education and the delivery of quality education to its population. This commitment has been exhibited through several policy directives and interventions, which include the Education Strategic Plan from 2003 to 2015, the Education Trust Fund and the Free Compulsory Basic Education Programme (Adu-Gyamfi et al., 2016; Boadu, 2021). The several strategies embraced to operationalize these interventions comprised of the promotion of measures to enhance gender parity in primary schools, expansion of early childhood development services, and the School Feeding Programmes (Emmanuel & Asah, 2019).

### **2.4 Effects of Fishing Activities on School Enrolment, Retention and Completion**

Among the places in the world with the lowest rates of children's educational involvement are fishing districts. Child labour is a typical occurrence in African countries that border coasts. The lack of unique skills to work in the fishing sector has made it easy for kids to get involved in fishing activities. Numerous studies on children's participation in fishing activities have been carried out worldwide.

Ferdousi and Faruk (2016) researched to find out if school-going children were involved in the fishing sector. The researchers collected data from 492 workers using the longitudinal study approach; of them, 20.3% were found to be school children. An organized survey was employed to gather information from the juvenile employees. It was determined that every child worker was engaged in the feeding, preparation of the feed, grading and sorting of the fish. According to the study, the school-aged

children's involvement in fishing activities stemmed from school dropout rates and poverty (Ferdousi & Faruk, 2016).

Amalu and Abang (2016) looked at elementary school students' absenteeism in a different study. With 320 respondents in the sample, the study employed a descriptive survey research design. A multistage sampling procedure was used to choose the student sample. Data were gathered using questionnaires and an observation checklist. The findings suggested that the reasons behind school absenteeism for fishing were lack of motivation and financial constraints.

In Kenya, Ojijo (2016) investigated the connection between school students' academic achievement and their fishing activities. Students and head teachers from 49 schools made up the study's target group. Simple random sampling was used to sample 14 schools. Each school had twenty (20) form three students chosen. The findings demonstrated that students actually went fishing, set and repaired fishing nets, and collected fish from the nets. Additional research revealed that students who went fishing received poor grades for their assignments. Student performance was also found to be highly impacted by parents' financial levels. The direct correlation between particular fishing operations, such as fish catching, fish processing, and fish selling, and the performance of pupils, is a major information gap identified in the study carried out by Ojijo (2016). Additionally, the study does not show any correlation-if any-between fishing activities and pupils' retention in school.

Lugonzo et al. (2017) looked into how school children's attendance at school was impacted by the fishing activity surrounding Lake Victoria. The questionnaires were filled out by 16 teachers and 159 pupils who were purposefully sampled. In addition, the researchers employed interview schedules and non-observations to get

information from the participants. The descriptive survey's findings showed that there were fewer girls enrolled in school than there were boys. Additionally, it was stated that the majority of the girls who were not in school were engaged in sex for fish, fish processing, and fish selling. The girls began to miss going to school as a result of these pursuits. There was a strong correlation between girls' school attendance and fisheries. In order to meet their families' basic requirements, the girls got involved in fishing operations.

Yokozeke (2017) evaluated the causes, mechanisms, and outcomes of Ghanaian JHS student dropouts. The examination was conducted in two phases: a macro-level study that involved a school survey of all 39 schools, and a micro-level study that involved a detailed analysis of dropout rates from four schools. During the study's initial phase, school factors were included. Some of these factors had a considerable impact on dropout rates, but on a smaller scale, dropout rates were mostly linked to pregnancy. Dropouts showed traits of being a part of a group involved in fishing. Numerous variables influence children's involvement in fishing activities, including parental characteristics like divorce and school-related ones like economic constraints.

Westway et al. (2019) investigated educational achievement and literacy in fishing communities in Uganda. The study found that educational attainment was low in fishing areas. The percentage of students enrolled in primary schools who finished their education was very low. School completion rates were significantly low. The study of Westway et al. (2019) concentrated on four main areas. These four main areas included the following: the barriers that prevent children from pursuing formal education; the goals and attitudes of parents and children regarding formal education; solutions for increasing children's access to formal education and the limitations

associated with those initiatives. The study made the recommendation that a thorough grasp of the intricacy of children's daily activities and how these activities impede their involvement in formal schooling be obtained. The study further suggested that government policies should take into account the economic and social reality of local areas and offer opportunities for positive life choices and consequences.

Kwiringira et al. (2019) carried out a study on elementary school students and fishing and its impact on academic performance. The study found that children's participation in fishing activities hurt their academic performance. Additionally, it was shown by Ligeve et al. (2022) that elementary school students engaged in fishing, and academically, the students who were fishing did not perform well.

According to Sparks et al. (2022) assessment, child labour is still common in the seafood producing sector. It has been reported that minors are employed in the fishing industry, on fish docks, and in the processing and packaging of fish in various regions of the world. According to the survey, child labour in the fishing industry was prevalent at 9.9%. The majority of the children who had dropped out of school were teenagers between the ages of 13 and 17.

According to a study carried out by Vieira et al. (2023), school-age children were active in fishing activities. It has been discovered that children as young as seven years old are involved in a variety of fishing activities, including selling and smoking fish. Roughly thirty-nine percent (39%) of the school-aged children stated that they sometimes skipped school to go fishing.

Udoh et al. (2023) conducted a study in Nigeria to determine the impact of students' fishing activities on their academic performance. The study employed 56 students for

the study using stratified random sampling. Data were gathered using questionnaires, observations, and interview schedules. Following data collection, descriptive statistics and the logit regression analysis technique were used to evaluate the data. According to the results, 41% of the students went fishing for 3 to 4 hours a day, and 42% of the participants went fishing for 5 to 6 hours a day. Additionally, it was shown that 64% of the study's participants fished three to four days a week instead of attending class. Children's academic performance was observed to suffer when they participated in fishing activities. Udoh et al. (2023) further stated that thirty percent (30%) of teenagers who went fishing had poor academic performance.

### **2.5 Factors Influencing School-Aged Children to Drop out of School and Engage in Fishing Activities**

Research by Edet and Ekegre (2010) explored the factors related to school dropout among children in Ghana. To find out how much the independent variables affected the dependent variable, the study utilized a survey design. A sample of two hundred parents and two hundred students was chosen using purposive and probability sampling approaches. Utilizing registers and cumulative records, data were gathered, and correlational statistics were used for analysis. The findings indicated a strong correlation between school dropout and parental socioeconomic level. It was also discovered that some students, particularly those from low-income families, left school early to engage in fishing activities.

Gouda and Sekher (2014) carried out a study in India to determine the variables linked to school dropouts. According to the study, 75% of school-aged children between the ages of 6 and 16 were enrolled in school. Roughly 14% of the kids did not attend school, and 11% left school mainly for fishing activities. Parental

unemployment was found to be associated with a greater dropout rate for fishing activities. To help boost the family income, the parents permitted their children to engage in fishing activities.

Husain (2015) noted that a parent's poor educational attainment was a factor in school dropout in fishing communities. One of the reasons given for school dropout in fishing was poverty. The study found a direct correlation between school attendance and socioeconomic position.

Segumba (2015) conducted research to find out what factors Tanzanian primary school students face when they drop out of school. There were thirty teachers, six head teachers, and thirty students in the sample. Simple random and purposive sampling were used to choose the respondents. Data, both qualitative and quantitative, were gathered, then examined. The findings indicated that 23% of the children had left school to engage in fishing to help support their families owing to poverty. It was discovered that families with little education often had this issue.

Makorani (2017) investigated the factors linked to primary school dropout in Kenya. Using a sample of thirty-two respondents, the researchers used a descriptive survey study approach. Every respondent received a self-made questionnaire to gather data. The standard deviation, frequencies, and means were used to summarize the responses. The results showed that the retention rate in schools was influenced by socioeconomic factors, including family background and culture. For lack of school fees, students from low-income families left school to engage in fishing for a living.

Anyango (2021) investigated the impact of fishing activities on primary school students' attendance in school. A total of 123 class teachers and the head teachers of

the sampled schools made up the sample size. A descriptive survey research design was used. To gather information from the school heads and teachers, the researcher employed interview schedules and questionnaires. Thematic analysis was used to look at the qualitative data, while descriptive statistics were used to assess the quantitative data. The findings demonstrated how different types of fishing had an impact on students' involvement in class activities. It was discovered that various activities such as fish selling, seasoning, and the actual fishing had an impact on students' enrolment, attendance and completion of school.

## **2.6 Challenges Militating against School-Aged Children in and around Fishing Communities**

In most developing nations, economic and social crises are the main factors contributing to the high school dropout rate. Many children lose all hope of attending school as a result of poverty, especially in fishing areas. Often, low-income families are unable to pay for all of their children to attend school. The World Bank Group (2019) linked misguided traditional and religious views, poverty, early marriages, and difficult economic times to the rising trend of dropout rates. Children, particularly those from developing nations, are typically members of the disadvantage social group. A high dropout rate among children has been linked to domestic chores and low household income. More girls than boys end up in the paid child labour force.

In order for kids to forgo fishing and participate completely in education at all levels, family dynamics are also very important. Teachers and principals concur that a student's inclination to learn is always influenced by what occurs at home (Owiyo, 2022). Students bring a variety of issues to school, including divorce, single parents, poverty, and violence. Sperling and Winthrop (2015) expressed concern that although

certain educators and administrators make an effort to work with children in less-than-ideal home circumstances, they are only able to make a limited impact, particularly when parents refuse to collaborate with them in order to support the children. Answar and Biutha (2022) investigated the factors influencing adolescent school retention in Kenya. A mixed research approach was employed to support the study's conclusions. Thirty rural children who had dropped out of school served as the sample, which was chosen using convenience sampling. The study's conclusions showed that distance to school, necessity to make money, family problems, inadequate funds, early marriage, and pregnancy force school-aged children to engage in fishing activities.

James et al. (2016) investigated the variables influencing the learner's retention program in Kenyan schools. Purposive sampling was utilized in the study to select 340 respondents from the student body. The study revealed that the obstacles that impacted students' retention were distance to school and family issues. According to the findings, these difficulties significantly influence school-going children in fishing communities' involvement in fishing activities, which affects retention and completion of school.

## **2.7 Measures to Improve Retention**

Numerous national and international initiatives have been implemented to advance the cause of education. Children's education needs to be promoted, according to the SDGs. A variety of actors have contributed to the rise in student retention in schools. These actors include, among others, the teachers, parents, government, and international organizations like UNICEF. To promote retention in school, NGOs, teachers, society, the government, and other stakeholders must work together. One of

the best initiatives to address the low rates of retention and completion of school, for example, is the stipend program (McCleary-Sills et al., 2015).

In order to keep all students in school, a UNICEF report suggested both in-class and extracurricular learning techniques (UNICEF, 2021). There have been global approaches to improving school retention, but there are also targeted tactics designed to keep girls and boys in the classroom. These strategies for retaining students include gender-sensitive community and school environments, gender-sensitive hiring practices, teacher training on gender pedagogies, and raising awareness of children's rights. Other strategies include removing gender bias from educational materials and textbooks. On the other hand, initiatives taken outside of the classroom include early warning systems, assistance for adolescent parents returning to school, data collection on student accomplishment, and outreach to the most marginalized children (Leaver et al., 2021). Outside of the classroom strategies, that involve constructing tiny or multi-grade schools in isolated rural locations in order to reduce school distance and bring schools closer to children's homes are other ways to improve school retention (Jimoh et al., 2020; Okodua & Onye, 2022).

To support all students' achievement in primary and secondary education, teachers must adopt a new mentality and approach boys and girls in the classroom differently, paying conscious attention to each gender's unique requirements (Nkosha et al., 2013). Ochieng (2015) conducted a study to investigate the causes for raising the retention rate of children in schools. In the public school in the Ndhiwa Sub-County, a total of 2,240 children and 38 head teachers were the subjects of the study. The questionnaire method was employed in the study to gather data. The results showed that funding directly affected school retention.

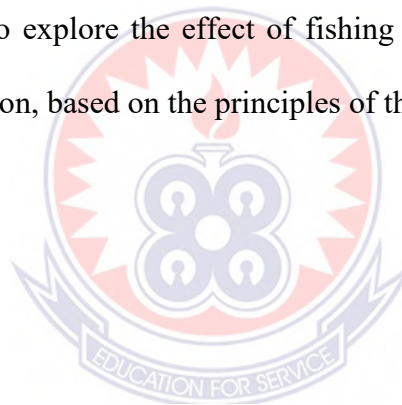
Other characteristics that affected retention were curricular relevance and accessibility to educational opportunities. However, since boys and girls are impacted by fishing activities differently, this study did not show how interventions and fishing activities are related to one another or how that relationship affects boys' and girls' school retention. Nismawati et al. (2023) investigated methods for increasing school enrolment in Liukang Loe Island. The results indicated that the majority of the children do not finish their secondary education as intended. One major barrier to educational advancement was poverty. Raising awareness of education enhances the current approaches to education. The study did not, however, address the precise tactics for raising retention rates for girls and boys, particularly in fishing areas.

## **2.8 Theoretical Framework**

### **2.8.1 Conflict Theory**

This study employed the Conflict Theory. Karl Marx created this theory to explain why there is conflict in society between social entities, organizations, and people (Marx, 2000). The theory contends that there is constant struggle for the resources available for accomplishing life's objectives. The theory looks at the tools available to individuals or groups of people and how to use them to accomplish life objectives. From the theory, examples of scarce resources include knowledge, wealth, privileges, material resources, and status. Marx contended that any society's history can be characterized as a history of class warfare because these resources are scarce. According to the theory, examples of struggles include those between the rulers and the ruled-over, the educated and the uneducated, and the haves and the have-nots. Conflicts have arisen in every stratum as a result of the economic and social structures' stratification (Marx, 2000).

Due to a lack of resources, the communities and schools that students originate from face a variety of conflicts (Answar & Biutha, 2022). This hypothesis is seen to be the most suitable for this study because it creates a conflict by nature when students go fishing when they are meant to be in class. In order to make quick money, students must decide whether to engage in the fishing industry or attend school in order to eventually find a respectable job. In other situations, a kid might be eager to go to school, but their lack of funds will make it necessary for them to stay home. These kids can be compelled to go fishing due to their financial situation rather than their own desire. Engaging in fishing activities becomes the only way to make enough money to cover basic expenses and even raise money for their own education. The proposed study aims to explore the effect of fishing activities on school enrolment, retention, and completion, based on the principles of this theory.



## **CHAPTER THREE**

### **RESEARCH METHODS**

#### **3.1 Introduction**

This study examined the factors that influence enrolment, retention, and completion of JHS pupils in fishing communities in the Ellembele District of the Western Region of Ghana. This chapter presents the research methodology used in conducting the study. The research methods include research philosophy, design, approach, population of the study, sampling, sampling technique, data collection procedure, data analysis, ethical consideration, and limitations of the study.

#### **3.2 Study Area**

Ellembelle District is one of the fourteen districts in Western Region, Ghana. The area experiences two distinct seasons each year: the dry season and the wet season. The wet season runs from April to October, and the dry season is from November to March. Rainfall ranges between 1,300 to 1,600 mm every year. The annual temperature fluctuates between 21.5°C and 30°C. Relative humidity in the area is high, ranging from 70% to 80% during the dry season and from 80% to 90% during the wet season. Fishing and farming is the main occupation in the area.

#### **3.3 Philosophical View**

The positivist philosophical paradigm served as the study's foundation. According to positivism, reality is objective, quantifiable, and comprehensible through statistical analysis and empirical observation. The study's focus on quantifiable factors impacting Junior High School enrolment, retention, and completion in fishing towns in the Ellembele District made this philosophical position appropriate. According to

the positivist perspective, knowledge is produced by methodically gathering and analysing data using organized tools.

### **3.4 Research Approach**

The research methodology used in the study was quantitative. This approach was deemed appropriate because it enabled the researcher to get numerical data from a large number of respondents and analyse the data using statistical techniques. Examining trends, patterns, and connections between variables affecting students' enrolment, retention, and Junior High School completion was made easier by the quantitative method.

### **3.5 Research Design**

A descriptive cross-sectional survey design was used in the study. With the use of this approach, the researcher was able to gather information from respondents all at once in order to characterize the current circumstances and variables influencing Junior High School students' enrolment, retention, and completion in fishing towns.

The design was suitable since it made it possible to quantify respondents' opinions and experiences through standardized questionnaires, guaranteeing answer uniformity and comparability.

### **3.6 Population**

The study's population made up of stakeholders engaged in junior high school education in fishing settlements in the Ellembele District of Ghana's Western Region. These stakeholders include parents, teachers and pupils.

### **3.7 Target Population**

The target population for the study comprised three basic schools in the Ellembele District. These schools include; Ngalepkole District Assembly JHS, Ekwe Catholic

JHS, and Sanzule District Assembly JHS. The participants included pupils, parents and teachers at selected schools. Ellebelle was chosen for the study due to the extent of pupils' involvement in fishing activities (Usman, 2019; Ghana Statistical Service, 2020). The pupils served as target the population as they were the main characters in the study, thus, they were able to explain factors influencing them to dodge school and engage in fishing activities. Teachers also took part in the study as they were able to explain the classroom situation and pupils' enrolment, retention and completion. The parents (guardians) of the pupils also served as part of the target population to explain the socioeconomic situation and other factors influencing their wards participation in fishing activities.

### **3.8 Sample and Sampling Technique**

In this study, three schools from Ellebelle District were purposively selected due to their proximity to the coastline, the involvement of their pupils in fishing activities and their lower completion and transition rates compared to other schools in the district. These schools included Ngalepkole JHS, Ekwe JHS, and Sanzule JHS. A probability sampling method, specifically, simple random sampling was used to select an individual pupil from each school. A simple random sampling method was used to give each respondent an equal chance of being selected. A simple random sampling method was further used to select parents of the selected pupils. Due to the small number of teachers (24) in these schools, they were not sampled, hence, all the teachers were selected to take part in the study.

There are approximately sixteen (16) Junior High Schools (JHS) with coastline in the Ellebelle District. However, preliminary investigation showed that pupils who dominate in fishing activities are from Ngalepkole JHS, Ekwe JHS, and Sanzule JHS,

mainly due to their proximity to the coastline. Thus, these schools were purposively selected. The sample size for the study was calculated using Slovin's formula:

$$n = \frac{N}{1+Ne^2}$$

Where N = population

e = error margin of (95 percent confidence level), and

n = sample size.

Sample size determination for pupils and parents is shown in Table 1 and Table 2, respectively.

**Table 1: Pupils Sample Selection from the Schools**

Selected schools	Total population	Sample Size
Ngalepkole JHS	84	$n = \frac{84}{1 + 84 (0.05)^2} = 69$
Ekwe JHS	92	$n = \frac{92}{1 + 92 (0.05)^2} = 75$
Sanzule JHS	75	$n = \frac{75}{1 + 75 (0.05)^2} = 63$
<b>Total</b>	<b>251</b>	<b>207</b>

**Table 2: Sample Selection for Parents/Guardians**

<b>Selected community</b>	<b>Total population</b>	<b>Sample size</b>
Ngalepkole	84	$n = \frac{84}{1 + 84 (0.05)^2} = 69$
Ekwe	92	$n = \frac{92}{1 + 92 (0.05)^2} = 75$
Sanzule	75	$n = \frac{75}{1 + 75 (0.05)^2} = 63$
<b>Total</b>	<b>251</b>	<b>207</b>

A sample size of 207 pupils, 207 parents and 24 teachers were selected for the study. All the parents of the pupils who were selected for the study were also selected to take part in the study. The selected schools have 24 teachers, and all of them were selected to take part in the study. In all, 438 respondents were selected to take part in the study.

### **3.9 Data Sources, Forms of Data and Data Collection Techniques**

There are two main sources of data. Data for the study were collected using primary sources. This is mainly because primary data is the original data collected from respondents that has not been used before. Moreover, primary data were used because the research problem is peculiar to Ellembelle, and there is no availability of existing literature in the study area, thus, using secondary data was not feasible. Therefore, primary data were required as the information needed for this study was to be collected directly from pupils, parents and teachers from Ellembelle.

The study collected quantitative data. Quantitative research is one in which the investigator principally uses postpositive claims for developing knowledge (i.e., cause

and effect thinking, reduction to specific variables and hypotheses and questions, and the test of theories), uses approaches of inquiry such as surveys and experiments, and gathers information on predetermined instruments that yield statistical data. The layout benefits from getting a lot of responses from a variety of people (Creswell & Creswell, 2017). Additionally, it permits the description of important issues using inferential and descriptive statistical procedures that need a substantial amount of numerical data (Ghauri et al., 2020).

The study used a descriptive survey research design. Descriptive survey research design provides a numeric description of attitudes, opinions, or trends of a population by studying a sample of that population. Descriptive survey design entails the use of a questionnaire for data collection, with the intent of generalising from a sample to a population (Flynn et al., 2018). Descriptive survey design leads to the identification of attributes of a large population from a small sample. Using descriptive survey results in the collection of an extensive range of information and data. Nonetheless, one weakness of descriptive survey research design is that respondents may not always be comfortable providing responses that unfavourably depict them.

### **3.10 Instrumentation**

A structured questionnaire was used as the main data collection tool to gather information from respondents. Cheung (2021) research showed that a structured questionnaire requires each respondent to answer the same set of questions in a specific order. A well-structured survey is ideal for eliciting objective responses that enable quantitative analysis (Cheung, 2021). Additionally, it works well for gathering numerical data for both inferential and descriptive statistics in order to produce more accurate results for population-wide generalization. The question items in the

questionnaire are all geared toward fulfilling the study's research objectives. The first section of the questionnaire collected data on the sociodemographic characteristics of the respondents, such as age, educational background, occupation and income. The second section of the questionnaire collected data on the factors that facilitate the enrolment of pupils in Junior High School. The third section of the questionnaire collected data on factors that influence pupils continued stay [retention] and completion of school. The fourth section of the questionnaire collected data on the approaches being carried out to improve pupils' enrolment, retention, and completion of school. All of the questions proposed for the study were adapted from earlier research (Owiyo, 2022; Henyo, 2023; Quansah, 2023).

### **3.11 Data analysis procedure**

Following data collection, the questionnaires were sorted to make sure every question was answered. Before the data was entered into the Statistical Package for Social Science (SPSS) software for processing, data cleaning and coding were done. After that, quantitative analysis was performed on the field data. Version 21.0 of the SPSS software was helpful when analyzing the data. Descriptive statistics in the form of percentages and frequencies were used to analyze the data obtained from the questionnaires. The objectives of the study served as the foundation for the analysis.

### **3.12 Ethical consideration and protection of research participants**

This study upheld several key ethical principles. Confidentiality of participants was maintained by assigning each participant a random ID number, removing any identifying information from transcripts, and storing data securely. Anonymity was ensured by not collecting any personal or demographic data that could identify individuals. Participants were fully informed of the purpose, risks and benefits of the

study, and gave voluntary written consent before participation. Data security was maintained by storing digital files in encrypted folders and physical data in locked cabinets, accessible only by the researcher. Findings were reported accurately without embellishment or distortion. By upholding these ethical principles, this study complied with ethical codes of conduct for research involving human participants.

### **3.13 Limitations**

The following limitations applied to the study:

Because respondents were unable to expand on their answers beyond predetermined possibilities, the use of structured questionnaires reduced the depth of information gathered. The study's conclusions may not apply to other districts or areas with different socioeconomic circumstances because they are restricted to the fishing settlements in the Ellembele District. Some respondents might have given false or socially acceptable answers particularly on delicate topics like child labour, school attendance, and household income. Peak fishing seasons may have coincided with the data collecting period, which may have affected respondents' availability and students' attendance at school.

### **3.14 Summary**

The chapter presented the research methodology used in conducting the study. The research methods included research philosophy, research design, research approach, population of the study, sampling, sampling technique, data collection procedure, analysis, ethical consideration and limitation of the study.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

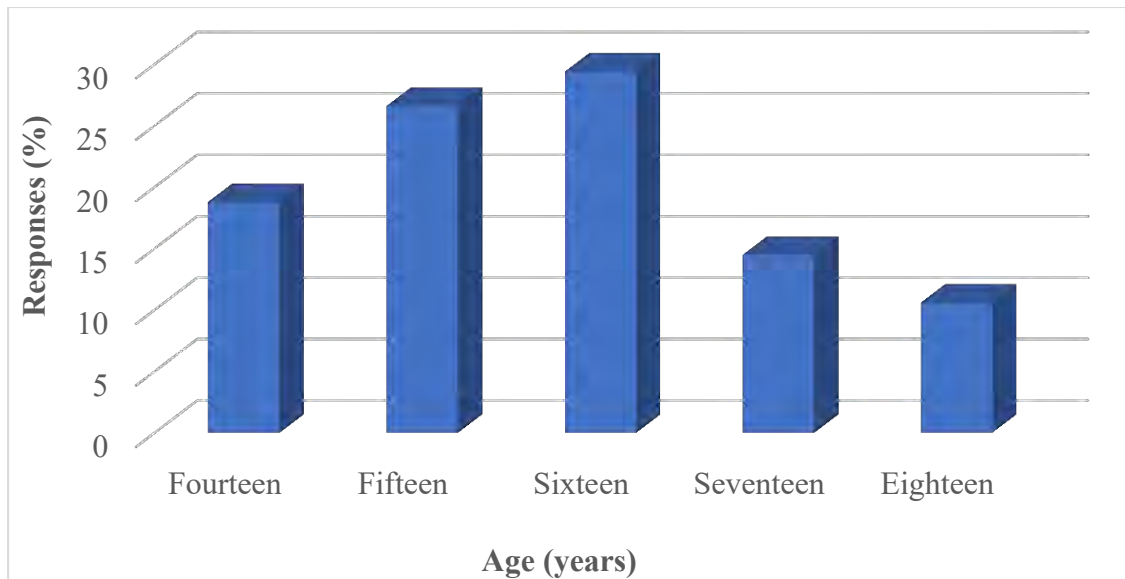
This chapter of the study presents the results and discussion of the study. The results and discussion of the study are based on the study objectives. The first section of the results and discussion presents the demographic characteristics of the study respondents. The second section of the chapter presents the factors that facilitate the enrolment of pupils in Junior High School. The third section of the chapter presents the factors that influence pupils continued stay [retention] and completion of school, while the final section presents the approaches being carried out to improve pupils' enrolment, retention and completion of school.

#### 4.2 Demographic Characteristics of the Respondents

The demographic characteristics were computed for the pupils, teachers, and parents/guardians. The demographic profiles are described in the next three subsections.

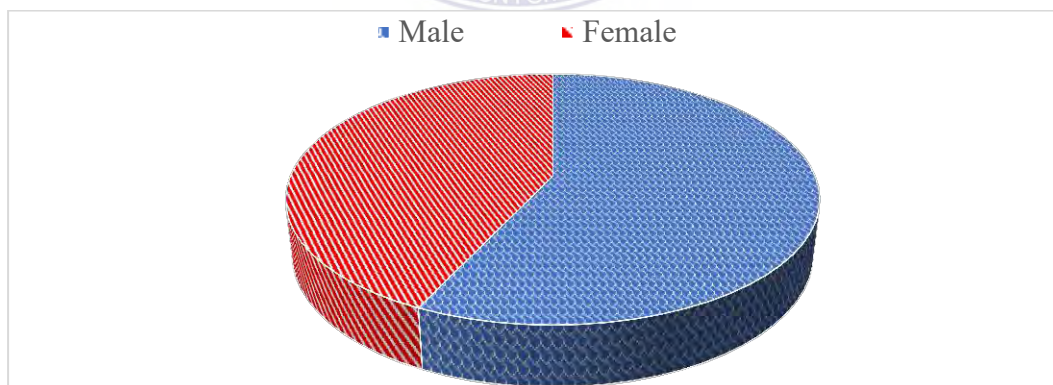
##### 4.2.1 Demographic characteristics of the pupils

The demographic characteristics of the pupils were three— age of the pupil, sex, and form in junior high school. The study revealed that the age of the pupil ranges from 14 to 18 years. From the study, 39 respondents representing 18.8% were fourteen years, 55 respondents representing 26.6% were fifteen years, 61 respondents representing 29.4% were sixteen years, 30 respondents representing 14.5% were seventeen years and the remaining 22 respondents 10.6% were eighteen years (Figure 1).

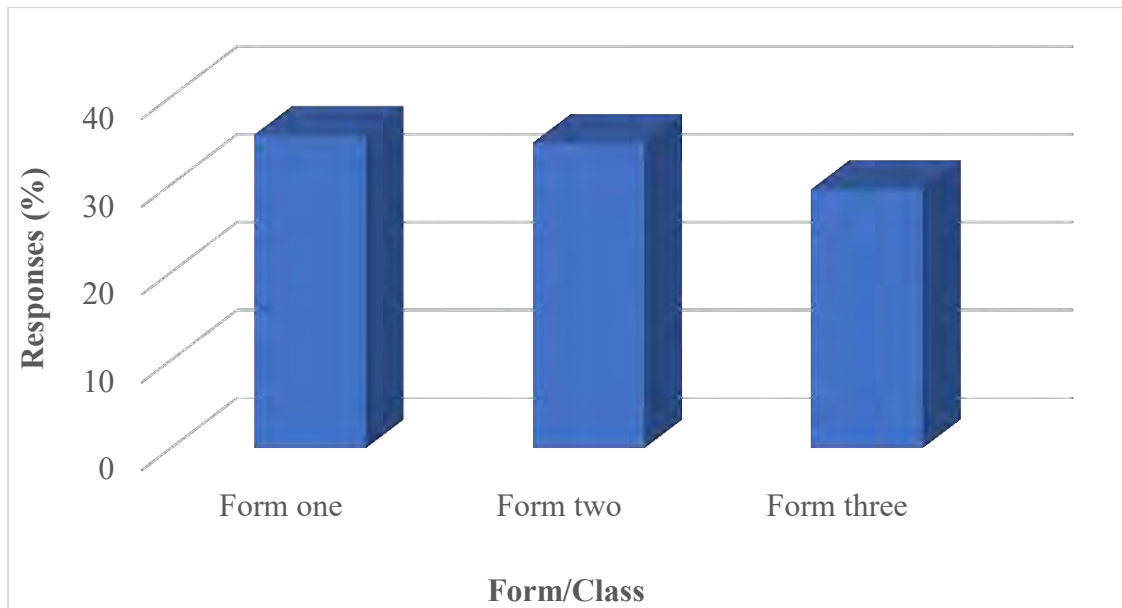


**Figure 1: Age of the pupils**

Among the 207 pupils, 118 representing 57.0% were males and 89 respondents representing 43.0% were females (Figure 2). It was further shown that the form of the respondents was somehow evenly distributed as 74 respondents representing 35.7% were in form one, 72 respondents representing 34.8% were in form two and the remaining 55 respondents representing 29.5% were in form three (Figure 3).



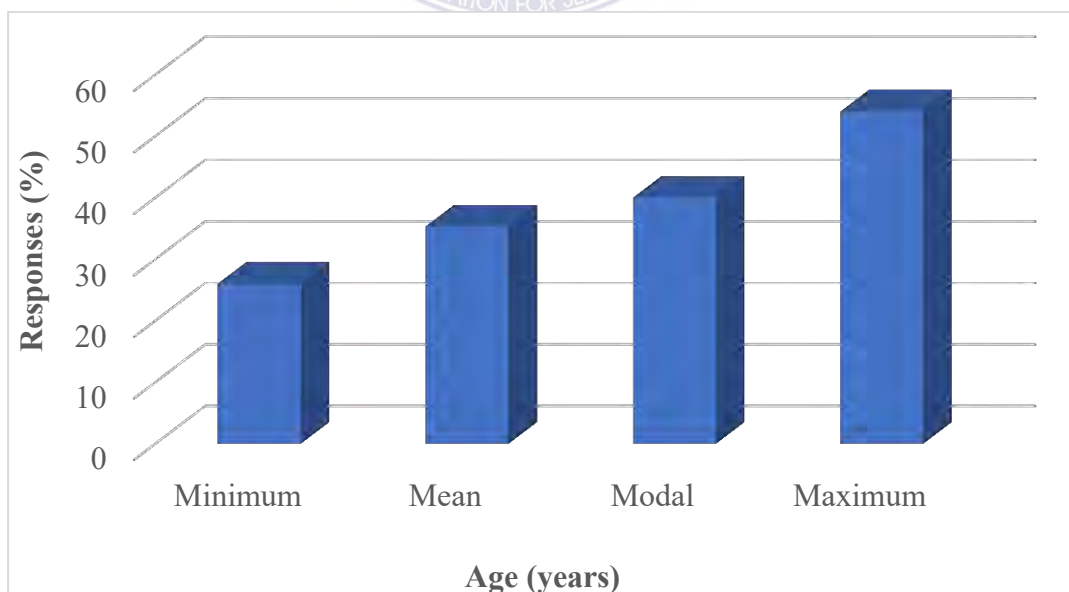
**Figure 2: Sex of pupils**



**Figure 3: Form/class of the pupils**

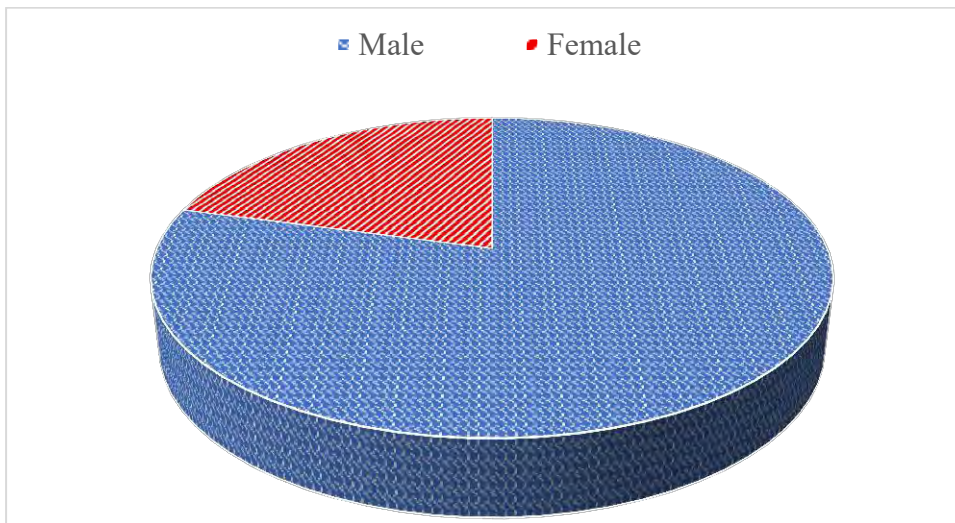
#### 4.2.2 Demographic characteristics of the teachers

The demographic characteristics of the teachers assessed in the study were age, sex, type of qualification, and years of teaching experience. From the study, the minimum age of the teachers was 26 years, the mean age was 35.3 years, the modal age was 40 years, and the maximum age was 54 years (Figure 4).



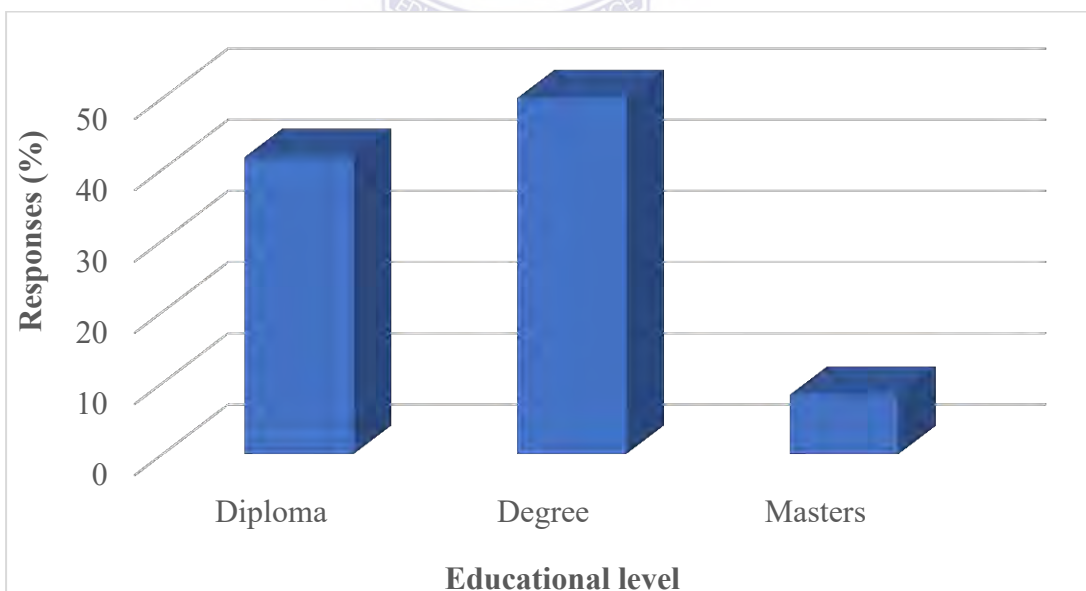
**Figure 4: Age of the teachers**

In terms of the sex of the teachers, it was revealed that 19 of them, representing 79.2% were males and five (5) of them, representing 20.8% were females (Figure 5).



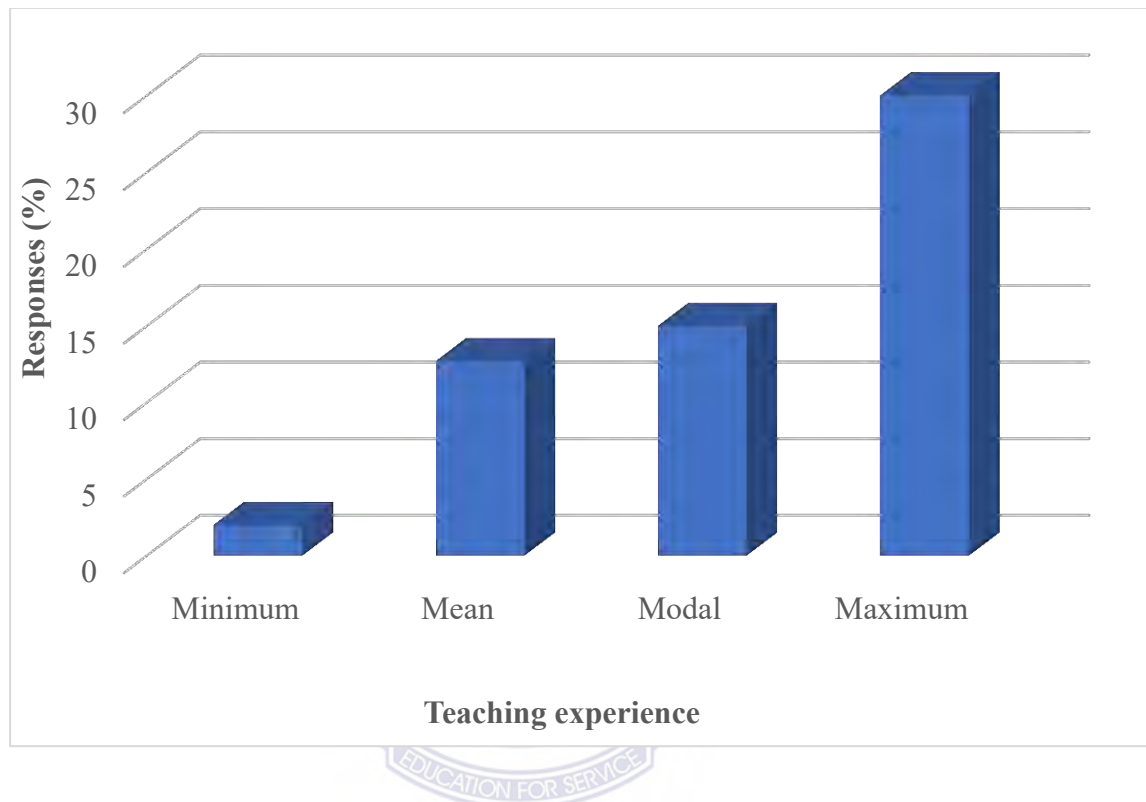
**Figure 5: Sex of the teachers**

In regard to the qualification of the teachers, half (50.0%) had a first degree, 10 (41.7%) had a diploma certificate, and the remaining two (8.3%) had a master's degree (Figure 6).



**Figure 6: Educational qualifications of the teachers**

The teaching experience of the teachers was also determined. It was shown that the minimum number of teaching experience was two years, the mean number of teaching experience was 12.7 years, the modal number of teaching experience was 15 years, and the maximum number of teaching experience was 30 years (Figure 7).



**Figure 7: Teaching experience of the teachers**

#### **4.2.3 Demographic characteristics of the pupils' parents/guardians**

The parents' demographic characteristics assessed in the study included age, sex, relationship to pupil, educational level, marital status, number of children/dependants, number of children/dependants of school going age and number of children/dependants actually in school.

Among the 207 parents/guardians, 149 (72.0%) were married, 31 (15.0%) were single, 19 (9.2%) were divorced, and 8 (3.8%) were widow/widower. It was revealed that 93 (44.9%) of the parents/guardians were males and 114 (55.1%) were females.

In regards to the relation to the pupil, 85 respondents representing 41.1% stated that they are the pupils' father, 92 respondents representing 44.4% stated that they are the pupils' mother, and the remaining 30 respondents representing 14.5% stated that they are the pupils' guardian (Table 3).

The study demonstrated a low level of education among the pupils' parents/guardians. Forty-eight (48) of the parents/guardians representing 23.2% had no formal education, almost half (49.8%) educational qualification of basic/elementary, 46 of them representing 22.2% highest educational level of senior high school or vocational school, and only 10 respondents had tertiary education.

There were differences in terms of the number of children/dependants, the number of children/dependants of school age, and the number of children/dependants actually in school. The study revealed that while 22.2% of the parents/guardians had one child/dependant of school going age, 12.1% were actually in school. Similarly, while 35.7% had three children/dependants of school going age, only 24.2% were actually in school. In all, 62 (29.9%) of school going age children were not attending school (Table 3).

The ages of the parents/guardians were also computed. It was revealed from the study, that the minimum age of the parents/guardians was 31 years, the mean age of the parents/guardians was 41.8 years, the modal age was 45 years, and the maximum age of the parents was 74 years

**Table 3: Demographic Profile of the Pupils' Parents/Guardians**

<b>Profile</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Marital status</b>		
Married	149	72.0
Single	31	15.0
Divorced	19	9.2
Widow/widower	8	3.8
<b>Sex</b>		
Male	93	44.9
Female	114	55.1
<b>Educational level</b>		
No formal education	48	23.2
Basic/Elementary	103	49.8
SHS/Vocational	46	22.2
Tertiary	10	4.8
<b>Relationship to the pupil</b>		
Father	85	41.1
Mother	92	44.4
Guardian	30	14.5
<b>Number of children/dependants</b>		
One (1)	26	12.6
Two (2)	40	19.3
Three (3)	80	38.6
More than three	61	29.5
<b>Number of dependants of school age</b>		
One (1)	46	22.2
Two (2)	61	29.5
Three (3)	74	35.7
More than three	26	12.6
<b>Number of dependants in school</b>		
One (1)	25	12.1
Two (2)	49	23.7
Three (3)	50	24.2
More than three	21	10.1
Dependants not in school	62	29.9

### 4.3 Factors that Facilitate the Enrolment of Pupils in Junior High School

The factors that facilitate the enrolment of pupils in junior high school were determined from the perspectives of pupils, parents/guardians and teachers. The next three subsections show the factors that facilitate pupils' enrolment.

#### 4.3.1 Pupils perspective on factors that facilitate enrolment in Junior High School

##### School

From the study, 180 of the pupils representing 87.0%, stated that education is important for their future, while only 27 respondents representing 13% stated no. Moreover, while 151 pupils representing 72.9% stated that they would like to complete Junior High School and continue their education further, 56 pupils representing 27.1% stated no. The pupils were further asked whether more children in their community should attend school rather than working in fishing-related jobs – 81.2% stated yes and 18.8% stated no.

**Table 4: Pupils' Perception of Education**

Perception of education	Frequency	Percentage
<b>I believe that education is important for my future</b>		
Yes	180	87.0
No	27	13.0
<b>I would like to complete Junior High School and continue my education further</b>		
Yes	151	72.9
No	56	27.1
<b>More children in my community should attend school rather than working in fishing-related jobs</b>		
Yes	168	81.2
No	39	18.8

The factors that facilitate school enrolment were categorised into school accessibility, economic factors, social and cultural factors, school environment and support, and government and school interventions. In terms of school accessibility, 42 respondents representing 20.3% stated that their school is located close to their community, while 165 respondents representing 79.7% stated that their school is not located close to their community (Table 5). While 143 (69.1%) stated that they do not have easy access to transportation to get to school, the remaining 64 (30.9%) stated that they have easy access to transportation to get to school. Likewise, 70 respondents representing 33.8% stated that the distance from home to school is not a barrier, 137 respondents representing 66.2% disagreed.

**Table 5: School Accessibility Factors that Facilitate Enrolment of Pupils**

<b>School accessibility</b>	<b>Frequency</b>	<b>Percentage</b>
<b>My school is located close to my community</b>		
Yes	42	20.3
No	165	79.7
<b>I have easy access to transportation to get to school</b>		
Yes	64	30.9
No	143	69.1
<b>The distance from my home to school is not a barrier</b>		
Yes	70	33.8
No	137	66.2

Regarding economic factors facilitating enrolment in school, 127 (61.4%) indicated that their family can afford the cost of their education (Table 6). However, 70% stated that the cost of schooling was a barrier for some children in their community. While

majority (89.4%) stated that they would be more likely to continue their education if financial support programs were available, a few (10.6%) respondents stated no.

**Table 6: Economic factors that Facilitate Enrolment of Pupils**

<b>Economic factors</b>	<b>Frequency</b>	<b>Percentage</b>
<b>My family can afford the cost of my education (fees, supplies)</b>		
Yes	127	61.4
No	80	38.6
<b>I would be more likely to continue my education if financial support programs were available.</b>		
Yes	185	89.4
No	22	10.6
<b>Cost of schooling is barrier for some pupils in my community</b>		
Yes	145	70.0
No	62	30.0

The study revealed that social and cultural factors served as a barrier to enrolment. While 95 (45.9%) reported that they receive encouragement from their parents to attend school, 112 (54.1%) stated no. Similarly, 92 respondents representing 44.4% stated that children in their community, irrespective of gender, receive encouragement to attend school (Table 7). The pupils were further asked whether fishing work and household duties do not prevent them from attending school – 46.9% stated yes and 53.1% stated no.

**Table 7: Social and Cultural Factors that Facilitate Enrolment of Pupils**

<b>Social and cultural factors</b>	<b>Frequency</b>	<b>Percentage</b>
<b>My parents/guardians encourage me to attend school</b>		
Yes	95	45.9
No	112	54.1
<b>Children in my community are encouraged to go to school regardless of their gender</b>		
Yes	92	44.4
No	115	55.6
<b>Fishing work and household duties do not prevent me from attending school</b>		
Yes	97	46.9
No	110	53.1

In terms of school environment and support, the majority (80.2%) of the pupils indicated that teachers at their school are supportive of their learning. Moreover, 144 of the pupils representing the majority (69.6%) stated that they feel safe and comfortable at school. However, regarding sufficient and helpful learning materials, 122 (59.0%) said no, and 85 (41.0%) said yes (Table 8).

**Table 8: School Environment Support Factors that Facilitate Enrolment of Pupils**

School environment and support	Frequency	Percentage
<b>The teachers at my school are supportive of my learning</b>		
Yes	166	80.2
No	41	19.8
<b>I feel safe and comfortable at school</b>		
Yes	144	69.6
No	63	30.4
<b>The learning materials at my school are sufficient and helpful for my studies</b>		
Yes	85	41.0
No	122	59.0

Government and school interventions as a factor facilitating school enrolment was also examined. From Table 9, there are government programs that encourage children to attend school – 155 (74.9%) stated yes and 52 (25.1%) stated no. However, the school has initiatives (e.g., community events, prizes) to encourage students to stay enrolled received no from 156 pupils representing 75.4%. Similarly, 132 pupils representing the majority (63.8%) stated that there is no school feeding programme in their school. Further enquiry revealed that one (Ekwe JHS) out of the three selected schools have school feeding programme.

**Table 9: Government and School Interventions Factors that Facilitate Enrolment of Pupils**

<b>Government and school interventions</b>	<b>Frequency</b>	<b>Percentage</b>
<b>There are government programs that encourage children to attend school (e.g., free textbooks, uniforms)</b>		
Yes	155	74.9
No	52	25.1
<b>My school has initiatives (e.g., community events, prizes) to encourage students to stay enrolled</b>		
Yes	51	24.6
No	156	75.4
<b>There is school feeding programme in my school</b>		
Yes	75	36.2
No	132	63.8

#### **4.3.2 Teachers perspective on factors facilitating the enrolment of pupils in JHS**

Factors facilitating the enrolment of pupils in school were further assessed from the teachers' perspective (Table 10). The teachers reported (91.7%) that the school administration provides clear information and support to parents/guardians regarding the enrolment process. From the study, 58.3% of the teachers stated that the school has no effective strategies in place to reach out to parents/guardians in fishing communities and encourage school enrolment. Additionally, 15 teachers representing 62.5% stated that parents/guardians in the community do not prioritize education and encourage children to enrol in school.

**Table 10: Factors that Facilitate Enrolment in School from Teachers'****Perspective**

<b>Factors influencing enrolment</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Should parents/guardians in the community prioritize education and encourage children to enrol in school</b>		
Yes	9	37.5
No	15	62.5
<b>Does the school administration provide clear information and support to parents/guardians on the enrolment process</b>		
Yes	22	91.7
No	2	8.3
<b>Are there financial assistance programs (e.g., scholarships) to help pupils from fishing communities enrol in school</b>		
Yes	1	4.2
No	23	95.8
<b>Are there free uniforms or school supplies to help children from fishing communities enrol in school</b>		
Yes	2	8.3
No	22	91.7
<b>Does the community actively promote the importance of enrolling children in school through local campaigns</b>		
Yes	5	20.8
No	19	79.2
<b>Does the school have effective strategies to reach out to parents in fishing communities and encourage school enrolment</b>		
Yes	10	41.7
No	14	58.3

Similarly, 23 of the teachers representing 25.8% indicated that there are no financial assistance programs (such as scholarships) to help children from fishing communities enrol in school (Table 10). In addition, 19 respondents representing 79.2% of the teachers mentioned that the community does not actively promote the importance of enrolling children in school through local campaigns and community leaders. There are free uniforms or school supplies to help children from fishing communities enrol in school was also – No (91.7%) and Yes (8.3%).

#### 4.3.3 Parents perspective on factors facilitating the enrolment of pupils in JHS

The factors facilitating the enrolment of pupils in school were also determined from the parents/guardians' viewpoint (Table 11).

**Table 11: Factors that Facilitate Enrolment in School from Parents' Perspective**

<b>Factors influencing enrolment</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Can financial support programs help children from fishing families to enrol in school</b>		
Yes	169	81.6
No	38	18.4
<b>Can outreach programmes encourage children from fishing communities and enrol in school</b>		
Yes	159	76.8
No	48	23.2
<b>Should the school make it easy for children from fishing communities by offering aid with school supplies or uniforms</b>		
Yes	150	72.5
No	57	27.5
<b>Should community leaders/local organizations help promote the importance of education and encourage school enrolment</b>		
Yes	133	64.3
No	74	35.7

The parents stated that financial support programs can help children from fishing families to enrol in school (81.6%), outreach programmes can encourage children from fishing communities and enrol in school (76.8%), and the school should make it easy for children from fishing communities to enrol, including offering assistance with school supplies or uniforms (72.5%). Moreover, 133 respondents representing more than half (64.3%) stated that community leaders and local organizations should help promote the importance of education and encourage school enrolment.

In most developing nations, economic and social crises are the main factors contributing to the high school dropout rate. Many children lose all hope of attending school as a result of poverty, especially in fishing areas. Many often, low-income families are unable to pay for all of their children to attend school. The World Bank Group (2019) linked misguided traditional and religious views, poverty, early marriages, and difficult economic times to the rising trend of dropout rates. Children, particularly those from developing nations, are typically members of the disadvantage social group. A high dropout rate among children has been linked to domestic chores and low household income. More girls than boys end up in the paid child labour force.

In order for kids to forgo fishing and participate completely in education at all levels, family dynamics are also very important. Teachers and principals concur that a student's inclination to learn is always influenced by what occurs at home (Owiyo, 2022). Students bring a variety of issues to school, including divorce, single parents, poverty, and violence. Sperling and Winthrop (2015) expressed concern that although certain educators and administrators make an effort to work with children in less-than-ideal home circumstances, they are only able to make a limited impact, particularly when parents refuse to collaborate with them in order to support the children. Answar

and Biutha (2022) investigated the factors influencing adolescent school retention in Kenya. The study's conclusions showed that distance to school, necessity to make money, family problems, inadequate funds, early marriage, and pregnancy force school-aged children to engage in fishing activities.

James et al. (2016) investigated the variables influencing the learner's enrolment program's implementation in Kenyan schools. The study revealed that the obstacles that impacted students' enrolment were distance to school and family issues. According to the findings, these difficulties significantly influence school-going children in fishing communities' involvement in fishing activities, which affects school enrolment.

#### **4.4 Factors that Influence Pupils Continued Stay [retention] and Completion of School**

The factors that influence pupils continued stay (retention) and completion of junior high school were determined from the perspectives of pupils, parents/guardians and teachers.

##### **4.4.1 Factors that influence pupils continued stay and completion of school –**

###### **Pupils**

From the pupils, fishing activities influencing some children to drop out of school to work (96.6%), the fishing industry providing financial incentive for children to leave school and start working (97.6%), and income from fishing work helping families afford their children's education (84.1%) (Table 12).

Other factors that affect pupils stay and complete school were missing school because of the need to assist with fishing activities (95.7%), required to help with fishing

activities, which affects school attendance (88.9%), fishing work in community making it difficult for the pupils attend school regularly (85.0%), and financial costs of schooling prevent pupils from staying in school (61.8%). Ninety-eight (98) of the respondents representing 47.3% stated that there is pressure from their family to assist with fishing work rather than focusing on school (Table 12).



**Table 12: Factors that Influence Pupils Continued Stay and Completion of School from the Perspective of the Pupils**

<b>Factors influencing retention and completion</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Does fishing work in your community makes it difficult for you to attend school regularly</b>		
Yes	176	85.0
No	31	15.0
<b>Do you sometimes required to help with fishing activities, which affects your school attendance</b>		
Yes	184	88.9
No	23	11.1
<b>Does the fishing industry provide a financial incentive for children to leave school and start working</b>		
Yes	202	97.6
No	5	2.4
<b>Have you missed school because of the need to assist with fishing activities</b>		
Yes	198	95.7
No	9	4.3
<b>Does the fishing activities in your community influence some children to drop out of school to work</b>		
Yes	200	96.6
No	7	3.4
<b>Are there pressure from your family to assist with fishing work rather than focusing on school</b>		
Yes	98	47.3
No	109	52.7
<b>Are the income from fishing work helps your family afford your education</b>		
Yes	174	84.1
No	33	15.9
<b>Does financial costs of schooling (e.g., fees, materials) sometimes prevent you from staying in school</b>		
Yes	128	61.8
No	79	38.2

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**Are you confident that completing your education will open up better job opportunities beyond fishing**

Yes	175	84.5
No	22	15.5

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**4.4.2 Factors that influence pupils continued stay and completion of school –**

**Teachers**

Factors that influence pupils continue stay and completion of school were also assessed from the perspective of the teachers (Table 13).

**Table 13: Factors that Influence Pupils Continue Stay and Completion of School**

**- Teachers**

<b>Factors influencing retention and completion</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Does the school offer flexible schedules for pupils who miss school due to fishing-related activities</b>		
Yes	4	16.7
No	20	83.3
<b>Does the school make adjustments to accommodate pupils who miss school due to fishing-related activities</b>		
Yes	5	20.8
No	19	79.2
<b>Do teachers provide additional academic support to pupils who struggle due to absenteeism</b>		
Yes	4	16.7
No	20	83.3
<b>Do parents actively engaged in ensuring that their children attend school regularly and complete their homework.</b>		
Yes	7	29.2
No	17	70.8

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**Does the school provide counselling to support pupils facing challenges that might affect their school attendance**

Yes	11	45.8
No	13	54.2

**Is there a strong connection between the school and the community, which helps in retaining pupils in school**

Yes	18	75.0
No	6	25.0

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From the study, 18 (75.0%) stated that there is a strong connection between the school and the community, which helps in retaining pupils in school. Seven (7) respondents representing 29.2% stated that the guardians/parents are actively engaged in ensuring that their children attend school regularly and complete their homework. In terms of the school providing counselling or mentorship programs to support pupils facing challenges that might affect their school attendance, 13 (54.2%) stated yes and 11 (45.8%) stated no counselling. Teachers providing additional academic support (e.g., after-school tutoring, weekend classes) to pupils who struggle due to absenteeism or other challenges was – no (83.3%) and yes (16.7%). Moreover, 79.2% stated that the school does not make adjustments to accommodate pupils who miss school due to fishing-related activities, while 83.3% indicated that the school does not offer flexible schedules for pupils who miss school due to fishing-related activities.

#### **4.4.3 Factors that influence pupils continued stay and completion of school –**

##### **Parents**

This subsection presents the factors that influence pupils continued stay and completion of school from the perspective of parents/guardians (Table 14). The parents stated that the school should be flexible when children from fishing families

miss school due to work-related responsibilities (86.0%), the school should be understanding when children from fishing families miss school due to work-related responsibilities (82.1%), the school should provide regular updates on pupils' performance to encourage me to support their education (73.9%), and there should provide enough support systems (e.g., counselling, after-school tutoring) at the school to help children stay in school despite challenges (81.2%). The parents were confident that their child would remain in school until they completed (70.0%).

**Table 14: Factors that Influence Pupils Continued Stay and Completion of School from the Perspective of the Parents/Guardians**

<b>Factors influencing retention and completion</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Should the school be flexible when children from fishing families miss school due to work-related responsibilities</b>		
Yes	178	86.0
No	29	14.0
<b>Should the school understand when children from fishing families miss school due to work-related responsibilities</b>		
Yes	170	82.1
No	37	17.9
<b>Should the school provide enough support systems (e.g., counselling, after-school tutoring) to help children stay in school</b>		
Yes	168	81.2
No	39	18.8
<b>Are you confident that your children will remain in school until they complete Junior High School</b>		
Yes	145	70.0
No	62	30.0
<b>Should the school provide regular updates on your children performance to encourage you support their education</b>		
Yes	153	73.9
No	54	26.1

Among the places in the world with the lowest rates of children's educational involvement are fishing districts. Child labour is a typical occurrence in African countries that border the coasts. No need of unique skills to work in the fishing sector has made it easy for kids to get involved in fishing activities. In relation to the findings from this study, Gouda and Sekher (2014) carried out a study in India to determine the variables linked to school dropouts. According to the study, 75% of school-aged children between the ages of 6 and 16 were enrolled in school. Roughly 14% of the kids did not attend school, and 11% left school mainly for fishing activities. Parental unemployment was found to be associated with a greater dropout rate for fishing activities. To help boost the family income, the parents permitted their children to engage in fishing activities.

Husain (2015) noted that a parent's poor educational attainment was a factor in school dropout in fishing communities. One of the reasons given for school dropout for fishing was poverty. The study found a direct correlation between school attendance and socioeconomic position.

Segumba (2015) conducted research to find out what factors Tanzanian primary school students face when they drop out of school. The findings indicated that 23% of the children had left school to engage in fishing to help support their families owing to poverty. It was discovered that families with little education often had this issue.

Ferdousi and Faruk (2016) researched to find out if school-going children were involved in the fishing sector. It was determined that school age children drop from school and engaged in the feeding, preparation of the feed, grading and sorting of the fish. According to the study, the school-aged children's involvement in fishing activities stemmed from school dropout rates and poverty (Ferdousi & Faruk, 2016).

In a related study, Amalu and Abang (2016) looked at elementary school students' absenteeism in a different study. The findings suggested that the reasons behind school absenteeism for fishing were lack of motivation and financial constraints. Lugonzo et al. (2017) looked into how school children attendance at school was impacted by the fishing activity surrounding Lake Victoria. The descriptive survey's findings showed that there were fewer girls enrolled in school than there were boys. There was a strong correlation between children's school attendance and fisheries. In order to meet their families' basic requirements, the school-aged children got involved in fishing operations.

Makorani (2017) investigated the factors linked to primary school dropout in Kenya. The results showed that the retention rate in schools was influenced by socioeconomic factors, including family background and culture. For lack of school fees, students from low-income families left school to engage in fishing for a living.

Yokozeki (2017) evaluated the causes, mechanisms, and outcomes of Ghanaian JHS student dropouts. Dropouts showed traits of being a part of a group involved in fishing. Numerous variables influence children's involvement in fishing activities, including parental characteristics like divorce and school-related ones like economic constraints. Westway et al. (2019) investigated educational achievement and literacy in fishing communities in Uganda. The study found that educational attainment was low in fishing areas. The percentage of students enrolled in primary schools who finished their education was very low. School completion rates were significantly low. Kwiringira et al. (2019) carried out a study on elementary school students and fishing and its impact on retention and completion. The study found that children's participation in fishing activities hurt their retention and completion.

Anyango (2021) investigated the impact of fishing activities on primary school students' attendance in school. The findings demonstrated how different types of fishing had an impact on students' involvement in class activities. It was discovered that various activities such as fish selling, seasoning, and the actual fishing had an impact on students' enrolment, attendance and completion of school. Additionally, it was shown by Ligeve et al. (2022) that elementary school students engaged in fishing, and the students who were fishing did not complete school.

According to a study carried out by Vieira et al. (2023), school-age children were active in fishing activities. It has been discovered that children as young as seven years old are involved in a variety of fishing activities, including selling and smoking fish. Roughly thirty-nine percent (39%) of the school-aged children stated that they sometimes skipped school to go fishing.

In agreement with the findings of the study, Udoh et al. (2023) conducted a study in Nigeria to determine the impact of students' fishing activities on their academic performance. According to the results, 41% of the students went fishing for 3 to 4 hours a day, and 42% of the participants went fishing for 5 to 6 hours a day. Additionally, it was shown that 64% of the study's participants fished three to four days a week instead of attending class.

#### **4.5 Approaches being carried out to improve pupils' enrolment, retention, and completion of school**

The approaches to improve pupils' enrolment, retention, and completion of school were determined from the perspectives of pupils, parents/guardians, and teachers. The next three subsections show the approaches to improve pupils' enrolment, retention, and completion of school.

#### 4.5.1 Approaches to improve enrolment, retention, and completion - Pupils

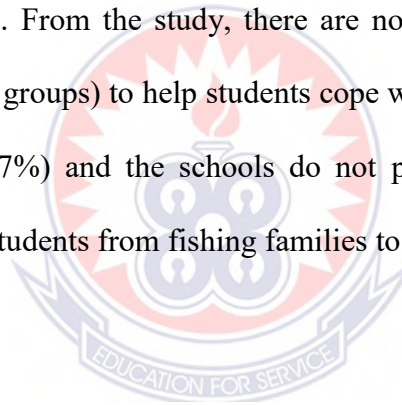
From the viewpoint of the pupils, the school has not made efforts to encourage children from fishing families to enrol (81.6%) and the local government has not organized campaigns to raise awareness about the importance of school enrolment (63.8%). Similarly, the schools do not have outreach programmes that target children from fishing families to encourage them to enrol in school (71.0%), information or support from the community to help pupils enrol in school (78.3%), and there are no initiatives to provide transportation or school supplies to students from fishing families to facilitate enrolment (94.2%).

**Table 15: Approaches to Improve pupils' Enrolment**

<b>Approaches to improve enrolment</b>	<b>Frequency</b>	<b>Percentage</b>
<b>The school in my community has made efforts to encourage children from fishing families to enrol</b>		
Yes	169	81.6
No	38	18.4
<b>The local government has organized campaigns to raise awareness about the importance of school enrolment</b>		
Yes	132	63.8
No	75	36.2
<b>Are you aware of school outreach programs that target children from fishing families to encourage them to enrol in school</b>		
Yes	60	29.0
No	147	71.0
<b>Do you receive information/support from the community to help you enrol in school</b>		
Yes	45	21.7
No	162	78.3

<b>Are there initiatives to provide transportation or school supplies to students from fishing areas to facilitate enrolment</b>		
Yes	12	5.8
No	195	94.2

Approaches to improve retention are presented in Table 16. From the table, it was revealed that parents/guardians are regularly informed by the school about pupils' academic progress, which helps encourage them to stay in school was high (73.4%). The study further showed that the school has no programs to support students who face difficulties due to family fishing activities (e.g., flexible schedules, extra classes) was moderate (59.9%). From the study, there are no school social support services (e.g., counselling, peer groups) to help students cope with the pressures of both school and fishing work (65.7%) and the schools do not provide incentives (e.g., prizes, awards) to encourage students from fishing families to stay in school (74.9%).



**Table 16: Approaches to Improve Pupils' Retention**

<b>Approaches to improve retention</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Does the school provide incentives (e.g., prizes, awards) to encourage students from fishing families to stay in school</b>		
Yes	52	25.1
No	155	74.9
<b>Does the school have programs to support students who face difficulties due to family fishing activities (e.g., flexible schedules, extra classes)</b>		
Yes	83	40.1
No	124	59.9
<b>Are your parents/guardians regularly informed by the school about your academic progress, which helps encourage you to stay in school</b>		
Yes	152	73.4
No	55	26.6
<b>Do the school has social support services (e.g., counselling, peer groups) to help students cope with the pressures of both school and fishing work</b>		
Yes	71	34.3
No	136	65.7

On approaches to improve completion, the schools organize career fairs or educational events that motivate pupils to complete their education (54.1%), and the schools offer career counselling to help students understand the long-term benefits of completing their education (48.8%). Additionally, 143 respondents representing 69.1% of the pupils stated that they have been encouraged by teachers/community leaders to stay in school and pursue further education after JHS (Table 17). However,

the majority of the respondents stated that there are no scholarships or financial assistance programs that help students from fishing families complete their education (90.8%).

**Table 17: Approaches to Improve Pupils' Completion**

<b>Approaches to improve completion</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Are there scholarships or financial assistance programs that help students from fishing families complete their education</b>		
Yes	19	9.2
No	188	90.8
<b>Does the school offer career counselling to help students understand the long-term benefits of completing school</b>		
Yes	101	48.8
No	106	51.2
<b>Does the school organize career fairs or educational events that motivate you to complete your education.</b>		
Yes	112	54.1
No	95	45.9
<b>Have you been encouraged by teachers/community leaders to stay in school and pursue further education after JHS</b>		
Yes	143	69.1
No	64	30.9

#### **4.5.2 Approaches to improve enrolment, retention, and completion - Teachers**

From the teachers, the approaches to improve enrolment, retention and completion are presented in Table 18.

**Table 18: Approaches to Improve Enrolment, Retention, and Completion**

<b>Approaches to improve enrolment, retention, and completion</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Does the school have programmes that provide career guidance and motivate students to complete their education</b>		
Yes	15	62.5
High	9	37.5
<b>Are parents in the community supportive of their children completing school and continuing to higher levels of education</b>		
Yes	14	58.3
No	10	4.2
<b>Does the school provide financial aid or scholarships to help pupils from fishing communities stay in school until completion</b>		
Yes	23	95.8
No	1	4.2
<b>Does the school work with local organizations to provide additional resources to help pupils from fishing communities</b>		
Yes	16	66.7
No	8	33.3
<b>Does the school work with local organizations to provide additional support to help pupils from fishing communities</b>		
Yes	16	66.7
No	8	33.3
<b>Are there programs that help students transition from JHS to SHS or vocational training</b>		
Yes	15	62.5
No	9	37.5

With a percentage of 62.5, the teachers stated that there are programmes that provide career guidance and motivate students to complete their education. The teachers further stated that the schools are working with local organizations to provide additional support to help pupils from fishing communities complete their education (66.7%), and some programs help students transition from JHS to SHS or vocational training (62.5%). However, with a percentage of 95.8%, the teachers agreed that there are no financial aid or scholarships provided by the schools to help pupils from fishing communities stay in school until completion. The teachers further stated that parents in the community are not being supportive of their children completing school and continuing to higher levels of education (58.3%).

#### **4.5.3 Approaches to improve enrolment, retention, and completion – Parents**

From the parents/guardians' viewpoint, approaches to improve enrolment, retention and completion are presented in Table 19. The study revealed that 170 respondents representing 82.1% believe that completing JHS will provide their child with better opportunities for the future. Similarly, 158 respondents representing 76.3% stated that there should be a provision of career guidance to help students see the benefits of completing their education (Table 19). The responses for post-school opportunities to encourage children to complete school were— yes (84.5%) and no (15.5%). In addition, 110 respondents representing 53.1% mentioned that the financial burden of schooling is manageable for their family, allowing their child to complete JHS.

**Table 19: Approaches to Improve Enrolment, Retention and Completion -****Parents**

<b>Approaches to improve enrolment, retention and completion</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Do you believe that completing Junior High School will provide your child with better opportunities for the future</b>		
Yes	170	82.1
No	98	17.9
<b>Does the financial burden of schooling manageable for your family, allowing your child to complete Junior High School</b>		
Yes	110	53.1
No	97	46.9
<b>Do your child has access to financial aid that help with the cost of schooling</b>		
Yes	110	53.1
No	97	46.9
<b>Should the community provide mentorship to ensure that children complete their education</b>		
Yes	91	44.0
No	116	56.0
<b>Should there be post-school opportunities (e.g., vocational training, further education) to encourage your child to complete school</b>		
Yes	175	84.5
No	32	15.5
<b>Should the school provide career guidance to help students see the benefits of completing their education</b>		
Yes	158	76.3
No	49	23.7

Numerous national and international initiatives have been implemented to advance the cause of education. Children's education needs to be promoted, according to the SDGs. A variety of actors have contributed to the rise in student retention in schools. These actors include, among others, the teachers, parents, government, and international organizations like UNICEF. To promote retention in school, NGOs, teachers, society, the government, and other stakeholders must work together. One of the best initiatives to address the low rates of retention and completion of school, for example, is the stipend program (McCleary-Sills et al., 2015).

In order to keep all students in school, a UNICEF report suggested both in-class and extracurricular learning techniques (UNICEF, 2021). There have been global approaches to improving school retention, but there are also targeted tactics designed to keep girls and boys in the classroom. These strategies for retaining students include gender-sensitive community and school environments, gender-sensitive hiring practices, teacher training on gender pedagogies, and raising awareness of children's rights. Other strategies include removing gender bias from educational materials and textbooks. On the other hand, initiatives taken outside of the classroom include early warning systems, assistance for adolescent parents returning to school, data collection on student accomplishment, and outreach to the most marginalized children (Leaver et al., 2021). Outside of the classroom strategies, that involve constructing tiny or multi-grade schools in isolated rural locations in order to reduce school distance and bring schools closer to children's homes are other ways to improve school retention (Jimoh et al., 2020; Okodua & Onye, 2022).

To support all students' achievement in primary and secondary education, teachers must adopt a new mentality and approach boys and girls in the classroom differently,

paying conscious attention to each gender's unique requirements (Nkosha et al., 2013). Ochieng (2015) conducted a study to investigate the causes for raising the retention rate of children in schools. In the public school in the Ndiwa Sub- County, a total of 2,240 children and 38 head teachers were the subjects of the study. The questionnaire method was employed in the study to gather data. The results showed that funding directly affected school retention.

Other characteristics that affected retention were curricular relevance and accessibility to educational opportunities. However, since boys and girls are impacted by fishing activities differently, this study did not show how interventions and fishing activities are related to one another or how that relationship affects boys' and girls' school retention. Nismawati et al. (2023) investigated methods for increasing school enrolment in Liukang Loe Island. The results indicated that the majority of the children do not finish their education as intended (Nismawati et al., 2023). One major barrier to educational advancement was poverty. Raising awareness of education enhances the current approaches to education.

In several ways, the Government of Ghana has shown commitment towards the attainment of Universal Primary Education and the delivery of quality education to its population. This commitment has been exhibited through several policy directives and interventions, which include the Education Strategic Plan from 2003 to 2015, the Education Trust Fund and the Free Compulsory Basic Education Programme (Adu-Gyamfi et al., 2016; Boadu, 2021). The several strategies embraced to operationalize these interventions comprised of the promotion of measures to enhance gender parity in primary schools, expansion of early childhood development services, and the School Feeding Programmes (Emmanuel & Asah, 2019).

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter of the study presents the summary of key findings, conclusions and recommendations. The summary of key findings, conclusions and recommendations were based on the study objectives and findings.

#### 5.2 General Summary

The study examined factors influencing enrolment, retention and completion of JHS pupils in fishing communities in the Ellembelle District of Ghana. Three schools; Ngalepkole JHS, Ekwe JHS, and Sanzule JHS were used for the study. A total of 207 pupils, 207 parents and 24 teachers were selected for the study. The study collected quantitative data using a structured questionnaire. Data was analysed using the aid of SPSS and presented using descriptive statistics in the form of percentages and frequencies. From the study, the factors that facilitate enrolment in school were school accessibility, economic factors, social and cultural factors, school environment and support, and government and school interventions. The study revealed that fishing activities in the communities influence some children to drop out of school to work, the fishing industry provides a financial incentive for children to leave school and start working, and income from fishing work helps their family afford their education. The approaches to improve enrolment comprised encouraging children from fishing families to enrol, and local government organizing campaigns to raise awareness about the importance of school enrolment.

### **5.3 Summary of Key Findings**

#### **5.3.1 Factors facilitating enrolment of pupils in Junior High School**

The factors that facilitate school enrolment were categorised into school accessibility, economic factors, social and cultural factors, school environment and support, and government and school interventions. In terms of social accessibility, it was revealed that the schools are not located close to their community, the distance from their home to school was a barrier, and the pupils do not have easy access to transportation to get to school. In regard to economic factors, it was revealed that most of the families can afford the cost of their education, however, the cost of schooling was a barrier for some children. Social and cultural factors affect school enrolment as fishing work and household responsibilities prevent some children from attending school.

From the teachers, the school administration provides clear information and support to parents/guardians regarding the enrolment process and the school has effective strategies in place to reach out to parents/guardians in fishing communities and encourage school enrolment. However, the communities do not actively promote the importance of enrolling children in school through local campaigns and community leaders and there were no financial assistance programs (such as scholarships) to help children from fishing communities enrol in school.

From the parents/guardians' viewpoint, financial support programs can help children from fishing families to enrol in school, outreach programmes can encourage children from fishing communities and enrol in school, and the school should make it easy for children from fishing communities to enrol, including offering assistance with school supplies or uniforms.

### **5.3.2 Factors influencing pupils continued stay [retention] in school**

From the pupils, fishing activities in their community influence some children to drop out of school to work, the fishing industry in their community provides a financial incentive for children to leave school and start working, and income from fishing work helps their family afford their education. Other factors that influenced retention included missing school because of the need to assist with fishing activities, sometimes being required to help with fishing activities, which affects their school attendance, and fishing work in their community makes it difficult for them to attend school regularly.

From the teachers, there is a strong connection between the school and the community, which helps in retaining pupils in school, parents/guardians in the community are actively engaged in ensuring that their children attend school regularly and complete their homework, and the school provides counselling or mentorship programs to support pupils facing challenges that might affect their school attendance. Nonetheless, the teachers do not provide additional academic support (e.g., after-school tutoring, weekend classes) to pupils who struggle due to absenteeism or other challenges, the schools do not make adjustments to accommodate pupils who miss school due to fishing-related activities, and the schools do not offer flexible schedules for pupils who miss school due to fishing-related activities.

From the parents, the school should be flexible when children from fishing families miss school due to work-related responsibilities, the school should be understanding when children from fishing families miss school due to work-related responsibilities, and there should be enough support systems (e.g., counselling, after-school tutoring) at the school to help children stay in school despite challenges.

### **5.3.3 Approaches undertaken to improve pupils' enrolment, retention and completion of school**

From the perspective of the pupils, the approaches to improve enrolment comprised encouraging children from fishing families to enrol, and local government organizing campaigns to raise awareness about the importance of school enrolment. Nonetheless, there were no initiatives to provide transportation or school supplies to students from fishing families to facilitate enrolment.

From the teachers, the school has programmes that provide career guidance and motivate students to complete their education, and the schools work with local organizations to provide additional support to help pupils from fishing communities complete their education; however, the schools do not provide financial aid or scholarships to help pupils from fishing communities stay in school until completion.

The parents/guardians believe that completing JHS will provide their children with better opportunities for the future, the school should provide career guidance to help students see the benefits of completing their education, and there should be post-school opportunities to encourage my child to complete school.

## **5.4 Conclusions**

The following conclusions were drawn after the study:

### **5.4.1 Factors that facilitate the enrolment of pupils in Junior High School**

- Since vast travel lengths and difficult access deter first-time school attendance, the existence of local junior high schools and the availability of transportation (such as boats or canoes in villages that are water-locked) greatly aid in the enrolment of students.

- In situations where fishing takes precedence over formal education, parental understanding of the value of education—which is frequently impacted by community sensitisation and outreach initiatives—is crucial in promoting pupils' enrolment.

#### **5.4.2 Factors that influence pupils continued stay [retention] and completion of school**

- Continued student participation in fishing, whether as a means of sustaining household income or as a result of social conventions, has a detrimental impact on school retention and raises dropout rates, particularly during the busiest fishing seasons.
- Lack of motivation as a result of absenteeism, and a lack of community involvement deters students from completing their education.

#### **5.4.3 Approaches being carried out to improve pupils' enrolment, retention and completion of school**

- Interventions that have been demonstrated to improve student enrolment and attendance in fishing communities include uniform and learning material distribution, school feeding programs, and community-based enrolment drives.
- Although there are still obstacles because of the long-standing economic reliance on fishing, cooperative efforts by local government agencies, non-governmental organisations, and community leaders to lessen child labour in fishing and emphasise the importance of education are progressively increasing retention and completion rates.

## **5.5 Recommendations**

### **5.5.1 Factors that facilitate the enrolment of pupils in Junior High School**

1. To lessen the burden of distance, it is recommended that parents provide their ward with a bicycle in order to increase access to junior high schools in fishing towns.
2. It is recommended that parents and teachers should carry out focused community awareness-raising initiatives to increase knowledge of the long-term advantages of education, especially for families who place a higher priority on fishing than on education.

### **5.5.2 Factors that influence pupils continued stay [retention] and completion of school**

1. It is recommended that during the busiest fishing seasons, teachers should implement community-based learning models to allow students to participate in fishing-related activities while preserving steady academic engagement.
2. Fishing communities should form peer support groups and mentorship programmes with accomplished members of fishing communities who have finished their education to act as role models and encourage students to continue their education.

### **5.5.3 Approaches being carried out to improve pupils' enrolment, retention and completion of school**

1. To lessen the financial strain on families, wealthy community members should launch social intervention programs including free uniform distribution, school nutrition, and scholarship programmes designed especially for kids in fishing areas.
2. Schools in fishing communities should encourage multi-stakeholder collaborations between the schools, community leaders, parents, and non-governmental organisations to track student attendance, offer early assistance to students who are at risk, and jointly devise plans to increase enrolment, retention, and completion rates.



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## APPENDICES

### APPENDIX I

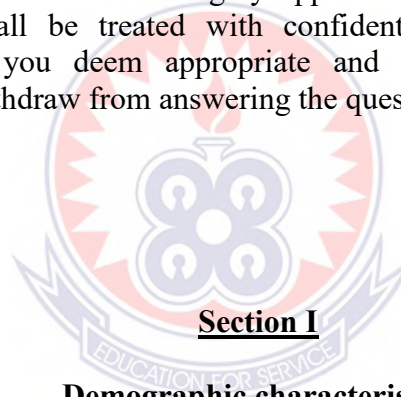
#### QUESTIONNAIRE FOR PUPILS

UNIVERSITY OF EDUCATION, WINNEBA

#### EXAMINING FACTORS THAT INFLUENCE ENROLLMENT, RETENTION AND COMPLETION OF JHS PUPILS IN FISHING COMMUNITIES IN THE ELEMBELE DISTRICT OF THE WESTERN REGION OF GHANA

This questionnaire is designed to elicit information to enable the researcher to undertake a study for academic purposes. Please your time and energy used in responding to this questionnaire is highly appreciated. Please be assured that any information given shall be treated with confidentiality and anonymity. Kindly tick/select responses you deem appropriate and provide short answers where necessary. You can withdraw from answering the questions at any point in time.

Thank You.



#### Section I

#### Demographic characteristics

1. Age of the pupil:.....
2. Sex
  - A. Male
  - B. Female
3. Form in Junior High School
  - A. JHS 1
  - B. JHS 2
  - C. JHS 3

## Section II

### Exploring the factors that facilitate the enrolment of pupils in Junior High School

Use Yes or No to answer the following questions on *factors that facilitate your enrolment in JHS*.

<b>Perception of education</b>		Yes	No
4	I believe that education is important for my future		
5	I would like to complete Junior High School and continue my education further		
6	More children in my community should attend school rather than working in fishing-related jobs		

Use yes or no to answer the following questions on the *factors that facilitate your enrolment in JHS*.

<b>School accessibility</b>		Yes	No
7	My school is located close to my community		
8	I have easy access to transportation to get to school		
9	The distance from my home to school is not a barrier		
<b>Economic factors</b>			
10	My family can afford the cost of my education (e.g., school fees, supplies).		
11	I would be more likely to continue my education if financial support programs were available.		
12	The cost of schooling is a barrier for some children in my community to attend school.		
<b>Social and cultural factors</b>			
13	My parents/guardians encourage me to attend school.		
14	Children in my community are encouraged to go to school regardless of their gender.		
15	Fishing work and household responsibilities do not prevent me from attending school		
<b>School environment and support</b>			
16	The teachers at my school are supportive of my learning.		
17	I feel safe and comfortable at school.		
18	The learning materials at my school are sufficient and helpful for my studies		
<b>Government and school interventions</b>			
19	There are government programs that encourage children to attend school (e.g., free textbooks, uniforms).		
20	My school has initiatives (e.g., community events, prizes) to encourage students to stay enrolled.		
21	There is school feeding programme in my school		

### Section III

#### **The factors that influence pupils continued stay [retention] and completion of school**

Use yes or no to answer the following questions on the *factors that influence your continued stay and completion of school*.

<b>Factors influencing retention and completion</b>		<b>Yes</b>	<b>No</b>
22	Fishing work in my community makes it difficult for me to attend school regularly.		
23	I am sometimes required to help with fishing activities, which affects my school attendance		
24	The fishing industry in my community provides a financial incentive for children to leave school and start working.		
25	I have missed school because of the need to assist with fishing activities.		
26	The fishing activities in my community influence some children to drop out of school to work.		
27	There is pressure from my family to assist with fishing work rather than focusing on school.		
28	The income from fishing work helps my family afford my education		
29	The financial costs of schooling (e.g., fees, materials) sometimes prevent me from staying in school		
30	I am confident that completing my education will open up better job opportunities beyond fishing		

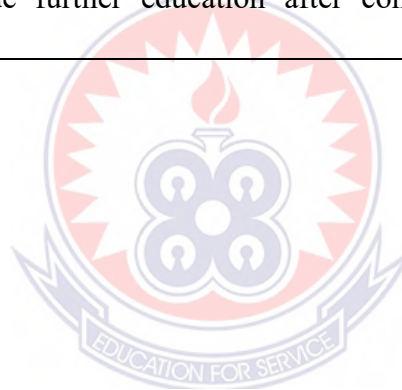
### Section IV

#### **The approaches being carried out to improve pupils' enrolment, retention and completion of school**

Use yes or no to answer the following questions on the *approaches being carried out to improve pupils' enrolment, retention and completion of school*.

<b>Approaches to improve enrolment</b>		<b>Yes</b>	<b>No</b>
31	The school in my community has made efforts to encourage children from fishing families to enrol		
32	The local government has organized campaigns to raise awareness about the importance of school enrolment.		
33	I am aware of school outreach programmes that target children from fishing families to encourage them to enrol in school		
34	I received information or support from the community to help me enrol in school.		
35	There are initiatives to provide transportation or school supplies to students from fishing families to facilitate enrolment		

<b>Approaches to improve retention</b>			
36	The school provides incentives (e.g., prizes, awards) to encourage students from fishing families to stay in school.		
37	The school has programs to support students who face difficulties due to family fishing activities (e.g., flexible schedules, extra classes)		
38	My parents/guardians are regularly informed by the school about my academic progress, which helps encourage me to stay in school		
39	The school has social support services (e.g., counselling, peer groups) to help students cope with the pressures of both school and fishing work.		
<b>Approaches to improve completion</b>			
40	There are scholarships or financial assistance programs that help students from fishing families complete their education.		
41	The school offers career counselling to help students understand the long-term benefits of completing their education		
42	My school organizes career fairs or educational events that motivate me to complete my education.		
43	I have been encouraged by teachers or community leaders to stay in school and pursue further education after completing Junior High School.		



## APPENDIX II

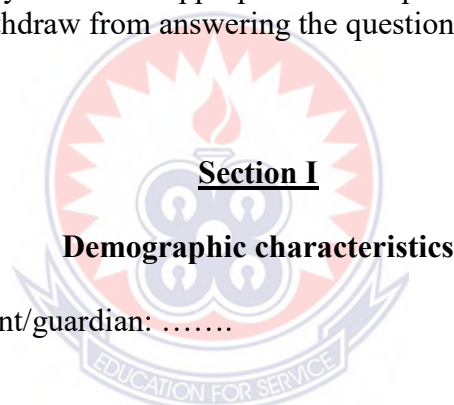
### QUESTIONNAIRE FOR PARENTS

UNIVERSITY OF EDUCATION, WINNEBA

#### EXAMINING FACTORS THAT INFLUENCE ENROLLMENT, RETENTION AND COMPLETION OF JHS PUPILS IN FISHING COMMUNITIES IN THE ELEMBELE DISTRICT OF THE WESTERN REGION OF GHANA

This questionnaire is designed to elicit information to enable the researcher to undertake a study for academic purposes. Please your time and energy used in responding to this questionnaire is highly appreciated. Please be assured that any information given shall be treated with confidentiality and anonymity. Kindly tick/select responses you deem appropriate and provide short answers where necessary. You can withdraw from answering the questions at any point in time.

Thank You.



#### Section I

#### Demographic characteristics

1. Age of the parent/guardian: .....
2. Sex
  - A. Male
  - B. Female
3. Relationship to the pupil
  - A. Father
  - B. Mother
  - C. Guardian
4. Education Level
  - A. No formal education
  - B. Basic/Elementary
  - C. Senior High School/Vocational School
  - D. Tertiary
5. Marital status
  - A. Married
  - B. Single
  - C. Divorced
  - D. Widow/Widower
6. Number of children/dependants: .....
7. Number of children/dependants of school going age: .....
8. Number of children/dependants actually in school: .....

## Section II

### **Factors that influence enrolment of JHS pupils in fishing communities in the Elembelle District of the Western Region of Ghana**

Use Yes or No on the *factors that influence enrolment of Junior High School (JHS) pupils in fishing communities in the Elembelle District of the Western Region of Ghana.*

<b>Factors influencing enrolment</b>		<b>Yes</b>	<b>No</b>
1	Financial support programs can help children from fishing families to enrol in school.		
2	Outreach programmes can encourage children from fishing and enrol in school		
3	The school should make it easy for children from fishing communities to enrol, including offering assistance with school supplies or uniforms.		
4	Community leaders and local organizations should help promote the importance of education and encourage school enrolment.		

## Section III

### **Factors that influence retention of JHS pupils in fishing communities in the Elembelle District of the Western Region of Ghana**

Use yes or no to answer the following questions on the *factors that influence retention of Junior High School (JHS) pupils in fishing communities in the Elembelle District of the Western Region of Ghana.*

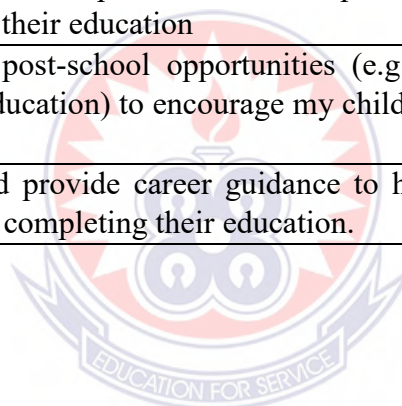
<b>Factors influencing retention</b>		<b>Yes</b>	<b>No</b>
5	The school should be flexible when children from fishing families miss school due to work-related responsibilities		
6	The school should be understanding when children from fishing families miss school due to work-related responsibilities		
7	There should be enough support systems (e.g., counselling, after-school tutoring) at the school to help my child stay in school despite challenges		
8	I am confident that my child will remain in school until they complete Junior High School		
9	The school should provide regular updates on my child's performance, and this will encourage me to support their continued education.		

### Section III

#### **Factors that influence completion of JHS pupils in fishing communities in the Elembelle District of the Western Region of Ghana**

Use yes or no to answer the following questions on the *factors that influence the completion of Junior High School (JHS) pupils in fishing communities in the Elembelle District of the Western Region of Ghana.*

<b>Factors influencing completion</b>		Yes	No
10	I believe that completing Junior High School will provide my child with better opportunities for the future.		
11	The financial burden of schooling is manageable for my family, allowing my child to complete Junior High School		
12	My child has access to financial aid that help with the cost of schooling		
13	The community should provide mentorship to ensure that children complete their education		
14	There should be post-school opportunities (e.g., vocational training, further education) to encourage my child to complete school		
15	The school should provide career guidance to help students see the benefits of completing their education.		



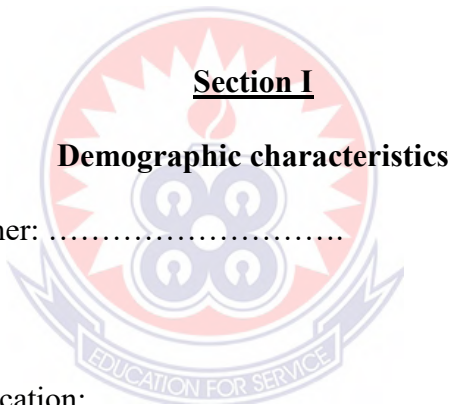
## APPENDIX III

### QUESTIONNAIRE FOR TEACHERS

#### EXAMINING FACTORS THAT INFLUENCE ENROLLMENT, RETENTION AND COMPLETION OF JHS PUPILS IN FISHING COMMUNITIES IN THE ELEMBELE DISTRICT OF THE WESTERN REGION OF GHANA

This questionnaire is designed to elicit information to enable the researcher to undertake a study for academic purposes. Please your time and energy used in responding to this questionnaire is highly appreciated. Please be assured that any information given shall be treated with confidentiality and anonymity. Kindly tick/select responses you deem appropriate and provide short answers where necessary. You can withdraw from answering the questions at any point in time.

**Thank You.**



1. Age of the teacher: .....
2. Sex of teacher
  - A. Male
  - B. Female
3. Type of qualification:
  - A. Cert –A”
  - B. Diploma
  - C. Post Dip
  - D. Degree
  - E. Masters
  - F. Other [specify]
4. Number of years of teaching: .....

## Section II

### **Factors that influence enrolment of JHS pupils in fishing communities in the Elembelle District of the Western Region of Ghana**

Use yes or no to answer the following questions on the *factors that influence enrolment of Junior High School (JHS) pupils in fishing communities in the Elembelle District of the Western Region of Ghana.*

<b>Factors influencing enrolment</b>		Yes	No
5	Parents/guardians in the community prioritize education and encourage children to enrol in school		
6	The school administration provides clear information and support to parents/guardians regarding the enrolment process		
7	There are financial assistance programs (such as scholarships) to help children from fishing communities enrol in school.		
8	There are free uniforms or school supplies to help children from fishing communities enrol in school.		
9	The community actively promotes the importance of enrolling children in school through local campaigns and community leaders		
10	The school has effective strategies in place to reach out to parents/guardians in fishing communities and encourage school enrolment		

## Section III

### **Factors that influence retention of JHS pupils in fishing communities in the Elembelle District of the Western Region of Ghana**

Use yes or no to answer the following questions on the *factors that influence retention of Junior High School (JHS) pupils in fishing communities in the Elembelle District of the Western Region of Ghana.*

<b>Factors influencing retention</b>		Yes	No
11	The school offers flexible schedules for pupils who miss school due to fishing-related activities		
12	The school makes adjustments to accommodate pupils who miss school due to fishing-related activities		
13	Teachers provide additional academic support (e.g., after-school tutoring, weekend classes) to pupils who struggle due to absenteeism or other challenges.		

14	Parents/guardians in the community are actively engaged in ensuring that their children attend school regularly and complete their homework.		
15	The school provides counselling or mentorship programs to support pupils facing challenges that might affect their school attendance.		
16	There is a strong connection between the school and the community, which helps in retaining pupils in school.		

#### Section IV

#### **Factors that influence completion of JHS pupils in fishing communities in the Elembelle District of the Western Region of Ghana**

Use yes or no to answer the following questions on the *factors that influence completion of Junior High School (JHS) pupils in fishing communities in the Elembelle District of the Western Region of Ghana*

<b>Factors influencing completion</b>		<b>Yes</b>	<b>No</b>
17	The school has programs that provide career guidance and motivate students to complete their education.		
18	Parents/guardians in the community are supportive of their children completing school and continuing to higher levels of education		
19	The school provides financial aid or scholarships to help pupils from fishing communities stay in school until completion		
20	The school works with local organizations to provide additional resources to help pupils from fishing communities complete their education		
21	The school works with local organizations to provide additional support to help pupils from fishing communities complete their education		
22	There are programmes that help students transition from Junior High School to Senior High School or vocational training, encouraging them to complete their education		