

UNIVERSITY OF EDUCATION, WINNEBA

**COPING STRATEGIES OF JUNIOR HIGH SCHOOL PUPILS FROM
DEPRIVED HOUSEHOLDS IN THE AWUTU SENYA MUNICIPALITY IN
THE CENTRAL REGION, GHANA TOWARDS THEIR ACADEMIC WORK**



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**of the requirements for the award of the degree of
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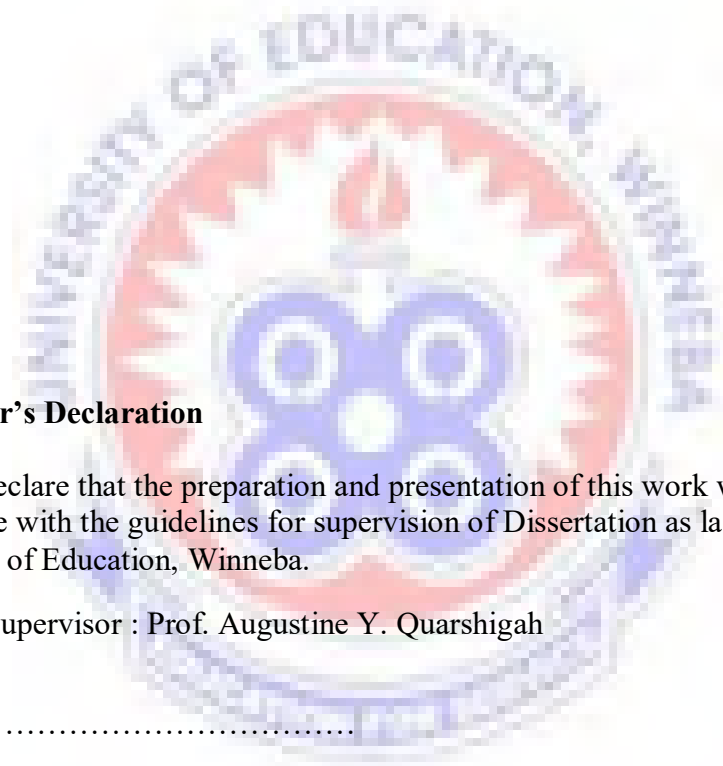
DECLARATION

Student's Declaration

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

Signature:

Date:



Supervisor's Declaration

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

Name of Supervisor : Prof. Augustine Y. Quarshigah

Signature:

Date:

DEDICATION

I dedicate this work to my mother Hannah Adu Gyamfi, my daughter Kendra Agyemang Peniel, my nephew, Maxwell Adu-Twum, my brothers Kingsley, Kenneth, Lovelace and Albert.



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I also express my sincere thanks to Mr. Martin Ako a lecturer at Christ Apostolic University College, Kumasi for his encouragement, advice and support to make this work a success.

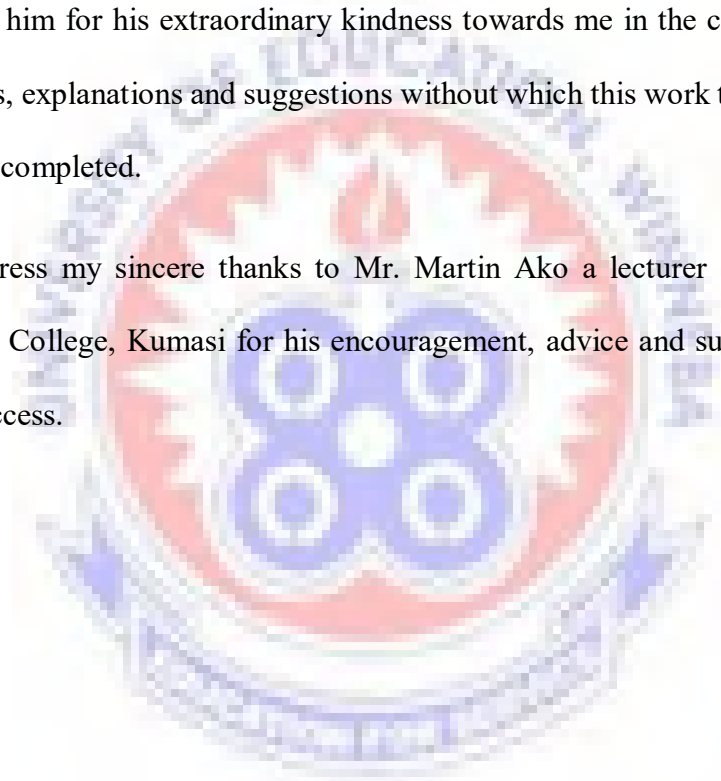


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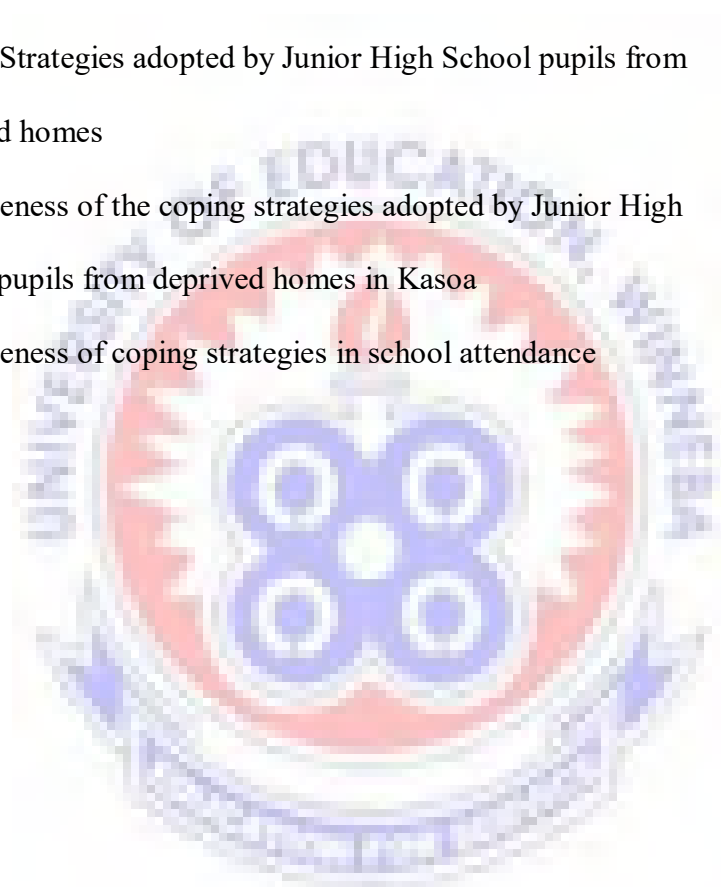
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ABSTRACT

The study investigated how Junior High School pupils from deprived households in Kasoa cope with their academic work. The concurrent triangulation design within the mixed method approach was used for the study. Data were collected by administering questionnaire and a semi-structured interview guide to 80 Junior High School pupils and 4 headteachers in Kasoa who were sampled using the simple random and purposive sampling techniques respectively. Quantitative data were analysed using descriptive statistics functions of the Statistical Product for Service Solutions (SPSS) version 20. The emerging themes from the interviews were used to support the quantitative data. The findings revealed that, majority of the pupils lived in large families while others lived with single parents and other relatives. The guardians of most of the pupils fall within low income earners. It also came to light that pupils adopted both positive and negative coping strategies. However, the prominent coping strategies involves engaging in petty trading, working at the chop bars and selling after school hours to make money to provide with their educational needs. The coping strategies of majority of the pupils are not effective since majority of them do not perform well academically. It was recommended that Parents in Kasoa should give birth to few children they have so that they will be able to adequately support them in school. Also, Junior High schools in Kasoa should create conducive environment for pupils to feel happy at school, support them academically and also provide social, emotional and academic support to pupils from deprived homes. This will help them cope effectively with their studies.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Maintenance is one of the major functions parents are expected to provide for their children. Every child has a right to maintenance under both customary law and common law (Adams, 2008). Article 28 clause 1(a) of the 1992 Constitution of Ghana states that every child has the right to the same measure of special care, assistance and maintenance as it is necessary for its development from its natural parents except where those parents have effectively surrendered their right and responsibilities in respect of the child in accordance with law. The constitution therefore recognizes that the family is the basic unit of society and the first point of contact for every child. It is responsible for the first and the most important socialization of the child. Despite this clear constitutional provision, it seems some parents are unable to provide for their children's needs, especially with regards to their education because of their socio-economic status. Socio-economic status is an economic and sociological combined measure of a person's work experience and of an individual's or family's economic and social position in relation to others based on income, education and occupation. Santrock (2004) defines socio-economic status as the grouping of people with similar occupational, educational and economic characteristics. It is the measure of the influence that the social environment has on individuals, families, communities and schools. In many ways socio-economic status is related to the concept of social class. Based on this analogy, Woolfolk (2016) explains socio-economic status as the relative standing in society based on income, power, background and prestige. Basically, socio-economic status can be classified into the following categories; high socio-economic status, middle socio-economic status and low socio-economic status to describe the three areas a

family or an individual may fall into when placing a family or individual into these categories. Other factors that cannot be overlooked in explaining socio-economic status include family size, parental education, level of family stability, etc.

The socio-economic background of a child is most commonly determined by the parent's educational level, occupational status and income levels (Jeynes, 2002). Increase in income and social status is generally associated with increase in levels of education. Thus, parents with high socio-economic background are able to support their children's education to a higher level whilst those from low socio-economic backgrounds are unable to do that. According to Battle and Lewis (2002), a person's level of education is closely linked to his or her life chances, income and well-being. It then becomes imperative that the society not only takes keen interest in the education of its young members but also has a clear understanding of what improves or hinders their educational attainments in terms of access to equitable and quality education. Socio-economic status of parents may affect a student's access to education, health care, recreation, and nutrition, work environment and social and psychological factors such as self-regard, emotional stability and assertiveness (Ross & Wu, 1995).

In educational institutions, success is mostly measured by academic performance; that is, how well a student meets standards set by the nation, the society, stakeholders and the institution itself. Academic performance of children at the basic level of education has been of great concern to most stakeholders in the country. Essentially, the education process should lead to improvement in the quality of life of all Ghanaian children by empowering them to overcome poverty, and also raise their living standards to the level that they can observe through global interchange of images, information and ideas. They should be equipped to create, through their own endeavours, the wealth that is needed for a radical socio-economic and political transformation of the country

(Government of Ghana, 2002). A fundamental weakness of the current basic education system is that by the end of it most pupils of average age are unable to acquire sufficient grounding in basic literacy and numeracy (Government of Ghana, 2002). This weakness does not enable the people to move either to Senior High School levels of learning and attainment at internationally competitive standard or immediately into the world of work. In addition, not all children in Ghanaian schools manage to complete basic education level due to myriads of problems such as truancy and mostly those who complete it attain poor grades at the Basic Education Certificate Examination (Frempong, Asare-Bediako & Aboagye, 2016).

According to the Ministry of Education [MOE] (2011), Central Region is one of the underperforming regions in Ghana in terms of pupil's pass rate at the Basic Education Certificate Examination (BECE). According to the MOE Monitoring and Evaluation report (2011), only 40 percent of BECE candidates qualify for placement at the Senior High School Level in 2011. This performance has been attributed to several factors including lack of educational inputs and poverty. The United Nations Education, Cultural and Scientific Organization [UNESCO] (2016), stated that socio-economic factors have been widely shown to be a significant determinant of pupil and school performance. In the 2009/10 academic year, only 59% passed the Core subjects - Mathematics, English and Science. For the 2010/2011 academic year, there was a 1% improvement in pass rates from the 2009/10 academic year. In the 2011/2012 academic year, pass rates dropped again marginally. Out of 1,109,710 candidates who wrote the examinations, 660,491 (59.5%) passed all three Core subjects. The 2012/13 academic year saw an increase of 14% in pass rates to (74%) who passed all three Core subjects. However, in the 2013/14 academic year, pass rates in Core subjects dropped by 14%. Again, only 60% of students who wrote the BECE passed in all three Core subjects.

Again, there was 5.2 percent rise in the 2014/15 figures and finally a 1.53 percent increase in 2015/16 (Ministry of Education, 2015; Bonney, 2017). The low levels of performance can be attributed to the general lack of basic care, materials and no good nutrition of pupils, etc. Children growing up in poverty and disadvantage are less likely to do well at school (Hirst, 2007).

Due to the importance of education to a developing country like Ghana, the government over the years has introduced policies which aim at ensuring that every Ghanaian child no matter their socio-economic, family, religious or political backgrounds have access to free and compulsory education. One such policy is the Free Compulsory Universal Basic Education (fCUBE) policy which made basic education free for all Ghanaian children of school going age. The School Feeding Programme (SFP) in Ghana is one of the FCUBE implementation initiatives through which the Government of Ghana provides food to children in primary schools in poor and deprived communities in order to increase enrolment and retention. Other policies aimed at ensuring increased enrolment and retention of students at the basic school level includes free school uniforms, free textbooks and capitation grant. Despite all these policy initiatives by the Ghanaian government, many children of school going age are always seen in on the street hawking various items during school hours. There is also the issue of school dropout in many schools across the country of which Kasoa is no exception.

Sociologists universally agree that the family is the smallest social structural unit which consists of mother, father and children (Hughes, & Kroehler, 2005). As such the family plays important function of provision of food, education and life modeling to its members (Murdock, 1967). The socio-economic status of families therefore is likely to impact on the educational attainment of the members. This notwithstanding, there seems to be over dependence on the government's effort at poverty reduction on the

provision of infrastructure at the expense of empowering the people by way of either providing them with jobs or facilitating their own employment or well-being. Opoku (2012) argued that effective poverty reduction programmes should aim at offering employment and creating assets for the poor in the short term and in the long term. This means that the private sector, especially the Non-Governmental Organizations (NGO's) and their variant, the community-based Organizations (CBOs), should be empowered to undertake programmes aimed at poverty reduction in deprived communities. Since these institutions have been found to be more successful than the public sector institutions. Due to largely unsuccessful poverty reduction programmes, many pupils from low socio-economic backgrounds are unable to effectively go through the school system successfully. The family has the duty to provide the needed assistance for children to be successful in school.

However, due to poor socio-economic status of most parents in less developed and developing countries like Ghana, children from deprived communities, have lower parental involvement which is shown by poor monitoring and neglect of children (Fomby & Cherline, 2007). As a result of these, children from deprived homes in Kasoa Municipality seem to adopt several strategies to cope with their educational needs. It is therefore important to investigate the coping strategies adopted by pupils to deal with the difficulties their backgrounds pose to their academic work.

1.2 Statement of the Problem

Pursuing formal education generally requires sound mind. It seems pupils from poor socio-economic background find it difficult to obtain the basic necessities of life from parents. Adams (2008) mentioned that the basic needs of certain pupils are not being met, thus not allowing the pupils to physically or mentally be able to perform in school. If pupils are not properly fed or given proper hygiene care, they cannot be expected to

perform successfully in their academics. These environmental deficiencies may have a negative effect on the student's image and result in a lowering of self-esteem which, consequently, infringes on the success a student may have in the academic environment. Recent studies have revealed that one of the major problems facing Ghana's education system is that there is a growing number of children who experience difficulties in learning at the basic school levels. Such children are at risk of dropping out of school before the completion of Basic 6 and JSS (Akyeampong, Djangmah, Oduro, Seidu, & Hunt, 2007; Kuyani & Abosi, 2011).

According to Hirst (2007), just 14 per cent of variation in individuals' performance is accounted for by school quality. Most variation is explained by other factors, such as poverty and lack of proper parental care. This means there is the need to look at the range of children's experiences, inside and outside school, when seeking to raise achievement. Children from different backgrounds have contrasting experiences at school. Less advantaged children are more likely to have a lack of control over their learning, and to become reluctant recipients of the taught curriculum. This is likely to lead to school drop-out and truancy. Children from well to do backgrounds see the advantages of school and are able to cope with school easily, but deprived children are more likely to feel anxious and unconfident about school and also put out habits such as truancy (Hirst, 2007). The population of Awutu-Senya East Municipal, according to the 2010 Population and Housing Census, is 108,885 representing 4.9 percent of the region's total population. The Awutu Senya East Municipality is made up of both the affluent and poor in the society. The Municipality is mainly urban with a few rural areas. With this population the poor make up the majority in the municipality. The Municipal has a household population of 105,231 with a total number of 25,322 households. The average household size in the Municipal is 4.3 persons per household.

Children constitute the largest proportion of the household members accounting for 43.3 percent. The main economic activities in the Municipality include trading (wholesale/retail), agro-processing, informal sector service and commerce. Trading and its related activities are the leading economic ventures which, according to the 2010 Population and Housing Census, employ about 35.7 percent of the working population in the Municipality. Livestock production is also practiced in the Municipality but on a smaller scale. Most of the people living in Kasoa are self-employed and engaged in trading and seem not have time for their children wellbeing. Research shows that students from poor homes adopt other means to cope with their educational needs (Opoku, 2012). Upon several interactions with Junior High Schools pupils from deprived households at Kasoa engage several means of coping with their education. Also, it seems no studies have been conducted on the coping strategies of Junior High schools in the municipality as well as how these help to meet their educational needs. Thus there is the need to examine strategies adopted by Junior High School students in Kasoa Municipality to cope with their academic work. It is based on this that the study is centered on examining the coping strategies adopted by pupils from deprived household to deal with the challenges their socio economic background posed to their education.

1.3 Purpose of the study

The main purpose of this study is to investigate how Junior High School pupils from deprived households in Kasoa cope with their academic work.

1.4 Research Objectives

The objectives of the study were to:

1. Examine the background characteristics of Junior High School pupils from deprived homes in the Awutu Senya East Municipality

2. Investigate the strategies adopted by Junior High School pupils from deprived homes to cope with their academic work
3. Examine the effectiveness of coping strategies adopted by Junior High School students from deprived homes in the Awutu Senya East Municipality
4. Ascertain the characteristics of the coping strategies adopted by Junior High School students in the Awutu Senya East Municipality

1.5 Research Questions

The following research questions guided the study

1. What are the background characteristics of Junior High School pupils from deprived homes in Awutu Senya East Municipality?
2. What strategies are adopted by Junior High School pupils from deprived homes to cope with their academic work?
3. How effective are the coping strategies adopted by Junior High School pupils from deprived homes in the Awutu Senya East Municipality?
4. What are the characteristics of the coping strategies adopted by Junior High School pupils in the Awutu Senya East Municipality?

1.6 Significance of the Study

This study would go a long way to help parents, teachers, educational planners and policy makers, the general public as well as NGO's interested in child development. The findings will also reveal the coping strategies adopted by pupils from deprived homes to sustain themselves in school. Parents will be informed on the impact that their socio-economic status has on the academic performance of their children. They would also realize that they have a major role to play if they want their children to do well academically. The findings would draw the attention of teachers on the need to vary their teaching methodologies and skills to satisfy children from different socio-

economic backgrounds. Results of this study would help educational planners to make important decisions on educational reforms that will benefit all social groups of children. Policy makers will see the need to undertake adult literacy and financial empowerment of parents as a pre-requisite for good academic performance in children in basic schools in Ghana. It will equally serve as a valuable material to those who are interested in researching into studies and finally it will add to literature available on children's education in Ghana.

1.7 Delimitations of the Study

The study was confined to Junior High School students in Awutu-Senya East Municipality of the Central Region of Ghana. Also, the study was delimited to students' coping strategies to deal with the challenges posed by their background to their education.

1.8 Organization of the Study

The study is structured into five main chapters. Chapter One captures the background of the study, the problem statement, objectives, research questions, the significance and delimitations of the study. Chapter Two reviews the theoretical and empirical literature relevant to the study whilst Chapter Three deals with the study area and research methodology. Chapter Four analyses the data collected from the field, while Chapter Five, the final chapter, discusses the conclusion, summary and recommendations.

1.9 Definition of Terms

Deprived: Students who lack basic necessities such as food, good clothing (uniforms), shelter, and care.

Socio-economic Status: It refers to the position of recognition in terms of occupation, education, income level and economic characteristics which one finds him/herself in society.

Academic Achievement: It refers to the students' achievement, scores as compared to that of the class mates.

Coping Strategies: This refers to strategies and techniques that students use to be able to make a living and still come to school.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provide a comprehensive literature review on the following sub-headings: theoretical framework, parents' education level and academic achievements, parents' occupation, income level and academic achievement of children, parents' involvement in school activities and children's academic achievement, school attendance and academic performance of children and coping strategies of pupils from deprived homes

2.1 Theoretical Framework

In an attempt to investigate the coping strategies adopted by Junior High school pupils from deprived homes in Awutu Senya East Municipality, two theories were considered to form the basis of a thorough research. These theories are the Lazarus (1966) coping and adaptation theory and Urie Bronfenbrenner's (1989) ecological systems theory. These theories guided the study because the study sought to investigate how Junior High School students from deprived homes cope with the academic work hence, the appropriate theory is the one the deals with coping strategies. Again, the ecological system theory will allow the study to be hinged on the various sub-systems that contribute to the problems encountered by Junior High school pupils from deprived homes.

The coping and adaptation theory was first presented by Lazarus (1966) as psychological stress theory. This theory has since undergone several revisions. Lazarus (1980) defined coping as the cognitive and behavioural efforts to master, tolerate, or reduce external and internal demands and conflicts among them. The theory is classified into two independent parameters:

1. Focus-oriented theories (trait and state).
2. Approach-oriented theories (micro-analytic and macro-analytic)

According to Carver (1989), the focus-oriented state and trait theories of coping recognize a person's internal resources and mental capacities for evaluating how well he/she can adapt to life situations. Lazarus (1993) explained the focus-oriented state and trait theory as the state where an individual evaluates the significance of what is happening and putting in efforts in thought and action to manage the specific demands. It explains the individual's cognitive appraisal and coping.

The approach-oriented micro and macro analytic coping theories revolve around how concrete or abstract the coping mechanisms are. Macro-analytic trait-oriented coping theory explains that coping happens along a bipolar dimension with repression at one end and sensitization at the other. People who cope by repression tend, to deny or ignore the presence of a stressor to minimize its effect. On the other hand, sensitizers tend to react with extreme thoughts, worrying, and obsessive impulses to cope with the sudden encounter (Tracy, 2014).

Macro-analytic state-oriented theories examines the defense mechanisms mentioned by Freud (1926) as one of the earliest macro-analytic state-oriented methods of coping. Tracy (2014) stated that successful coping mechanisms depend on the emotional functions related to the problem. Lazarus classified eight such functions that most of us use for active coping. These emotional functions include *Self-Control* – where we try to control our emotions in response to stress; *Confrontation* – where we face the pressure and retaliate to change the situation and bring it back to our favour; *Social support* – where we talk to others and look for social connections to help us survive a difficult time; *Emotional distancing* – where we stay indifferent to what is going on

around and prevent the distress from controlling our actions; *Escape and avoidance* – where we deny the existence of stress as a coping response; *Radical acceptance* – where one resorts to unconditional self-acceptance for adapting to adversity; *Positive reappraisal* – where we seek to find the answer in the struggle and grow from it and *Strategic problem-solving* – where we implement specific solution-focused strategies to get through the tough time and redirect our actions accordingly. Though this theory is closely related to coping strategies, a critical examination of the coping and adaptation theory reveal that, it deals more with coping with stress which is a psychological factor that an individual experiences. This study however focuses on physical, emotional and psychological coping strategies hence the need to consider the ecological system theory.

The theoretical framework underpinning the study was hinged on Urie Bronfenbrenner's (1989) ecological systems theory. The ecological systems theory was developed in an attempt to scientifically examine and understand human development within the context of the system of relationships that form the person's environment. In an attempts to understand the coping strategies of Junior High school pupils from deprived homes, it is imperative to examine the various factors and systems that directly or indirectly contribute to the current situation these students finds themselves in and to examine the relationship among these various factors. This makes the ecological system theory one of the appropriate theories to use for the study.

Bronfenbrenner (1986) defined the ecological system theory as “the scientific study of the progressive, mutual accommodation throughout the life course between an active, growing human being and the changing properties of the immediate settings in which the developing person live. This process is affected by the relations between these settings and by the larger contexts in which the settings are embedded” (p.188).

According to Bronfenbrenner's initial theory (1989), the environment of an individual is comprised of four layers of systems which interact in complex ways and these complex interactions can affect and also be affected by the person's development and well-being. These systems are Microsystems, Mesosystem, Ecosystems and Macrosystem. He later added a fifth dimension that comprises an element of time (Bronfenbrenner, 1995) which he termed Chronosystem. This theory can be extended to model the development of organizations as well, and is particularly appropriate for describing the complex systems of a school and even of the individuals in a school.

The ecological system theory points out the problems that we run into with our students and our families because ecology has changed our society. Bronfenbrenner (1995) points out that, children who are well fed even in difficult times could participate in diverse activities and have a good rest.

Bronfenbrenner's theory (1979) dwells on human development and follows one's growth into a fully competent member of the society. The theory is a developmental psychology theory which has also been called the theory of socialization. Bronfenbrenner (1981) has written a book on socialization. The theory describes socialization as the way of becoming a member of the society and also allows for a better understanding of education and the problems attached to it.

Bronfenbrenner (1979 p.27) defines human development as "the process through which the growing person acquires a more extended differentiated, and valid conception of the ecological environment, and becomes motivated and able to engage in activities that reveal the properties of, sustain, or restructure that environment at levels of similar or greater complexity in form and content". This gives an indication that, human development is not limited to the physical biological changes but has more

to do with how the growing person adjust to the wider social and physical environment. There is therefore the need to appreciate any scientific effort to understand how a system's processes and results of human development because common equation of individuals and environment.

The underlining meaning of interaction is based on an understanding that an individual's behaviour is a consequence of the interaction between person and environment. It is the question of an influence that is effective in both ways: person influences environment and environment influences person. It can therefore be opined that, the coping strategies that would be adopted by Junior High school pupils in Awutu Senya East Municipality will largely be their home and school environment influences.

Furthermore, Bronfenbrenner (2002) explains development as a series of such processes that intermedate the interaction of the qualities of person and the social environment in order to produce permanency and change in a person's qualities in the course of life. In this study, attempt will be made to find out what are exactly the personal and environmental qualities that must be treated as the products and the producers of development and how these environmental qualities impacts on pupils coping strategies.

Puroila and Karila (2001, 221) studied the applicability of Bronfenbrenner's ecological and developmental system theory to the phenomenon of early childhood education. They concluded that development and education are different things, even if they are present at the same time. The goal of education is to support optimal development. If a research, instead of development, focuses on education, the object of the study changes as well. Nevertheless, it has been pointed out that certain environmental conditions produce different developmental results depending on the personal qualities of the

individuals, living under these conditions. The application of such a person-environment-interaction model to human development is one of the most promising directions in the future, though highly challenging theoretically and methodologically (Bronfenbrenner 2002, 225-226). Bronfenbrenner's theory is the very systems theory that allows tackling numerous environmental factors and numerous persons in different interaction relationships, roles, actions and processes. From the discussion so far, it is clear that understanding of the systems nature leads also to a better understanding of the phenomenon of education. With the help of Bronfenbrenner's theory the process of education, as well as the processes of care and teaching, can be fit into the said development formula as the factors influencing the result of development. The theory brings into the foreground the developing person and the education-designed environment and the people in this environment with all intertwining personal relationships, roles, actions and processes. But, like it has been said, this theory is not aimed at the phenomenon of education itself, which is studied by the education science and pedagogics.

According to Bronfenbrenner, development and socialization are influenced by the different width, rounds or circles of the environment with which a person is in active inter-relation. This includes three significant assumptions: 1) person is an active player, exerting influence on his/her environment, 2) environment is compelling person to adapt to its conditions and restrictions and 3) environment is understood to consist of different size entities that are placed on one inside another, of their reciprocal relationships of micro-, meso-, exo- and macrosystems (Bronfenbrenner, 1979).

In investigating the coping strategies of students from deprived homes, the ecological systems theory is one of the appropriate theories upon which the study can be hinged. Each of the five systems are described below.

2.1.1 Microsystem

The Microsystem is defined as the pattern of activities, roles, and interpersonal relationships experienced by a developing person in a particular setting with particular physical and material features and containing other persons with distinctive characteristics of temperament, personality, and systems of belief (Bronfenbrenner, 1995). In other words, this layer forms a set of structures with which a person has direct contact, and the influences between the developing person and these structures are bidirectional. Similarly, Berk (2000) says that the microsystem is the closest environment for a child and includes the structures with which the child maintains direct contacts. Paquette and Ryan (2001) interpret Bronfenbrenner's ideas and maintain that at this level the relations between persons happen in two ways – from the child and towards the child. For example, a child's parents have an influence on his/her beliefs and behavior, but the child can as well influence the parents' beliefs and behaviour. Bronfenbrenner calls this bi-directional influence and he points out how such relationships exist on the levels of all environments. The interaction within the layers of the structures and the interaction of the structures between the layers is the key to this theory. In a microsystem the bi-directional interactions are at their strongest and they have a most powerful influence on the child. Still, the interactions on the outer levels can nevertheless have an influence on inner structures. At first the child's relation to other people is dyadic and later on the child can handle several simultaneous interaction relationships. The nature of the relationships of the 'third parties' and their systems influence the child's development in their turn.

Bronfenbrenner (2002) made the system definitions more precise and, among other things, focused more attention on the belief systems of the people around the child because these can have a stimulating effect on development. It can therefore be said that the background difficult challenges that the Junior High School pupils concepts of coping will emanate from the society and its culture. Concepts are as well personal qualities as well as something related to all system factors, interactions, roles and relationships.

The person influences and is influenced by the Microsystem. If this theory is extended from human development to organizational development, and an individual school is the unit of interest, the Microsystem of the school would include students, parents and family members, administration, teachers, and the surrounding community (Johnson, 2008). The focus in this study is parents and family members of the individual students and how the interaction between the students and these members of the family and the socio-economic background of these family members influence the well-being of the child. This layer is very important because it can exert direct influence on the child and to a large extent, it can determine whether the child stays in school or not.

2.1.2 Mesosystem

The mesosystem, comprises the linkages and processes taking place between two or more settings containing the developing person (e.g., the relations between home and school, school and workplace etc.). In other words, a mesosystem is a system of microsystems. According to Paquette and Ryan (2001), the mesosystem is a layer that produces the connections between the child's microsystems, i.e. connections between the child's teacher and the parents or the child's church and the neighborhood. Saarinen et.al. (1994, 89) explain the mesosystem by saying that it consists of the relationships that the child's and a young person's Microsystems have

between themselves. Important are first of all the relation between home and mother and child clinic, home and kindergarten, as well as home and school interaction. It is important to see if the influencing factors of socialization have coinciding or opposing directions, in other words, do the different Microsystems support each other or does the developing person perceive them as clashing pressures, are there in different microsystems expectations or obligations for different ways of behavior. According to Bronfenbrenner, the analysis of inter-microsystems relations has been very much one sided. There has been an analysis of how day care and school separately influence child development but it has been overlooked to study the joint influence of them and home. This opens up new vistas of research for the students, even if it is worthwhile to correspondingly limit the number of joint influencing factors, otherwise a student paper will grow out of control. Drawing the limits and learning to do that is important but limitations can be made in the direction of depth as well. My experience shows that marking a mesosystem into models may be difficult for experienced scholars and students alike. This study therefore explores how the various layers of Junior High School Students' school, community and home environment influence their academic work.

2.1.3 Exosystem

The exosystem represents the larger social system, and encompasses events, contingencies, decisions, and policies over which the developing person has no influence. The exosystem thus exerts a unidirectional influence that directly or indirectly impacts the developing person.

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The exosystem of an individual school might be comprised of such structures as, for example, state regulations, local economies, district mandates, and local disasters (Johnson, 2008). In examining the exosystem, the Free and Compulsory Universal Basic Education (FCUBE) programme introduced in 1995 promised universal education for all Ghanaians of school going age by 2005. The free component of the policy is meant to reduce the burden on poor parents and to ensure that all Ghanaian children, despite their socio-economic background have access to basic education. Other policy interventions introduced by the government of Ghana were the School Feeding Programme (GSFP) which has been in implementation since 2005 and in response to the first and second Millennium Development Goals (MDGs) on eradicating extreme poverty and hunger and achieving universal primary education. The basic idea of the programme has been to provide children in public primary schools and kindergartens with one hot nutritious meal, prepared from locally grown foodstuffs, on every school-going day. The broad and specific policy objectives of the programme were to improve school enrolment, attendance and retention among pupils in the most deprived communities in Ghana. The Government also introduced the free school uniform policy in the 2009/2010 academic year with the aim of providing over one

million school uniforms to deprived schools as it will ensure equity and greater access to education. All these moves were meant to provide positive influence on students. Though the students have no direct control over these policies, they exert influence on the education of the child. In studying the coping strategies of students from deprived homes, the exosystem is examined to relate the various external interventions and how they impact on students.

2.1.4 Macrosystem

The macrosystem can be thought of as the “social blueprint” of a given culture, subculture, or broad social context and consists of the overarching pattern of values, belief systems, lifestyles, opportunities, customs, and resources embedded therein (Bronfenbrenner, 1995). This system is generally considered to exert a unidirectional influence upon not only the person but the micro-, meso-, and exosystems as well. The macrosystem of an individual school is embodied not only in the cultural, political, social, and economic climate of the local community, but that of the nation as a whole (Johnson, 2008).

Berk (2000) writes that the macrosystem is the outmost layer for the child. It has no distinct framework but it holds inside it the cultural values, traditions and laws. The macrosystem influence penetrates through all other layers. For example, if in a culture it is believed that bringing up children is the parents’ task then evidently this culture will not offer much help to the parents in their educational efforts. This in its turn has its effects on the parents’ educational environment and their chances to cope with the task of education which will also impact on children’s coping strategies (Paquette & Ryan, 2001). Saarinen (1994) is of the view that the impact of the

macrosystem will often be noticed only after making comparison between children and young people, growing up in different societies. Bronfenbrenner (1974) has pointed out the influence of macrosystems by comparing children's socialization in the Soviet Union and the USA. Bronfenbrenner (2002) Puroila and Karila (2001) have concluded that under the notion of macrosystem Bronfenbrenner might have meant not only the society but cultures and subcultures as well. It must be noted that the social and the culture aspects of the macrosystem are well evident in Bronfenbrenner's new definition. The values, belief systems, lifestyles, opportunities, customs, and resources available to students from deprived homes have an influence on their academic work.

2.1.5 Chronosystem

The chronosystem is not one of the four system layers in the strictest sense. It represents a time based dimension that influences the operation of all levels of the ecological systems. The chronosystem can refer to both short-term and long-term time dimensions of the individual over the course of a lifespan, as well as the socio-historical time dimension of the macrosystem in which the individual lives. The chronosystem of an individual school, for instance, may be represented by both the day-to-day and year-to-year developmental changes that occur in its student body, teaching staff, curricular choices, etc., as well as the overall number of years in operation (i.e., a newer school can face challenges and opportunities that differ from those of a school that has been in operation for a length of time). Similarly, the chronosystem of a family may be seen in the developmental stages of the family from the beginning stages, through the

expanding stage to the resolution stage. It may also be seen in the family vocation and income over the years.

In an attempt to understand the coping strategies of Junior High School pupils in Kaso, one has to take into account the individual children as well as the context within which their socio-economic background affect them. The relevance of this concept in the theory to the study is that it guides the researcher to view the coping strategies of pupils from poor socio-economic background and their academic performance in the school as a phenomenon that is influenced by wider social systems. The theory opined that school children are directly present within some of these social systems, such as their household, school and immediate neighbourhood, and there are others in which they are not directly represented, but which impinge on their development including their siblings, social networks and their parents; or friendship, leisure and the workplace relationships (Bronfenbrenner, 1986). In addition, the theory makes us aware of the influences of wider social systems including the cultures, political systems, social institutions, and values that exist in the society and argues that they should be taken into account in children's educational upbringing. By inference, the influences and experiences that result from the interactions between different social systems play a key role in determining the extent to which children perform in school and even stay in school. From the ecological theory, the coping strategies of pupils from poor socio-economic background can inextricably be linked with the characteristics of social systems in Kaso. The ecological theory is therefore one of the most appropriate theories for studying the coping strategies of pupils with poor socio-economic background in the school and for locating target(s) of intervention. It is appropriate in

that, it directs attention to the whole and not to any one part, system, or aspect of the children's situation. Consequently, it is within this framework that the present study seeks to investigate the coping strategies of Junior High School Pupils in Kasoa. Since learning outcomes depend on the way it is presented to the learner by his or her teacher, the way the learner interacts with the learning experiences presented to him and the environment within which the learning takes place, it is therefore expected that these entities would be affected by factors associated with the school environment, home and community conditions, teacher, education administration and the pupils themselves.

2.1.6 Ecological Systems Theory and Coping Strategies

According to Bronfenbrenner (1999), the ecological systems theory focuses on the environmental aspects of development with a particular focus on youth. In terms of ability to cope with various economic situations, there is little an observer can do about an individual as framed by the microsystem aside from their individual interactions. Similarly, the macrosystem and chronosystem are too large for an observer or a teacher to encompass. However, the macrosystem and chronosystem are interpretable through understanding various sociological, environmental, and time factors that influence an individual (Bronfenbrenner, 1994). These influences make the individual pupils intend to find various mechanisms to be able to cope with their academic work. Bronfenbrenner (1994) cautions that one needs to go "beyond the simple labels of class and culture to identify more specific social and psychological features at the macrosystem level" (p. 40). The microsystem presents similar challenges, since one cannot understand all the different elements close to the individual that impact their academic development.

The mesosystems and exosystems are easier to observe, since they result from the interactions between other systems, such as between microsystems. The exosystem is the external influences upon the microsystem (Bronfenbrenner, 1994). For instance, a parent's inability to adequately provide for his/her child resulting in poor academic performance of the child.

Bronfenbrenner's ecological system theory is appropriate for investigating coping strategies of Junior High School pupils because it focuses on development, particularly, in children. Factors, such as birth weight, mother's education, family situation, childhood development all impact on the academic life of children. This makes the concept of external factors influencing an individual tenable.

Kulik and Rayyan (2006) found that, there is a correlation between academic performance, home satisfaction, and spousal support for dual families. Pock (2005) used Ecological Systems Theory to create charts showing linkages between microsystems within the mesosystem and impacts of the mesosystem upon the mesosystem and vice versa. Similar analysis could be done to help us understand the impact of the various systems on students' academic success.

2.2 The Concept of Academic Achievement

Cary, Roseth, David and Roger (2008) define academic achievement as "performance on task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem solving, frequency and quantity of desired outcome, time or rate of solution, time on task, level of reasoning and critical thinking, creativity, recall and retention, and transfer of tasks" (p. 29). Academic achievement refers to a successful accomplishment or performance in a particular subject area and

is indicated by grades, marks and scores of descriptive commentaries. Academic performance also refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year (Dimbisso, 2009).

Ferla, Martin and Yonghong (2009) used the notion of academic self-concept referring to individuals' knowledge and perceptions about themselves in academic achievements, and convictions that they can successfully perform a given academic tasks at designated levels. They further stated that academic self-concept represents a more past-oriented, aggregated and relatively stable judgment about one's self-perceived ability in a particular academic domain; while academic self-efficacy represents a context specific and relatively future oriented judgment about one's confidence for successfully performing an upcoming subject-specific academic task. Dimbisso (2009) stated that achievement encompasses actual accomplishment of the students of potential ability.

According to Kobaland and Musek (2001), there are two broad groups of definitions of academic achievement. The first one could be considered more objective, because it refers to numerical scores of a pupil's knowledge, which measure the degree of a pupil's adaptation to school work and to the educational system. The second group is a more subjective one, as its determination of academic success is reliant upon the student's attitudes towards his academic achievement and himself, as well as by the attitudes of significant others towards his/her success and him/herself. Therefore academic achievement is the how well a student achieves the performance targets set by the school or the educational system.

The concept of low academic performance varies in its definition. Diaz (2003) considers low academic performance or academic failure as the situation in which the subject does not attain the expected achievement according to his or her abilities, resulting in an altered personality which affects all other aspects of life. Similarly, Diaz (2003) noted that while the current educational system perceives that the student fails if he or she does not pass, more appropriate for determining academic failure is whether the student performs below his or her potential. Aremu (2000) defines poor academic performance as performance that is adjudged by the examinee/testee and some other significant persons as falling below an expected standard. The interpretation of this expected or desired standard is better appreciated from the perpetual cognitive ability of the evaluator of the performance. The evaluator or assessor can therefore give different interpretations depending on some factors.

Asikhia (2010) described poor academic performance as any performance that falls below a desired standard. The criteria of excellence can be from 40 to 100 depending on the subjective yardstick of the evaluator or assessor. Taking the general performance of students in form three to be 70 percent will be a good performance but individually if a student in form three scores below 40 percent then it will reveal that the performance is a very poor one. A 70 per cent performance of a Senior Secondary form three students in a Junior Secondary English language examination is by all standards a very good performance. However, a cursory look at the performance and the individual examined and the standard of the examination he or she took could reveal that the performance is a very poor one. On the other hand, a Junior Secondary form two student's performance of 37 per cent in a Senior Secondary form three mathematics can be said to be a poor

performance when in actual fact the performance is by all standards a very good one. This shows that the concept of poor academic performance is very relative and this depends on so many intervening variables. Academic performance is therefore defined as student achievement scores as compared to the standard set in a particular learning outcomes.

2.2.1 Factors influencing Academic Achievement

Various factors have been given for poor performance of students. Rothstein (2000) argues that learning is not only a product of formal schooling but also of communities, families and peers. Socio-economic and socio-cultural forces can affect learning and thus school achievement. The next part focuses on the relative effects of home-related, school-related, student characteristics, and teacher-side factors.

2.2.2 Home-Related Factors

The performance of a child in school can be influenced by a range of household factors. These factors include socio-economic status (education, occupation and income), size of the household, type of discipline at home, family structure, and the level of parental involvement and interest in child's education. The above factors affect performance in school. In a study by Christenson and Gorney (1992), family and environmental factors were found to affect students' achievement. The factors are parents' expectation and attribution, structure and learning, home environment, discipline, and their involvement in children's education. This implies that socio-economic background factors of parents affect the education of children.

Engin-Demir (2009) argued that research has consistently shown that students' academic achievement has been influenced by background of family characteristics

such as socio-economic status of parents. Similarly, Schiller, Khmelkov and Wang (2002) opined that parents who have more education appear better able to provide their children with the academic and social support important for educational success when compared to parents with less education. This was corroborated by Avotri, *et al.*, (1999), who found that the educational status of parents was a major factor determining the child's academic achievements. These findings corroborates that of Johnson and Kyle's (2001) study that parental education, particularly the mother's education has a big influence on children's school achievement. Fertig and Schmidt (2002) also found that mother's education has a greater effect on child's learning overall, but that father's education becomes more important when they have attained tertiary levels. There are relationships between parent's educational level and academic performance of the child. According to Asikhia (2010) in families where parents have difficulties in reading and writing, there is a possibility that low literacy is passed on to the next generation. This is probably due to the fact that the child does not have any form of motivation to study. Mothers who are more educated and have higher self-esteem have children who receive higher test scores (Baharudin & Luster, 1998). Additionally, parents who delay childbearing has been shown to provide cognitively stimulating and a supportive environment at home which has a positive effect on school performance. This leads to better school performance (Majoribank, 1996). Mugisha (2011) who did a study on primary school pupils in Kampala (Uganda) analyzed the relationship between children's performance at school and the level of their parent's education. He established that the more educated the parents are, the better children's performance at school.

Fuchs and Woessmann (2004) found parental education and occupation to have more substantial effects on students' success in school. They stated that parental occupation and having at least one parent with a full-time job have important effects on pupils' educational success. In other words poverty, low level of parental education, parental and neighbourhood negative attitudes toward schooling in general, children from disadvantaged and deprived backgrounds have significantly affected academic achievement and students success in school negatively (Currie, 1995; Gregg & Machin, 1999) whereas children with high level of parental education have greater access to a wide variety of economic and social resources (family structure, home environment, parent-child interaction) that can be drawn upon to help their children succeed in school (Coleman, 2006; McNeal, 1999). Higher family income is associated with higher students' achievement (Hanushek, 1992).

According to Asikhia (2010) pupils from poor homes are forced out of school and made to engage in hawking, selling packaged drinking water and the likes so as to save money for their school expenses. Most of the time, they cannot afford instructional materials, and are always at the mercy of examiners during examination period. The persistence of this in the life of an individual student may spell doom for his academic success. Asikhia (2010) corroborate this when he submits that individuals at the lowest economic level are often the least well-served by the school system. Akanle (2007) studied socio-economic factors influencing students' academic performance in Nigeria. The study revealed that low parental income influences students' academic performance. According to Asikhia (2010), a negative income shock has ripple effects on the female student's performance; only brighter girls reach grade seven because of

less resources within the household and or alternatively, have to spend more time on domestic work as compared to boys. A related study conducted by Sentamu (2003) on the influence of family income on pupils' performance at school revealed that family income was the determinant of the kind of a school a child attends. This was in congruence with what Combs (2005) had established in several countries that children from parents' with high occupation have far better opportunities of getting into better secondary and universities than equally bright children of ordinary workers or farmers. Ojeka (2011) asserts that the present economic hardship facing parents make it difficult for them to cater for themselves and their families. The situation has led to a lot of children engaging in income generating activities with their aim of supporting their parents financial resources which make them neglect their own education leading to poor academic performance. Attaining quality education in this modern times demand high financial commitment. Hoy and Hoy (2009) call poverty "plausible explanation of school disruption". Low income is a function of poverty. The level of the family income is one of the most powerful influence on demand, retention and completion of education (Lezotte, 2010). Kirk and Jones (2004) gave evidence that parents occupation level relates to educational achievement of the child. They found out that parent's occupations are to be significantly related to the child's school success. They further identified that children of parents of high income occupation have more advantage over those of parents of low income occupations. O'Neil, (2011) noted that parents socio-economic status significantly correlates with the child's school performance and further concluded that there are also positive relationships between the parents occupational level and the child's intelligence and academic performance.

The number of siblings that a pupil has is assumed to have an influence on his/her academic achievement. The tendency of parents attention and devotion is less on children when the family size is large and the more the difficulties encountered by the parents in meeting the needs of the children both physically and emotionally particularly in this austerity period when the prices of food and commodities are skyrocketed (Asikhia, 2010). An increased number of children in the family leads to less favorable child outcome. This is true when the parents have low socio-economics background. Students from larger families have been found to have less favourable home environments and lower levels of verbal facility (Parcel & Menagham, 1994) as well as highest rates of behavioural problems and lower levels of education achievement (Downey, 1995).

Research has shown that the nature of parental discipline affect academic output of children (Aremu, 2000). Oluwole (2001) found that the degree of self-efficacy and anxiety manifested by learners determine their academic performance. On the other hand, children from permissive homes are too complacent, unmotivated, and lack personal will to succeed. The democratic style of parenting has been found to be very helpful to teaching-learning situation. Here, children receive punishment that is commensurate with the offence committed. Such children are strong willed and ready for success. Aremu (2000) observes from a study that undergraduates who receive democratic type of parenting perform better than their counterparts from autocratic homes.

In addition, structurally, a family is either broken or intact. A broken family in this context is one that is not structurally intact for various reasons such as: death of a parent,

divorce, separation, dissolution and illegitimacy in which case, the family was never completed (Coulter, 1996). This analysis becomes necessary because life in a single parent family can be stressful for both the child and the parent. Such families are faced with the challenges of diminished financial resources, assumption of new roles and responsibilities, establishment of new patterns in intra-familial interaction and reorganization of routines and schedules (Agulanna, 1999). These conditions are not conducive for effective parenting. This is because when the single parent is overburdened by responsibilities and by their own emotional reaction to their situation, they often become irritable, impatient and insensitive to their children's needs. Such conditions do not provide conducive environment for academic excellence (Uwaifo, 2008).

Furthermore, parental involvement tends to influence children's school achievement. Grolnick and Slowiaczek (1987) indicated that pupils with parents who are involved in their education tend to have better academic performance than pupils whose parents are not involved in their schooling. Corroborating this finding, Reynolds and Gill (1994) revealed that a significant relationship existed between parental involvement and academic achievement. Conway and Houtenville (2008) also found that parental involvement has a strong positive effect on student achievement. Further research shows parental involvement in children's learning not only leads to higher academic achievement, but greater cognitive competence, greater problem solving skills, greater school enjoyment, better school attendance and fewer behavioural problems at school (Ademola & Olajumoke, 2009). Additionally, Tremblay, Ross and Berthelot (2001)

found a significant association between students with parents involved at school and their academic performance.

Also, parental interest in schooling has been found to contribute significantly to the academic achievement of pupils. For instance, Odinko and Adeyemo (1999) found that parental interest in schooling together with socio-psychological factors were good predictors of students' learning outcomes in English language. Ghanney (2007) examined the effects home environment has on the child's achievement in primary schools in Winneba Township. He found that positive parental attitude towards education and great parental support and interest combine to enhance children's progress in education rather than the level of parent's educational attainment. According to Hamunyela (2008) parental involvement in their children's education is multi-dimensional, ranging from parents directly helping their children with homework to parents establishing high expectations for their children's learning in schools. Hamunyela (2008), states that, parents show that they are interested in their children's learning, the learner will see the value of education and this can motivate them to work hard.

2.2.3 School-Related Factors

Several school environmental factors have generally been identified as influencing academic performance. These include availability of instructional materials, school location and quality of the physical facilities, class size and pupil-teacher ratios, teacher qualification and experience, and supervision.

Instructional materials provide information, organise the scope and sequence of the information presented, and provide opportunities for pupils to use what they have

learned (Lockheed & Verspoor, 1991). Students usually perform better when they have books or study aids to foster their learning. These study aids or material resources could be textbooks, teachers' guides, wall pictures, maps, atlases and other learning aids. The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons.

In addition, the school location and quality of the physical building influence the performance and achievement levels of pupils. Harbison and Hanushek (1992) stated that the quality of the physical facilities is positively related to student performance. This assertion corroborates that of Yinusa and Basil (2008) who stressed that good sitting arrangement and good buildings produce high academic achievements and performance, while dilapidated buildings that lack mental stimulating facilities coupled with low or no sitting arrangements is destructive. According to Asikhia (2010) where the school is located determines to a very large extent the patronage such a school will enjoy. Similarly, the entire unattractive physical structure of the school building could de-motivate learners to achieve academically. This is what Isangedighi (1998) refers to as learner's environment mismatch. According to him, this promotes poor academic performance. Engin-Demir (2009) argue that attending a school with a better physical environment is associated with increased Mathematics scores. Adepoju (2001) found that students in urban schools manifest more brilliant performance than their rural counterparts. Ogunleye (2002) reported a significant difference in the achievement of students in urban and peri-urban areas.

Class sizes have also been identified as determinants of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than

schools with larger class sizes. Fabunmi, Brai-Abu and Adeniji (2007), for instance, indicated that three class factors (class size, student classroom space and class utilization rate), when taken together, determined significantly students' academic performance in Oyo state, Nigeria. Similarly, Salfi and Saeed (2007) found a significant correlation between school size and students' achievement in Pakistan. They revealed that small schools performed better than medium and large schools. Tremblay, Ross and Berthelot (2001) found class size to be inversely related to achievement, especially for children in early grades. Kraft (1994) in his study of the ideal class size and its effects on teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students' achievement. Adeyela (2000) found that large class size is un conducive for serious academic work.

Furthermore, schools with effective supervision of teaching and learning activities have high performance rates. Etsey, Amedahe and Edjah (2004) in a study of 60 schools from peri-urban (29 schools) and rural (31 schools) areas in Ghana found that academic performance was better in private schools than public schools because of more effective supervision of work. According to Etsey (2005) if circuit supervisors are more regular in schools, this would put the teachers on the alert to be more regular and early in school. This would forestall teacher absenteeism and improve teaching in the schools. If teachers are present always following regular visits of circuit supervisors, pupils would be challenged to change their attitudes toward school.

2.2.4 Student Characteristics

Several pupils' characteristics have generally been identified as influences to their academic performance. These include time with books and homework, attendance in

school, pupils' attitude towards schooling, pupils' self-concept and motivation, health and nutritional status of pupils.

According to Engin-Demir (2009) regardless of intelligence, students who spend more time on assignments and homework help to improve their grades. Students who spend time in doing their homework and other related activities have also been found to be strongly related to motivation. Etsey (2005) found homework to be a correlate of academic performance. He stated that "homework bore a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivational and collected and reviewed during class time and used as an occasion for feedback to students" (p. 3). Homework is in reality an interaction between school and the home, and an essential ingredient of the educational process when measuring academic achievement (Harbison & Hanushek, 1992; Alomar, 2006). Also Stricker and Rock (1995) conducted an analysis by assessing the impact of the pupils' initial characteristics (gender, ethnicity, parental education, geographic region and age) and the academic performance. They found that the students' initial characteristics have a modest impact on their academic performance and among them parental education is the most significant.

In addition, school attendance has a high correlation with individual academic achievement. The success of a pupil in school is predicated on regular school attendance. According to Allen-Meares, Washington and Welsh (2000) poor attendance such as truancy or unexcused absence from school, cutting classes, tardiness, and leaving school without permission are seen as important in determining pupils' academic performance. Heady (2003) argued that there is a negative relationship

between student academic achievement and work during school hours. Akabayashi and Psacharopoulos (1999) found that additional working hours decrease a child's reading and computational ability, whereas with additional hours of school attendance and study the reading and computational ability increased. From their findings, Ray and Lancaster (2003) concluded that time spent at work had negative impact on education variables with marginal impact weakening at higher levels of study hours. Unbalanced demand of work and education places a physical and mental strain on students and often leads to poor academic performance.

Several researchers have investigated the significant role of pupils' attitudes toward learning with regard to their academic achievement. Pupils' attitudes such as absenteeism, truancy, indiscipline, etc can affect their performance. For instance, McLean (1997) found, by distinguishing between the attitudes of high and low achievers, that five attitudinal factors were significantly related to academic performance. Pupils' attitudes may not only directly affect academic achievement, but also may indirectly influence the effect of other factors as well. In another study, Abu-Hilal (2000) found the effect of attitudes on student level of aspiration. Despite the difference between the findings of these two studies, the authors achieved consensus as regards to the significance of attitudes in predicting achievement. House (1997) and Hassan (2002) further complemented the results of earlier studies, with the former proving that the pupil's initial attitude towards school was significantly related to academic performance, while the latter found that attitudes predicted the pupil's basic approach to learning.

Among one of the personal variables most studied is self-concept, which concerns the group of thoughts and beliefs that a pupil has about his/her academic ability. Self-concept results from the pupil's internalisation of his/her social image. It is developed from different interactions with the social environments and agents. Great importance is assigned the pupils self-image and the acceptance or rejection by others (Diaz, 2003). This factor has also been investigated by several authors, as regards the relationship between self-concept and academic achievement. Marsh, Yeung (2007) investigated the reciprocal relationship between self-concept and academic achievement and found that an individual's present achievement is affected by prior academic self-concept, and that grades had no effect on subsequent academic self-concept. Similarly, Marsh and Yeung's (2007) revealed that prior academic achievement did affect subsequent academic self-concept, and likewise, prior academic self-concept also affected subsequent achievement, with prior achievement being the control. Contrary to these results, Helmke and Van Aken (1995) found that elementary school achievement did not affect prior self-concept. Edwards (2002) found that self-concept better predict performance than variables such as age or student gender.

Another personal variable most studied is motivation. Motivation is considered to be the element that initiates the pupil's own involvement in learning. When a student is strongly motivated, all his effort and attention are directed toward the achievement of a specific goal, thus bringing to bear all his or her resources (Diaz, 2003). In relation, students' academic achievement motivation is influenced by the students' perception of parental support and involvement. If students' perception is positive on their parents support and involvement, they will achieve well (Grolnick & Slowiaczek, 1994; Wang

& Wildman, 2015). Gottfried (1994) revealed that parental motivational practices have significant direct effects on academic intrinsic motivation, and indirect effects on subsequent motivation and achievement.

Students' perceptions that their parents are involved and interested in their schooling and encourage them to do well are positively related to academic achievement (Engin-Demir, 2009). Through their involvement, parents convey the message that school is important and provide their children with positive emotional experiences in relation to school. Fuchs and Woessmann (2004) observed that students performed significantly worse in reading, Maths and Science in schools whose Principals reported that learning was strongly hindered by the lack of parental support. However, some research has shown most aspects of the relationship between educational support of parents and scholastic achievement of children to be negative (p. 19). Studies have looked at children's nutritional and health status on school indicators such as classroom concentration, general intelligence and performance on selected cognitive tasks including achievement test scores (Pridmore, 2007). Research by the Ghana National Commission on Children (GNCC), (2000) found that in total, a little over 16 per cent of school-aged children surveyed, suffered from recurring health problems such as headache, malaria/fever, stomach disorder and other ailments. Research by Fentiman, Hall and Bundy (2001) in the Eastern Region, revealed that 70 per cent of all primary school-age children were anaemic. Sarris and Shams (1991) studied malnutrition among school age children in Ghana and found that about 36 per cent of children surveyed were malnourished. Most weighed below the 80 percent Harvard weight-for-age standard. The GNCC survey (2000) also reported that only about a third (29%) of

children ate meals with protein. The research indicates that in general malnutrition is higher in northern Ghana (Sarris & Shams, 1991) where socio-economic indicators are low. In these regions enrolment, attendance, completion rates and achievement tend to be lower.

Health has the potential to affect access to schooling. Research indicates a child's health can influence when and whether they go to school, their functioning in school and how long they are expected to stay in school. Research in Ghana indicates a correlation between malnutrition, stunted growth and delayed enrolment in school (Glewwe & Jacoby, 1995; Fentiman, Hall & Bundy, 2001). A child's health status affects how they function at school. Children who suffer from malnutrition, hunger, or who lack certain micronutrients do not have the same potential for learning as healthy and well-nourished children (Pridmore, 2007).

Harbison and Hanushek (1992) found a statistically significant relationship between health and nutritional indicators and academic achievement. They concluded that the influence of poor health and nutritional status on achievement begins early in a child's life and have cumulative impact on pupils' achievement. Vegas and Petrow (2008) assert that although the mechanisms by which malnutrition affects academic performance are not known, deficiencies in proteins, calories and micronutrients are believed to impair cognitive development. Lockheed and Verspoor (1991) indicate three aspects of nutritional status that affect academic achievement adversely: temporary hunger, micronutrient deprivation and protein-energy malnutrition. A local study on early primary school children in Malaysia showed a weak but significant

association between poor nutritional intake and academic achievement (Ong, Chandran, Chen & Poh, 2010).

Lockheed and Verspoor (1991) reported a significant relationship between protein-energy nutritional status and school performance in Kenya. He further indicated that children who are temporarily hungry as a result of not eating breakfast are more easily distracted from their school work than those who have eaten.

2.2.5 Teacher Factors

Several teacher factors influence academic performance. These include teacher attendance in school, teachers' interest and motivation, and teaching effectiveness and methods of teaching.

Teacher regularity in school is important in terms of both children's access to education and the nature of that access. A widespread problem of teacher absenteeism is likely to contribute to poor pupil performance. The prevailing evidence is that teacher absenteeism at primary school level in Ghana appears to have worsened in the last fifteen years (World Bank, 2004). The World Bank impact evaluation of basic education in Ghana found that, "in 2003, nearly 13 per cent of teachers had been absent in the past month, compared to just over 4 per cent in 1988" (World Bank, 2004, p. 101). It also observed that "in 1988, 85 per cent of schools did not suffer at all; whereas this figure has now fallen to 61 per cent, with 13 per cent of schools with over one-third of the teachers being absent for reasons other than sickness in the past month" (World Bank, 2004, p. 103). The study also found absenteeism to be significantly worse in rural schools than in urban schools, and worse in public schools compared to private schools. Similarly the CARE International (2003, p. 18) report which looks at deprived rural

areas in northern Ghana talks of chronic teacher absenteeism which adversely affects the learning environment and Dunne and Leach (2005) talk about the low levels of professionalism in schools (especially low performing ones), with teachers having high rates of lateness, absenteeism and sometimes refusing to teach classes.

2.3 The Concept of Socio-economic Status

Socio-economic status is the combination of economic and sociological measures of an individual's work experience and the social position of an individual or family in relation to others on the basis of income, educational level and occupational status. Household income, educational level of parents and occupation determines the household socio-economic status (Keltner, 2008). The relationship between family and socio-economic status and academic performance of children has been well investigated in sociological studies. While there is disagreement on how to appropriately measure socio-economic status, studies indicate that children from deprived homes do not perform well in school as they potentially could at school as compared to those from high socio-economic status homes (Graetz, 2005). Socio-economic background indicates the access to such responses that enables the individual or group to thrive in the social world (Woolfolk, 2007).

Socio-economic is defined by Santrock (2004) as the groupings of people with similar occupational, educational and economic characteristics. Other factors that cannot be overlooked in explaining socio-economic status include family size, parental education, level of family stability, etc. As a construct, socio-economic background is used for comparison, and it is based on economic opportunities and means of influence. In the views of Lareau (2003), socio-economic background can be categorized into three areas

that is high, middle and low socio-economic background to describe the three areas a family or an individual may fall into when placing a family or individual into these categories.

The three variables normally used to measure socio-economic background are education, occupation and income since most studies of socio-economic background are related to poverty. Socio-economic background of students is commonly measured by the father's education, occupation and income as well as the mother's education, occupation or family income. This study examines the coping strategies of Junior High School pupils from poor socio-economic backgrounds in the Awutu Senya East Municipality. They include children of traders, farmers, carpenter and masons, labourers and drivers.

2.3.1 Effects of background factors on students' academic performance

Parents are one of the most important and influential elements on the lives of their children. They have the ability to shape, sustain, support and develop their children's interest creativity and general academic well-being through active involvement in the educational process. Parents who are not actively involved in the education of their wards are capable of destroying the motivation and ability of their children through neglect. Parental involvement may take many forms including provision of food, clothes, and other educational materials such as books, pen and pencils, etc.

According to Lawuo, Machumu and Kimaros (2015), children from poor homes lack basic needs like food, shelter, clothes and school materials such as pen, pencils and books. These materials play a crucial role in the academic success of children. They further found that, children from poor homes lack parental affection which negatively

impacts on their academic performance. Other problems faced by children of marital conflicts homes as indicated by parents and teachers were sadness and hopelessness or depression, inadequate health services, frequent crying and anger, as well as harassments from parents. This means that there are a lot of problems facing children from poor socio-economic background (Lawuo, Machumu & Kimaros, 2015).

Family background is an important factor found to be significant in this study. The more the father is educated the better is the performance of the student. This can be attributed largely to the fact that educated fathers are well aware of the challenges in education and will be prepared to provide their children with the basic educational materials as well as the moral support to help them perform very well. Educated fathers mostly exempt their children from doing some household chores and activities that has adverse impact on their academic work. Lawuo, Machumu and Kimaros (2015) posit that performance of students academically is negatively related to economic statuses of the fathers.

According to the social learning and humanistic perspective, the desire of children to imitate their parents and respond to parental stimuli is crucial to understanding the process by which social and economic indicators are transmitted across generations (Stull, 2013). Sirin (2005) mentioned that students' academic achievements may differ because of their peculiar differences. For instance, it was hypothesized that parents with higher levels social status such as education have positive influence on the educational outcomes of their children because of the expectation that such parents will be seen as good role models by their children. However not all parents, even despite the good opportunities they have can support

their children's cognitive and psychosocial development throughout their school years.

Consequently, Stull (2013) stressed that a child with high academic achievement is well motivated by his/her family while low achievers are deprived of such motivation due to poor parenting. Studies on students' family socio-economic factors further show a great impact on preparedness and disposition to education by parents through social, educational and economic advantages were being the main source of educational imbalance among students (Osonwa *et al.*, 2013). This is so on the premise that these parents make available sufficient psychological and emotional stimuli to their children by providing good educational and learning environment that produce confidence and the improvement of skills needed for success.

Another factor related to parental socio-economic effects on children's schooling is the level of economic resources of the parents which often predict better schooling indicators of children (Ermisch & Francesconi, 2001). Children in families with more resources like incomes and assets are more likely to live in areas with better schools and parents who can afford to pay for supplemental tutoring and other auxiliary services. Parents with higher incomes have greater ability to mold the behaviour of their children using pecuniary incentives compared with their less wealthy counterparts (Weinberg, 2001). Eamon (2005) found that children from families with low income have low literacy level, low retention rate, problems in school behaviour and more difficulty in their studies and mostly display negative attitude towards studies. The total income of families, monthly or annually and their expenditures put a great effect on the

learning and academic opportunities accessible to children and their chances of educational success. Parents who are in the high income class are found with good occupational status and often motivate their children's physical, psychosocial and health status to learn (Eamon, 2005). This means that creating healthy environment for children plays an important role in providing the basis for a healthy life and a successful formal schooling. Therefore, children with supportive food, healthcare and care from home are assumed to succeed in schools.

Parental education and occupation not only influence parent-child interactions related to learning, but also affects parents' income and the need for motivating children's learning (Willms, 2000). Pedrosa *et al.* (2006) however report that students from deprived socio-economic and educational background may perform better than those from higher socio-economic status. It is obviously true that the criteria for categorizing socio-economic standard particularly educational and income levels of parents in different countries are different depending on the norms and values in those countries (Massey *et al.*, 2007). For instance, the criteria for low socio-economic status for developed countries will be different from the criteria of developing nations including Ghana. But, House (2002), Marjoribanks (2003), Oribhabor and Okodugha (2010) report that different family social statuses determine the type of support children will receive to meet up with their personal and educational needs. Ogunshola (2011) deny that socio-economic status of parents affect academic performance of their children, but rather make it possible for children from low background to compete well with their counterparts from high socio-economic background under the same academic environment. This however depends on

the parental commitment to education (Jeynes, 2002). The literature survey on socio-economic differences in school academic achievement at different levels of education indicates mixed study results. Poverty contributes towards educational failure because children from deprived households end up being at risk in terms of deficient development and hunger. According to Jacobs and Harvey (2005), many variables in the family background have strong (direct and indirect) associations with student's success throughout school and in adults' eventual educational and occupational attainment. Such variables include family structure (socio-economic status and intact/single parent status), parents' educational level, parental involvement and parenting style.

Students who are coming from poor family backgrounds may study very hard but have more negative factors which slow down their progress. Students from poor family background may also know that their parents expect financial assistance from them when they grow up, thus they work very hard to achieve the goal.

Most studies suggest that students deprived households negatively affects the academic performance of students because of deprivation and their needs and demands remain unfulfilled (Adams, 1996). This is in line with Junior High school students coming from deprived households in Awutu Senya East Municipality since the needs and demands of most of them remain unfulfilled by their parents and guardians and therefore affecting their education. In order to cope with their academic work, these students resort to several coping strategies.

2.4 Family Residence and Students' Academic Achievement

Research examining predictors of home environment on students' academic achievement has focused on basic distractions in the process of acquiring knowledge and skills by students. The nature of such distractions either in the rural or urban areas may differ to some extent. For instance, Leland and Harste (2005) posited that students who lived in the urban areas have varied social statuses and different upbringing and often experience more crimes in the neighbourhoods and violence on the streets than their counterparts from sub-urban and rural areas who relatively live in a safe and pleasant environment. Mattingly and Stransky (2010) further reported that students from rural areas who merely have similar social statuses lack basic amenities and are bedeviled with family economic problems most of whom live below the United Nation's poverty line than their counterparts from the urban areas. In spite of all these overwhelming challenges in both urban and rural areas, there are still a significant number of students who overcome the obstacles and manage to succeed in their academic pursuits (Graham, 2012).

Research findings indicate variations in students' achievement due to geographical location, resources and availability of technology of the residential areas. Brown (2003) asserts that the low level performing students usually come from the rural areas that experience lack of conducive environment for learning. Although rural students typically achieve less than their counterparts from the urban areas, variations do exist between one area and the other (Graham, 2012).

It is worth noting that both urban and rural students might differ from one another on the basis of the peculiarities in their residential settings. Students can generally do well

in examination scores as well as or do better than one another depending on the level of influence of their geographical and demographic factors and the educational opportunities given by the environment (Williams, 2003). It is quite clear that the Geographical location of students have some influence on their academic performance. Though Kasoa is an urban community, many households are slum and therefore do not provide conducive atmosphere to enhance students learning.

2.5 Family Structure and Students' Academic Achievement

Previous studies report that growing up in various family structures have educational consequences (Sun, 2003; Hofferth, 2006). Literature shows that a child's emotional, psychological and educational wellbeing is influenced by the combine action of the family; parenting styles, structures type, socio-cultural status, and family size (Jeynes, 2002; Eamon, 2005). Studies comparing different family structures and students'achievement levels show that family structures have clear educational advantages over one another (Manning & Lamb, 2003). This is particularly associated with family structure, level of resources and its deprivation, which centered on parental investment in education, based on family size and welfare responsibilities. Hayes and Bronzaft (2006) found that family factors such as sibling order have relationship to academic achievement. Similarly, children from single parents usually develop less concentration and greater social and psychological problems in school (Eamon, 2005). Again, literature on children's family structures reveal that the age gaps between parents and the age at which a mother gives birth affects the children academic achievement either positive or negative (Eamon, 2005). Adewale (2002) point out that in rural communities there is large family size due to polygamy and uncontrolled birth which

are associated with illiteracy and such families often are characterized by low nutritional status, health problems which in turn influence students' academic success and students' dropout from school. However, one major limitation of most studies in this area classified children into either low, middle or high class statuses and not on the basis of their family structure.

It is acknowledged that family changes at any given time such as remarriages, increase in family size, changes in family income, and divorce which affect family resources, devolution and children's educational engagement. In Kasoa, relatively little has been learned about whether the educational gaps on effect of family structure reported by previous studies overlap during the schooling of adolescent stage. Again, such phenomenon like increase in the number of dependents in a household and the number of dependents who are schooling introduce changes in family resources, rules, and parenting practices which might adversely affect children in school by adjusting to their new family environments and cope with such challenges (Beck et al., 2010).

Negative family structural changes for instance, children's trust in security like dependency ratio imposes emotional stress on them which affect their performance in school (Demo, 2010). However, these studies measured family by the number of other changes like residential parent's union statuses and family responsibilities without given due regards to variables common with other cultural value (Cavanagh & Huston, 2006).

2.6 Coping Strategies of Pupils from Deprived Homes

Lazarus and Folkman (2014) explains coping as a psychological process in which a person is constantly changing cognitive demands and behavioural efforts to manage

specific internal or external demands that are excessive. It is an attempt to manage and deal with uncomfortable situations. Students from deprived homes thus are exposed to high rate of parental neglect, emotional stress, and physical as well as social threats to their survival. Therefore, the coping strategies of Junior High School pupils from deprived homes in Awutu Senya East Municipality is seen in the efforts they make to raise the needed income to support their education. Coping strategies is also seen as a reflection of important competencies of these children.

Rizzin (2003) opine that coping with academic work involves getting food, school uniform, books, shelter and health. Obtaining these depends on the ability of the individual pupil to solve problems quickly and efficiently with available resources and ability to do well despite difficult life circumstances which determines to large extent the survival of the pupil. This means that coping is influenced by the personality characteristics of an individual (Bolger, 1990) as well as situational demands. Majumdar and Ray (2010) stated that coping strategies is influenced by social characteristics of the environment where the person finds him/herself.

Lawuo, Machumu and Kimaros (2015) noted that the types of coping strategies applied more by children of poor socio-economic backgrounds was to run away from home and engage in sexual relations. This is because these children, especially girls may not have anyone to fend for them and therefore engage in sexual relationships to be able to get money to fend for themselves.

Studies also show that children from poor socio-economic background engage in petty business such as street hawking to be able to make a living (Lawuo, Machumu & Kimaros, 2015). Most of these children run from school or skip school to engage in

such petty businesses to be able to provide their needs. Some of these children eventually engage in alcoholism/drugs addiction and other social vices.

Similarly, Asikhia (2010) noted that pupils from poor homes are forced out of school and made to engage in hawking, selling packaged drinking water and the likes so as to save money for their school expenses. Most of the time, they cannot afford instructional materials, and are always at the mercy of examiners during examination period. The persistence of this in the life of an individual student may spell doom for his academic success. Asikhia (2010) also indicated that individuals at the lowest economic level are often the least well-served by the school system. It is for some of these challenges that the government introduced social interventions such as the free compulsory universal basic education, school feeding and free school uniform programmes in Ghana. However, there are still many cost elements in Junior High schools which affect pupils from poor and deprived homes.

2.7 Characteristics of coping strategies adopted by students from deprived homes

Stakeholders have been concerned with how students from deprived homes deal with their challenges and manage to stay in school. Deprived households are accompanied with emotional negativity which exposes children to several anti-social behaviours and other social vices as well as school dropouts. Arthur (2015) opined that children's personal effort to improve their lives and their prospects involve a complex use of both individual and collective coping strategies. The coping strategies engaged in by children takes the form of economic, physical, social and academic coping strategies (Arthur, 2015).

Lazarus and Folkman (2014) described three major coping strategy processes. These are appraisal-focused, problem-focused and emotion focused. The appraisal-focused coping strategies can be seen as the process of categorizing an encounter and its significance to one's well-being. Problem-focused coping strategies include learning new skills, finding alternative channels of gratification, or developing new standards of behavior. Some coping strategies, such as seeking social support, may serve both emotion-and problem -focused functions simultaneously. Emotion focused coping strategies are deal with the coping strategies that focuses on the emotional states rather than external situations that trigger emotional responses. This occurs when an appraisal has been made that nothing can be done to modify the challenges and conditions the individual encounters. Therefore the individual direct energy towards his/her emotional responses to the situations which includes strategies such as wishful thinking and avoidance (Lazarus & Folkman, 2014).

These three major categories help to characterize how pupils from deprived homes struggle with the stress of food and insecurity as well as other issues related to their education and total well-being. Exposure to neglect, severe hardship, insecurity, abuse, hunger, and family discord as well as social and economic hardship have adverse effect of the academic success of young children and therefore needs to be addressed by stakeholders concerned.

Lawuo, Machumu and Kimaro (2015) found that coping strategies of children from deprived homes take the form of economic activities. They indicate that children from marital homes engaged is activities such as selling scrap, sweets, water and other items along the road, especially bus terminals for money. Most children from deprived homes

depend on themselves to feed and also buy books, and other items for school. Arthur (2015) also found that most children in Accra engaged in what is popularly called “kayayei” to be able to make ends meet. Harper, Marcus and Moore (2003) state that children from deprived homes are versatile when they engage in economic activities for survival. Children from deprived homes engage in combination of economic activities that children choose to undertake in order to achieve their academic goals (Eldis, 2012). Today, many children in Kasoa find themselves with no choice but to make a living and survive by assuming roles that were supposed to be played by parents and guardians. Many of them try different jobs so as to make enough money to cater for their academic work.

According to Lawuo, Machumu and Kimaro (2015) Children from deprived homes engage in physical activities to cope with their academic work. Lawuo, Machumu and Kimaro (2015) found that children from deprived homes use social media such as facebook and whatsapp regularly to chat with friends at night. Other students from deprived homes engaged in other physical activities such as playing computer games regularly and engaging in sporting activities. These physical activities help children to feel accepted and also have the potential to temporarily take their minds off the hardships they experience at home and in school.

Majumdar and Ray (2010) found that children from deprived homes sought support from friends, relatives and strange persons without regards to vulnerability factors in the environment. They could get emotional support provided by classmates and teachers who befriend them. Students from deprived homes sometimes engage in religious activities as a way of coping with your situation. Others engage in romantic

relationships in order to get emotional attachment which they do not get at home (Lawuo, Machumu & Kimaro, 2015). However, children who engage in romantic relationship with the opposite sex usually do not get reciprocation of feelings by their supposed loved ones.

Lawuo, Machumu and Kimaro (2015) found that children from deprived homes joined youth groups and gangs where they normally meet at secluded locations to share ideas. They sometimes meet to play draft, games, cards, and sometimes discuss romantic issues. They sometimes commit crimes in the community and engage in other deviant behaviours such as smoking, taking drugs, sex, etc. They found that children joined gangs because of parental neglect and pressure from home. Majumdar and Ray (2010) opined that coping strategies are characterized by emotional discharge and cognitive avoidance and seeking new sources of satisfaction. Problem focused coping is inversely related to anxiety whereas emotion focused coping is found to be predictive of anxiety (Majumdar & Ray, 2010).

Lawuo, Machumu and Kimaro (2015) found that children from deprived homes cope with their academic work by seeking support from peers and teachers on a number of issues. For instance they seek information from teachers concerning getting support for their studies. Some of them spend time reading books and studying. However, most of them are not able to attend extra classes organized by their schools due to financial constraints.

2.8 Summary

The ecological system theories of Microsystems, Mesosystem, Ecosystems and Macrosystem as well as the Chronosystem were used to describe the complex systems

of the coping strategies of students from deprived homes. Since the study focused on how Junior High School pupils from deprived households cope with their academic work, literature was reviewed on academic achievement. Academic achievement has been explained by several authors as successful accomplishment or performance in a particular subject area and is indicated by grades, marks and scores of descriptive commentaries. In other words, academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year. Various factors have been given for poor or better academic performance of students. Some of the factors are socio-economic background of students, home-related factors, school-related, student characteristics, and teacher-side factors.

Coping strategies has been explained by authors and researchers as a psychological process in which a person is constantly changing cognitive demands and behavioural efforts to manage specific internal or external demands that are excessive. It is seen as an attempt by pupils to manage and deal with uncomfortable situations. Students from deprived homes are exposed to high rate of parental neglect, emotional stress, and physical as well as social threats to their survival. The coping strategies of Junior High School pupils from deprived households in Awutu Senya East Municipality is seen in the efforts they raise the needed income to support their education. Some of the coping strategies involve engaging in hawking, selling packaged drinking water and the likes so as to save money for their school expenses. I think that looking at the literature reviewed, I noticed that before a child can perform in school and grow well their basic necessities needs to be provided and needs to be given all the that will help him or her.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the general approach and specific techniques that were adopted for the research. Specifically, the chapter entails the research design, research area, and population for the study, the sample and sampling techniques. The instruments used for data collection are also discussed. The procedure for the analysis of data is also explored in the chapter. The chapter ends with details on the ethical considerations employed in conducting the study.

3.1 Research Approach

According to Creswell and Plano Clark (2007), all research need a foundation, and that this foundation, whether explicit or implicit, is found in the ‘worldview’ or philosophical framework chosen by the researcher. The research approach adopted by the researcher is the mixed method or the pragmatic approach. The pragmatic paradigm in its simplest terms implies that, the overall approach to research is that of mixing data collection procedures and analysis within the research process (Creswell & Plano Clark, 2007). Pragmatism is seen as “debunking concepts such as ‘truth’ and ‘reality’ and focuses instead on ‘what works’ as the truth regarding the research questions under investigation” (Tashakkori & Teddlie, 2003, p. 713). It draws on many ideas including using “what works,” diverse approaches, and valuing both objective and subjective knowledge (Creswell, 2014). Johnson and Onwuegbuzie (2004) argue that mixed methods research approach attempt to fit together the insights provided by qualitative and quantitative research into a workable solution. Thus, for the mixed methods

researcher, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as to different forms of data collection and analysis in the mixed methods study. This study was conducted in a school setting where students and teachers interacted freely and in a structured manner. In the school environment, teachers and students were familiar with each other and classroom interactions seen as natural. In order to describe whatever coping strategies students adopted to cope with their academic work, it was imperative to gather both quantitative and qualitative data. This research approach therefore enabled the researcher to develop thorough understanding of how students cope with their academic work.

3.2 Research Design

Amin (2005) expressed that research design is a master plan specifying the research methods and procedures. It is a detailed plan, which researchers use to guide and focus the research. Creswell (2014) also referred to research design as a detailed plan on how a research study is to be conducted, operationalizing variables so that they can be measured, selecting a sample of interest to study, collecting data to be used as a basis for testing hypothesis, and analyzing results. The study adopted the concurrent triangulation design within the mixed method approach. Creswell (2014) argues that, in this design, a researcher collects both quantitative and qualitative data, analyzes them separately, and then compares the result to see if the findings confirm or disconfirm each other. In this case, the quantitative data collection and qualitative data collection are concurrent, happening during one phase of the research study.

The researcher used two different methods in an attempt to confirm, cross-validate, or corroborate findings within a single study (Greene, Caracelli, & Graham, 1989;

Morgan, 1998; Steckler, McLeroy, Goodman, Bird & McCormick, 1992). This design generally uses separate quantitative and qualitative methods as a means to offset the weakness inherent within one method with the strengths of the other method. Ideally, the priority would be equal between the two methods, but in practical application, the priority would be given to either the quantitative or the qualitative approach.

Creswell (2014) further argues that, concurrent triangulation design usually integrates the results of the two methods during the interpretation phase. This interpretation either may note the convergence of the findings as a way to strengthen the knowledge claims of the study or must explain any lack of convergence that may result. The first approach is called a side-by-side comparison. Researchers can also merge the two databases by changing qualitative codes or themes into quantitative variables and then combining the two quantitative databases, a procedure called data transformation.

In this design, the investigator collected both form of data at the same time and then integrate the information in the interpretation of the overall results. In this research, data were collected on the coping strategies adopted by Junior High School pupils in Awutu Senya East Municipality as a unit as well as the nature and effects of the coping strategies adopted by students to cope with their academic work at the same time. The concurrent triangulation design within the mixed methods approach was chosen because it allows triangulation of both qualitative and quantitative methods. It is familiar to most researchers and can result in well-validated and substantiated findings (Creswell, 2014). In addition, the concurrent data collection results are in a shorter data collection period as compared with that of the sequential designs (Creswell, 2014). Thus, the cost of repeated data collection and tracking of respondents is absent.

3.3 Research Area

The research was conducted at Kasoa in the Awutu Senya East Municipality of the Central Region of Ghana. According to the Ghana Statistical Service (2010), the population of the municipality was 108,422 in 2010. This represents 4.9 percent of the total population of the Central Region. Males constitute 48.1 percent and females represent 51.9 percent. The population living in urban areas is 94.1 percent compared to 5.9 percent in the rural areas. The population of the municipality is youthful (38.3%) depicting a broad base population pyramid. The municipality has a household population of 105,231 with a total number of 25,322 households (GSS, 2010). The average household size according to the GSS (2010) is 4.3 persons per household

In terms of occupation, five percent are engaged in skilled agriculture, forestry and fishery workers, 39.1 percent in service and sales, 24 percent in craft and related trade, and 14.1 percent are engaged as managers, professionals, and technicians. With regards to education, of the population 11 years and above constitute 87.2 percent are literate and 12.8 percent are non-literate (Ghana Statistical Service, 2014).

About 2,894 of the Municipal's male population 11 years and older are not literates while 32,937 are literates. More males (45.9) than females (41.6%) for all the age groups are literate in English and Ghanaian language. However, fewer males (48.3%) than females (51.2%) are literate in English. Less than ten one-half (48.1%) of the total population had attended school in the past or were in school while 11.2 percent have never attended school. Slightly more males than females have attended school in the past in the Municipality: 50 percent for males and 46.3 percent for females. For the economically active, 92.5 percent are employed while 7.5 percent are unemployed.

Males who are economically not active form are slightly over a quarter (27.5%) while the share of females is 33.3 percent (Ghana Statistical Service, 2014).

Source: Ghana Statistical Service (2015)

Figure 1: District Map of Awutu Senya East Municipality

3.4 Population



Population refers to the complete set of individuals that have common observable characteristics in which I was interested in studying. Castillo (2009) also defines a research population as a large well-defined collection of individuals having similar features. The target population for the study comprised all public Junior High School pupils in Kasoa Township. The accessible population comprises 4 public Junior High school pupils of Kasoa while the sample population for the study was made up of 80 Junior High school students from deprived homes in selected schools in Kasoa and four teachers from selected schools in Kasoa.

3.5 Sampling

Seidu (2012) defined sample as using some elements of a population for a study with the aim of fairly generalizing conclusions relevant to the entire population. However, Creswell (2014) asserted that, generalization "is used in a limited way in qualitative research" since the inquiry is not to generalize findings to individuals and sites under study. The focus is to develop and describe findings in specific context and sites. "Particularity rather than Generality is the hallmark of qualitative research" (Creswell, 2014). This study used both qualitative and quantitative approaches to address the generalization limitations in the qualitative studies. The sample size was made up of 80 students and 4 headteachers from selected Junior High Schools in Kaso. This comprised 20 students from each of the 4 schools sampled. Again, the researcher determined students from deprived homes through interactions with the headteacher, teachers and review of the attendance register. However, a sub-sample of 5 out of the 80 students were sampled for the qualitative phase of the study which involved interviews.

Table 1: Sample Size Breakdown

Category of Respondent	Total Population	Sample Size	Sampling Technique
Junior High Schools	17	4	Simple random
JHS students from deprived homes	5075	80	Purposive
JHS headteachers	17	4	Purposive

Source: The Author, (Field data, 2019)

3.6 Sampling Techniques

3.6.1 Simple Random Sampling

Simple random is a probability sampling strategy and the most popular method for choosing a sample among population for a wide range of purposes (Gravetter & Forzano, 2011). In simple random sampling each member of population is equally likely to be chosen as part of the sample. It has been stated that “the logic behind simple random sampling is that it removes bias from the selection procedure and should result in representative samples” (Amin, 2005:32). The simple random sampling technique was used to select a total of four schools in Kasoa for the study. The schools were numbered from 1 to 17 on a piece of paper out of which 4 were randomly picked for the study.

3.6.2 Purposive sampling

The purposive sampling technique was used to select 20 students from each of the four schools for the study. Kusi (2012) argued that in purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. The standard used in choosing participants and sites is whether they are information rich. The purposive sampling strategy was used because the respondents met a certain criterion, which was that, these were students from deprived homes in these schools and have knowledge that would aid the study. The criteria used to determine students from deprived homes include those who engage in petty trading and other economic activities after school and on weekends, those who are unable to buy basic educational materials, and those who find it difficult to buy food for themselves in school. The

purposive sampling technique was also used to select the four headteachers of the selected schools for the study.

3.7 Data Collection

The reliability of every research lies in the exactitude and accuracy of the methods for gathering data. These methods herein are in line with the theoretical framework as suggested by Creswell (2014) and Sikes (2004). The selection of data collection methods also took into consideration the personal and contextual conditions on the field during the research as suggested by Kusi (2012). These methods are also directly related to the research questions since the data collected is what is analyzed and used in answering the research questions. The instruments used for data collection are questionnaire and interview guide.

3.8 Questionnaire

Coping strategies questionnaire was developed to explore the coping strategies adopted by Junior High school students in Kasoa. The questionnaire was structured into four parts, the first part “A” explored the bio data of the respondents, the second part “B” of the questionnaire sought to investigate the strategies adopted by Junior High School pupils from deprived homes to cope with their academic work as well as explored the nature of the coping strategies adopted by Junior High School pupils in Kasoa. Part ‘C’ sought to investigate the effectiveness of the coping strategies adopted by Junior High School pupils. The questionnaire was administered to eighty Junior High School pupils in selected Junior High Schools in Kasoa. Respondents were required to respond to the questionnaire and return it on the same day. The researcher was present to throw more light on areas where students found it difficult to respond. Questionnaire allowed for

wider coverage and comparison of responses, and anonymity as well as confidentiality of responses were observed as the hallmark of the research (Kusi, 2012). Questionnaire ensured the confidentiality of responses and saves time. In addition, they are widely used in social science research and education. However, questionnaire are prone to misinterpretation by respondents and the researcher may not have the opportunity to develop rapport (Osuala, 2005) due to the absence or limited interaction with the respondents. However, these misinterpretations were corrected through interactions with respondents as they fill the questionnaire and also to clarify questions that are not clear to them.

3.9 Interview

I developed a semi-structured interview guide which was administered to four headteachers and five pupils from deprived homes in selected Junior High School in Kasoa. This interview guide contained 10 items which was designed by the researcher to explore issues of the coping strategies of Junior High School pupils from deprived homes in Kasoa in coping with their academic work. The interviewees were pre notified a week on a plan to administer the interviews to them.

Semi-structured interview allows flexibility in the interview process. Kusi (2012:45-46) contends that semi-structured interview offers “interviewees the opportunity to express their views, feelings and experiences freely and the interviewers the freedom to divert from the items or questions in schedule to seek clarification”. However, it is time consuming and inconvenience respondents compared to questionnaires that respondents can answer on a later date convenient to them.

3.10 Validity

Validity of a research instrument is determined by how well it measures the concept(s) it is intended to measure (Awanta & Asiedu-Addo, 2008; Ruland, Bakken & Roislien, 2007). It indicates the degree to which an instrument measures the construct under investigation. In order to establish the validity of the research instruments, the face and content validity were done.

3.10.1 Face Validity

I gave the instrument to colleagues and other graduate students of the University of Education, Winneba and the supervisor to establish the face validity of the instruments. They were requested to carefully and systematically scrutinize and assess the instrument for its relevance and face validity. Issues such as length of questions, framing of questions, and ambiguity were addressed. The feedback from colleagues and the supervisor were factored into the final preparation of the instruments.

3.10.2 Content Validity

Cooper and Schindler (2008) suggested that, content validity is a measure that gauges whether there is adequate coverage of all the research questions. It indicates whether the techniques assess or measures what it is supposed to measure (Ruland, Bakken & Roislien, 2007).

According to Cooper and Schindler (2008), there are two ways of determining content validity. Firstly, the designer may determine it through a careful definition of the topic of concern, the items to be scaled, and the scale to be used. Secondly, the researcher's supervisor who is an expert may judge how well the instrument meets the standard.

Based on this knowledge, suggestions of my supervisor who is an expert was sought to content validate the instruments.

3.11 Reliability

Reliability refers to the consistency of a measure (Cooper & Shchindler, 2008). A test is reliable if similar result is obtained repeatedly, that is, the extent to which results are consistent over time and if the results of a study can be reproduced under a similar methodology (Joppe, 2000). The data from the pilot test was used to determine the Cronbach alpha reliability coefficient of the questionnaire.

Experts argued that Cronbach alpha coefficient should be at least 0.70 to be indicative of high reliability (McMillan & Schumacher, 2010). Similarly, Patton (2002) argued that an item with reliability coefficient of between 0.70 and 0.90 has excellent internal consistency and measures what it purports to measure. Based on these assertions, the instrument was judged to be of high reliability, and, therefore, suitable for data collection for the study. The reliability coefficient of the questionnaire was 0.71.

3.11.1 Trustworthiness

I sought expert's advice to determine the reliability of the semi-structured interview guide. The criteria used were; credibility, transferability, thus, it should be usable in other places, dependability, thus their consistency over time and the objectives of the study. To achieve credibility, I used semi-structured interview guide to collect qualitative data for the study.

3.11.2 Credibility

Anney (2014) opined that, credibility is the confidence that can be placed on the truth of a research finding. Credibility of a qualitative study can be ensured through triangulation. This involves the use of two or more methods of data collection in a study of some aspects of human behaviour (Kusi, 2012). The researcher used interview to collect qualitative data to ensure credibility of the study.

3.11.3 Dependability

Bitsch (2005) argued that, dependability is the stability of findings over time. One can ensure the dependability of the conclusions of a study by asking clear questions, reducing bias and subjectivity during data collection; and triangulating the data. Also peer examination; explanation of your positionality and audit trail (Merriam & Associates, 2002; Schwandt & Halpin, 1988). To ensure the dependability of the study, I submitted the data for external audit to a lecturer in the department of Social Studies Education who is not involved in the research process to examine the process and product of the study.

3.11.4 Confirmability

Anney (2014) argued that, confirmability is a proof that data and interpretation of findings are not fabrications from the researcher's imaginations, but are truly derived from participants. To establish the confirmability of the qualitative findings, I highlighted every step of data analysis that were made and research findings grounded in the evidence of the raw data. This was presented to my supervisor for verification.

3.12 Pilot Testing of Instruments

A pilot test was carried out on the instruments to further analyze the content validity and determine the construct validity as well as the reliability where applicable. To determine the strength and weaknesses of the questionnaire, it was pilot tested in two Junior High Schools in Budumburam which is located in Gomoa East District of the Central Region. A total sample of twenty-five ($n= 25$) Junior High School pupils from deprived homes were conveniently sampled for the pilot-test. I used this sampling technique after taking into consideration time and other resources at my disposal. I chose these schools because they were deemed to have exhibited similar characteristics as Junior High Schools in Kasoa where the study was conducted. The interview guide was also pilot-tested. Pilot-testing the instruments enabled I to modify items that were difficult to understand, reduce ambiguities and incorporate new categories of responses that were identified as relevant to the study.

3.13 Data Collection Procedure

I personally administered the questionnaire and also conducted the interview. I obtained letter of introduction from the Department of Social Studies Education of the University of Education, Winneba, which was used to obtain permission from the headteachers of the selected schools to carry out the study.

I informed the teachers and pupils about the purpose of the study and they were assured of the confidentiality and the fact that their anonymity will be protected. Data was collected in two phases. The first phase involved the administration of the questionnaires while the second phase involved the interviews.

3.14 Data Analysis

According to Berg (2001), data analysis involves the breaking up of data into manageable themes, patterns, trends and relationships. The data collected for the study were analyzed separately as quantitative and qualitative data.

3.14.1 Quantitative data

The quantitative data was collected through the questionnaire. Descriptive statistics in the form of frequency counts and percentages were used to analyze the quantitative data with the help of Statistical Product for Service Solution (SPSS) software version 20. Data obtained from part 'A' of the instrument was used to understand the background information of the participants.

That of parts 'B' to 'D' were also organized into frequencies and percentages and used to describe the strategies adopted by Junior High School pupils from deprived homes in Kasoa to cope with their academic pursuits, effectiveness of the coping strategies, as well as the nature of the coping strategies. These were used to answer research questions 2, 3 and 4.

3.14.2 Qualitative data

The qualitative data was obtained from the interviews. Interviews were analyzed and transcribed thematically in order to answer the research questions. Based on the responses to the interviews, codes were assigned to each item, and themes were identified in the process. The responses were then organized into the themes and analyzed. The data collected through the interviews were used to validate the pupils' responses on the questionnaire.

All interviews were audio-taped after i sought permission from the participants and later transcribed by listening to the tapes severally and i later transcribed the recording word-for-word. I then read through the texts to identify emerging themes. The themes results were then analyzed using emerging themes to support the findings from the questionnaires. Verbatim quotations were used to support the discussions. This was used to answer the research questions 2, 3 and 4.

3.15 Ethical Consideration

Ethical issues that were considered in this study are the permission to collect data, confidentiality, anonymity and the protection of participants (Berg, 2001; Patton, 2002).

3.15.1 Confidentiality

The participants were assured that all the information obtained would be treated as confidential. That is, data will only be used for stated purposes and no other person had access to them. The names of students were be coded and not released in the research. Also, the names of participants were not needed and respondents were informed before they filled the questionnaire (Berg, 2001; Cooper & Schindler, 2008; Patton, 2002). The learning atmosphere in the schools were also not disturbed during the data collection process and the data collected through questionnaires and interviews were kept confidential and made available only to persons who had direct interest in this study. Computer data were protected by a password.

3.15.2 Anonymity

I ensured that no one could identify the participants from the information provided. This was done by not indicating names, addresses and particular names of individual participants. All these were not indicated on the formal report presented.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings on how Junior High School students from deprived homes in the Awutu Senya East Municipality cope with their academic work. It further presents discussion of major findings based on research questions.

4.1 Demographic information on the characteristics of the study sample

Research Question 1: *What are the background characteristics of Junior High School- pupils from deprived homes in Awutu Senya East Municipality?*

This research question sought to find out the background information of the participants involved in the study to examine how these background characteristics contribute to the academic difficulties of pupils. The following are the results from the questionnaire.

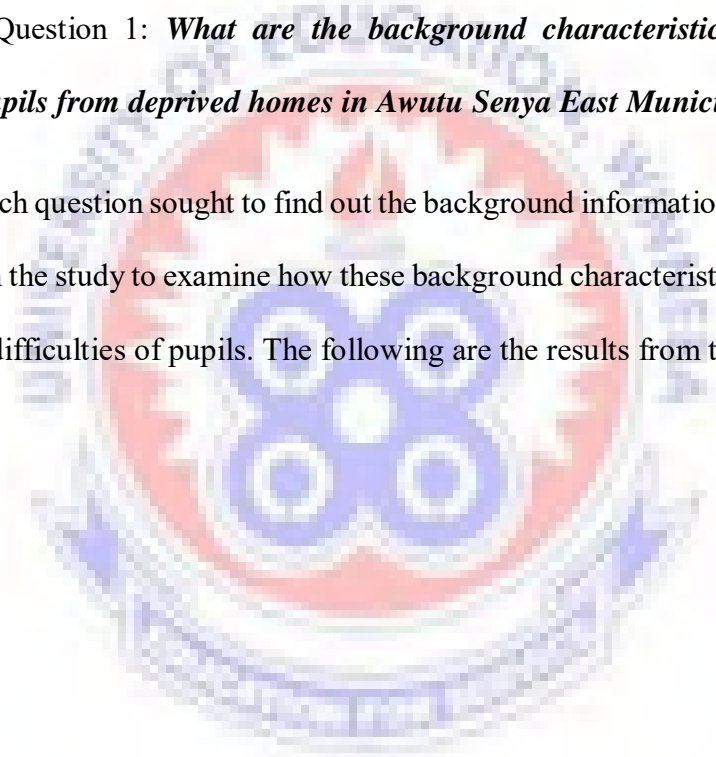


Table 2: Summary of background factors of Junior High School students in Awutu Senya East Municipality

Background factors	Category	Frequency	Percentage (%)
Sex	Male	43	53.8
	Female	37	46.2
	Total	80	100.0
Class	JHS 1	36	45.0
	JHS 2	17	21.2
	JHS 3	27	33.8
	Total	80	100.0
Age	11 - 13 years	28	35.0
	14 - 16 years	42	52.5
	17 years and above	10	12.5
	Total	80	100.0
Number of Siblings	One	14	17.5
	Two	13	16.3
	Three	12	15.0
	Four	13	16.3
	Five	13	16.3
	more than five	15	18.8
	Total	80	100.0
Are any of your parents still alive?	Yes, both alive	45	56.3
	Yes, father alive	5	6.3
	Yes, mother alive	24	30.0
	none alive	4	5.0
	Don't know	2	2.5
	Total	80	100.0
Whom do you live with?	both parents	12	15.0
	one parent	39	48.8
	other relatives	29	36.3
	Total	80	100.0

(Source: Field Data, 2019)

The questionnaire was administered to 80 Junior High School pupils in Kasoa, located in the Awutu Senya East Municipality in the Central Region of Ghana. All the 80 participants completed and submitted their questionnaire making a return rate of

100.0%. Out of the 80 Junior High School pupils who took part in the study, 53.8% (67) were males and 46% (37) were females. This shows that, majority of the Junior High School pupils from deprived homes who were sampled for the study were males. Also, majority of the pupils (45.0%, 36) were in Junior High School 1, this is followed by Junior High School 3 (33.8%, 27) with the least being Junior High School 2 (21.3%, 17). This indicates that majority of the Junior High School pupils from deprived homes in Awutu Senya East Municipality who participated in the study were in Junior High School one.

In terms of age of the participants, majority of the participants 52.5% (42) were aged between 14 and 16 while 12.5% (10) were above 17 years. Thus, majority of the pupils fall within the age range of 14 to 16 which is the average age of Junior High School pupils.

The results further showed that 18.8% (15) of the pupils had more than five siblings while 16.3% (13) of them have two, four and five siblings respectively. This indicates that majority of the pupils comes from large family homes. This gives an indication that large families have potential effect of pupil's socio-economic status as well as their academic. The number of siblings that a pupil has is assumed to have an influence on pupil's academic achievement. The tendency of parent's attention and devotion is less on children when the family size is large and the more the difficulties encountered by the parents in meeting the needs of the children both physically and emotionally particularly when parents receive low income (Asikhia, 2010).

The results from Table 2 also showed that 56.3% (45) of the participants had both parents alive. Also, 6.3% (5) of them had only their fathers alive while 30.0% (24) of

them had only their mothers alive. Furthermore, 5% (4) of them are orphans with none of their parents alive while 2.5% (2) of them do not know the whereabouts of their parents. The results indicate that greater number of the pupils have both parents alive and yet encounter challenges in their academic work. This shows that their parents have poor socio-economic status. Ojeka (2011) asserts that the present economic hardship facing parents make it difficult for them to cater for themselves and their families, especially the educational needs of their children.

Furthermore, as many as 48.8% (39) of the pupils lived with single parents. Thus, only one parent plays the role of both mother and father. This is likely to have effect on the academic life of these pupils. Also, 36.3% (29) of the pupils lived with other relatives who are not their biological parents. This also is likely to have effect on their academic work. Most studies agreed that parental education and involvement has influence on children's school achievement (Johnson & Kyle, 2001).

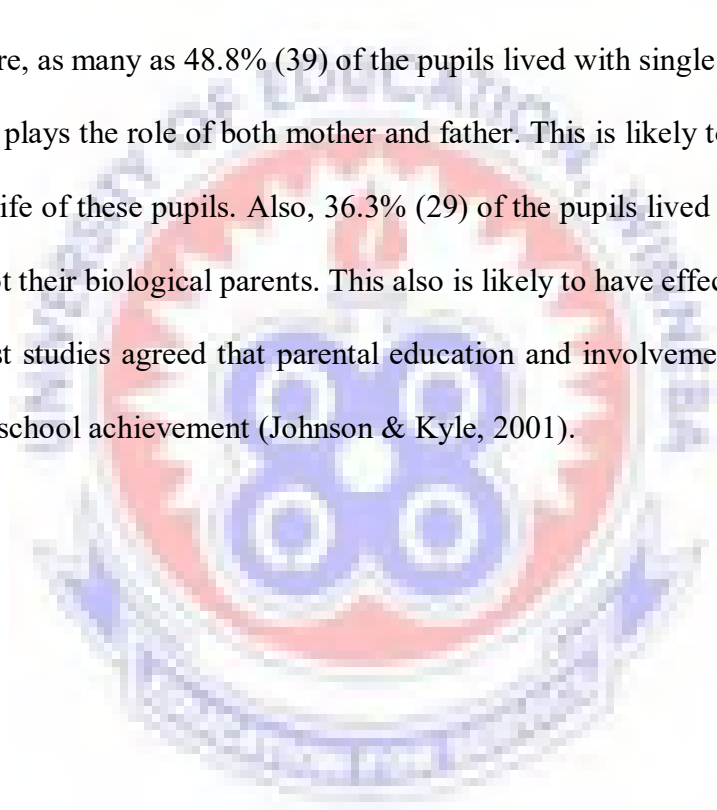


Table 3: Occupation of Parents/Guardians

Occupation Parent/ guardian	Category	Frequency	Percentage (%)
	Trader	50	62.5
	Mason	4	5.0

Carpenter	1	1.3
lotto agent	1	1.3
Unemployed	4	5.0
Farmer	9	11.3
Driver	5	6.3
Clerk	2	2.5
Welder	1	1.3
Retired	1	1.3
Teacher	1	1.3
Police	1	1.3
Total	80	100.0

(Source: Field Data, 2019)

Table 3 shows the occupation of the parents or guardians of the participants. The result shows that 62.5% (50) of the parents/guardians were engaged in trading. This shows that greater of the parents/guardians were engaged in trading activities. The results further showed that 11.3% of the parent/guardians were engaged in farming. Others were Drivers (6.3%); Mason (5.0%), Carpenter, Welders, Retired, Teachers, Police and Lotto Agents (1.3%). This means that the guardians of most of the pupils engage in low income earning activities and are therefore unlikely to be able to provide all the needs of these pupils. This accounts for the difficulties these pupils encounter in coping with their basic necessities and their academic work. Fuchs and Woessmann (2004) found parental education and occupation to have substantial effects on students' success in school. They stated that parental occupation and having at least one parent with a full-time job have important effects on pupils' educational success. Kirk and Jones (2004) also give evidence that parents occupation level relates to educational achievement of the child. They found out that parent's occupation is to be significantly related to the child's school success. Other studies suggest that children from disadvantaged and deprived backgrounds have significantly affected academic achievement and student's

success in school negatively (Currie, 1995; Gregg & Machin, 1999). Therefore, pupils from deprived background need to adopt coping strategies to cope with their academic work or drop out of school.

Research Question 2: ***What strategies are adopted by Junior High School pupils from deprived homes to cope with their academic work?***

This research question sought to find out the strategies adopted by Junior High School pupils from deprived homes in Awutu Senya East Municipality to cope with their academic work. The following are the results from the questionnaire and the interviews conducted.



Table 4: Coping Strategies adopted by Junior High School pupils from deprived homes

S/N	Statement	YES f (%)	NO f (%)
1	Do you sometimes drink alcohol?	5 (6.3)	75 (93.8)
2	Do you run way from school sometimes?	7 (8.8)	73 (91.3)
4	Do you sometimes engage in smoking?	5(6.3)	75 (93.8)
4	Do you play computer games regularly?	33 (41.3)	47 (58.8)
5	Do you use social media such as facebook and whatsapp regularly	20(25.0)	60 (75.0)
6	Do you have a boyfriend or girlfriend who supports you financially?	25 (31.3)	55 (68.8)
7	Do you sometimes join gangs and fraternities?	19 (23.8)	61 (76.3)
8	Do you sometimes use drug and other substances?	6 (7.5)	74 (92.5)
9	Do you engage in sports such as playing football?	68 (85.0)	12 (15.0)
10	Do you spend time reading books and studying?	52 (65.0)	28(35.0)
11	Do you get involved in church organizations?	40(50.0)	40 (50.0)
12	Do you sometimes run away from school to do other things?	25 (31.3)	55 (68.8)
13	Do you have time to do your homework?	59 (73.8)	21 (24.3)
14	Do you engage in petty trading?	31 (38.8)	49 (61.3)
15	Do you sell after school hours?	16 (20.0)	64 (80.0)
16	Do you engage in cleaning or washing bowls for others for money?	15 (18.8)	65 (81.3)
17	Do you deal in scrap metals?	6 (7.5)	74 (92.5)
18	Do you sell at the chop bar to make money?	8 (10.0)	72 (90.0)
19	Do you sometimes seek physical support from friends and other relatives?	64 (80.0)	16 (20.0)

Percentage of responses on parenthesis

(Source: Field Data, 2019)

The results show that 85% of the pupils from deprived homes engage in sporting activities in order to cope with the challenges they face in their academic work. Also, 80% of the pupils from deprived homes seek physical support from friends and other relatives in their attempt to cope with their academic work. Furthermore, 65% and 73.8% of them adopts reading their books and doing their homework as means of coping with their academic work while 50% of them admit that they engage in church activities as a means of coping with their academic work. The results show that greater

number of the pupils from deprived homes adopts positive coping strategies to cope with their academic work.

However, 31.3% of the pupils depend on boyfriends or girlfriends to get financial support to cope with their academic work. Also, 41.3% of them resort to playing computer games regularly in order to cope with their academic work. Furthermore, 23.8% of them have joined gangs and fraternities as their coping strategies. This shows that quite a number of Junior High School pupils from deprived homes in Awutu-Senya East Municipality engage in negative social vices as means of coping with their academic work.

The results further show that few of the pupils (7.5%) engage in substance abuse as their coping strategies. Also, 38.8% of the pupils engage in petty trading, 10% of them work at the chop bar while 20% of them engage in selling after school hours to make money to cope with their academic work. The results show that most pupils from deprived homes endanger their lives in an attempt to stay in school by engaging in these economic activities. Barku (2016) found that most students from deprived homes are much concerned with how to make money for their upkeep and so engage in activities that will help them make the needed money.

Some of the pupils interviewed had this to say:

“Sometimes I sell yoghurt after school and weekends” (P2).

Other pupil had this this to say:

“Work, I sell bread weekends” (P3)

I work every day after school and during weekends. I sell A1 bread” (P 4)

I sell pure water and give the profit to my grandmother and she uses it to take care of me (P5)

This was also confirmed by the headteachers who were interviewed as captured in the following excerpts:

“There is really no study life for majority of them because they come to school and when the bell goes they don’t even wait for extra classes that we organize here. They have to rush home to help parents and there is virtually no time for them to study. This means there is nothing like study plan for them and so academically it is very poor” (HT2).

Studies show that children from poor socio-economic background engage in petty business such as street hawking to be able to make a living (Lawuo, Machumu & Kimaros, 2015). Most of these children run from school or skip school to engage in such petty businesses to be able to provide their needs.

Research Question 3: ***How effective are the coping strategies adopted by Junior High School students from deprived homes in the Awutu-Senya East Municipality?***

This research question sought to investigate how the coping strategies adopted by Junior High School pupils from deprived homes in Awutu-Senya East Municipality are effective in helping them cope with their academic work.

The following are the results from the questionnaire and the interviews conducted.

Table 5: Effectiveness of the coping strategies adopted by Junior High School pupils from deprived homes in Kasoa

S/N	Statement	YES <i>f (%)</i>	NO <i>f (%)</i>
1	Do you feel happy at school?	73(91.3)	7 (8.8)
2	Does somebody at home help with your studies?	27(33.8)	53 (66.3)
3	Do you make enough money to support your education?	21(26.3)	59(73.8)
4	Do you at times sleep in class because you are tired?	19(23.8)	61(76.3)
5	Do you perform well in school?	37(46.3)	43(53.8)
		Highly motivated	Lowly motivated
6	How would you describe your motivation to learn?	61(76.3)	19(23.8)

Percentage of responses in parenthesis

(Source: Field Data, 2019)

The results presented in Table 5 indicates that 91.3% (73) of the pupils feel happy at school which shows that their coping strategies are effective in helping them stay at school. However, apart from feeling happy at school, majority of the pupils do not find their coping strategies effective. For instance, 73.8% (59) of them indicate that they do not make enough money to support their education whilst 76.3% (61) of them says they sometimes sleep in class because they are tired. This is likely to have negative effect on their academic work. This is captured in the following excerpts:

“Actually they (referring to the pupils) have problems concerning their academic work err they one come to school late, some come to sleep eventually they couldn’t sleep during the previous night they have to come and sleep whilst lesson is going on and attention is not the best; they lack so many materials for learning, their books, pens, drawing board and all those things they can’t get them so they struggle and it affects them at end of the day.it is obvious that it affects their learning” (HT1).

One pupil said:

“Work affects me because whenever I come back from school I can’t learn. I have to go and sell to make money for school the next day” (P4)

The results further indicate that, greater number of the pupils 53.8% (43) do indicate that they do not perform well in school. This shows that the coping strategies of majority of the pupils are not effective since majority of them do not perform well academically.

This is captured in the following excerpts:

“The work I am doing negatively affects my studies” (P1)

He further indicated:

“I don’t have time to learn because I close from the market late and come home very tired and when I come home there is house hold chores waiting for me to do so I do it and it delays my time so I don’t learn” (P1).

“My performance not good at all and I want to improve upon it. It does not help me because I can’t continuously learn therefore when I learn I forget” (P4).

“I sell pure water after school and it affects my studies. My performance is not good” (P. 5)

Some of them do not make time for their studies:

“I don’t have time to study because I normally close at 12 midnight so I can’t learn I will be tired and I have to sleep so I can come to school” (P4)

Other family members also feed on the meager money pupils are able to make to support their studies as seen in this excerpt

I stay with my aunt and she is not working. The money I work for is what sometimes she has been using and sometimes borrow my money and pay back sometimes (P. 4).

The headteacher had this to say about the effectiveness of the coping strategies adopted by pupils:

“Sure it is having effects on them but then those that know why they are in the school despite the problems try to cope with such situation and I sometimes find them trying to confide in some teachers to help them to be able to manage themselves, for others they think it is a punishment and therefore they bolt away from classroom or stay away and do other things like playing outside the school”(HT 2)

When asked whether they are motivated to learn, 76.3% (61) of them responded in the affirmative. However, this does not translate into their performance academically as majority of them indicate that they perform poorly in their academic work.

Other headteachers indicate that though these pupils try their best to engage in activities that will help them cope with their studies, these strategies are not yielding the needed results and pupils still have financial problems when they go to school. This is evident in the following excerpts:

“Some even come to me to talk to me and sometimes they just gather courage to come and tell me madam I have not eaten the whole day. There are instances I have to give them money from my own pocket. Sometimes some of them go to the teachers to complain but there are others who are shy and so they keep it to themselves and the least thing you do they get provoked. Some of them even will go out of the class and when you ask them why they are not talking they don't want to talk because we have those that are not vocal, those that are withdrawn due to this challenges and so these are some of the things they face. Sometimes we have some of the teachers also buying food for those who come to complain that they are hungry. Some even confide in some colleagues to borrow them money to buy food” (HT 2).

This result confirms the findings of Barku (2016) that most students from deprived homes combine their studies with menial jobs and therefore do not perform well in school. She further found that the students become tired and sleep in class whilst others simply do not have enough time to study.

Table 6: Effectiveness of coping strategies in school attendance

How regular pupils go to school		Frequency	Percentage (%)
1	Sometimes I come, sometimes I don't	19	23.8
2	Every week I miss 3 days	3	3.8
3	Every week I miss 2 days	7	8.8
4	Every week I miss 1 day	15	18.8
5	I come to school every day	36	45.0
Total		80	100

How frequently do you come to school before morning assembly?		Frequency	Percentage (%)
1	Once a term	3	3.8
2	About once a week	4	5.0
3	Few times a week	35	43.7
4	Almost everyday	38	47.5
Total		80	100

(Source: Field Data, 2019)

The results show that more than half of the pupils (55.0%) regularly miss school at least one each week to enable them engage in activities which help them to cope with their academic work while 45% of them are able to attend school every day. This indicates that the coping strategies adopted by majority of the pupils are not effective in helping them attend school regularly.

When interviewed, one pupil had this to say:

“I work but when I close from school I don't work but every week I miss school two times and come to school three days. Tuesdays and Fridays are market days so I don't come to school so I use it to work” (P1).

The headteachers had this to say about how these coping strategies affect pupils:

“We really have a challenge when it comes to students who are from deprived homes. My school for instance we have a lot of them. It has to do with their regularity and punctuality at school and sometimes they come to school on an empty stomach and so learning becomes a problem. Sometimes you have to go all out to buy food so you can imagine such a person. It has not been easy for students who are from deprived communities in my school”.

“Here in this school one person complained that his parents are in the village and together with two other siblings live with their uncle in Kasoa town and the uncle too has lost his job. The wife also is not doing any good job so they are left to their fate so apparently the senior one is staying with another person altogether. He is doing what we call one tyre (truck pushing) around to gather some money so he comes to school 2 days out of five days”(HT 4).

This gives an indication that, although these pupils strive to engage in activities to enable them cope with their studies, these strategies sometimes take them away from school or make them too tired for any meaningful academic work and this likely affects their studies.

In terms of how the coping strategies adopted by Junior High School pupils help them to attend school before morning assembly, majority of them (47.5%) indicate that they are regular before morning assembly almost everyday while 43.8% of them said they are regular before morning assembly for few times in a week. The results further showed that 3.8% of the pupils only attend school before morning assembly once a term while 5.0% of them are able to meet morning assembly once a term. This indicates that their coping strategies moderately affect how they are able to attend school early before morning assembly. According to Asikhia (2010) pupils from poor homes are forced out of school and made to engage in hawking, selling packaged drinking water and the likes so as to save money for their school expenses. Most of the time, they cannot afford instructional materials, and are always at the mercy of examiners during examination period. It is therefore not surprising that most pupils from deprived homes in a Awutu-Senya East Municipality had to skip school to engage in economic activities in order to take care of their educational needs.

Research Question 4: *What are the characteristics of the coping strategies adopted by Junior High School students in the Awutu Senya East Municipality?*

This research question sought to identify the characteristics of the coping strategies adopted by Junior High School pupils from deprived homes in the Awutu Senya East Municipality in their daily lives. To understand the characteristics of the coping strategies adopted by Junior High school pupils from deprived homes in the Awutu Senya East Municipality, a critical analysis of the data obtained from pupils questionnaire as well as the interviews of both pupils and headteachers were undertaken. For clarity and easy analysis, the characteristics of the coping strategies have been categorized into:

- a. physical coping strategies
- b. economic/financial coping strategies
- c. emotional or social coping strategies and
- d. academic coping strategies

a. Physical Coping Strategies

It was revealed from the responses from the questionnaire and the interviews that there were four main physical coping strategies adopted by Junior High School pupils from deprived homes in the Awutu Senya East Municipality. The results showed that engaging in sports such as playing football was the most cited physical coping strategy adopted by pupils (85.0%). This is followed by engaging in regular playing of computer games at game centres (41.3%) and using social media such as facebook and whatsapp regularly (25.0%). The study revealed that pupils use various social media platforms to chat with friends where they seem to find solace.

One pupil indicated:

“I play football with my friends every Sunday morning because I don’t want to stay at home” (P5)

Harper, Marcus and Moore (2003) found that the coping strategies engaged in by children take the form of physical activities such as engaging in sporting activities and playing games. JHS pupils from deprived homes in the Awutu Senya East Municipality engage in physical activities such as sports, playing computer games and social media surfing.

b. Economic/financial Coping Strategies

The results from the study revealed that most coping strategies engaged in Junior High School pupils from deprived homes in the Awutu Senya East Municipality involves economic and financial activities. The results showed that greater number of pupils sometimes seek financial support from friends and other relatives (80.0%). Also, 38.8% of them engage in petty trading to make money to support their studies while others wash bowls at chop bars to make money to support their studies. Some of them also engage in dealing in scrap metals and truck pushing (7.5%) to make money to cope with their academic work. The results showed that greater number of pupils engage in economic activities as a means of making money to support themselves and their education. The findings confirm that of most researchers who agree that economic activities are the most widely engaged in as coping strategies adopted by children from deprived homes. Arthur (2015) found that most children in Accra engage in what is popularly called “kayayei” to be able to make ends meet. Harper, Marcus and Moore (2003) opine that children from deprived homes are versatile when they engage in

economic activities for survival. Lawuo, Machumu and Kimaro (2015) also found that coping strategies of children from deprived homes take the form of economic activities.

c. Emotional/Social coping strategies

The results show that Junior High School pupils from deprived homes in the Awutu Senya East Municipality engage in several emotional or social coping strategies in order to cope with their academic work. The results from the questionnaire indicate that the most prominent social coping strategy engaged in by pupils from deprived homes in Kasoa is religious activities (50.0%). This is confirmed by some of the responses from the interview.

One pupil interviewed had this to say:

“I don't work on Saturdays and Sundays. I go to classes on Saturdays and Sundays I go to church”. (P1)

Also, 31.3% of the pupils said they have boyfriends or girlfriends who support them emotionally and financially. This shows that these young adolescents engage in amorous relationships just to cope with their academic and emotional needs which they don't get from home. Furthermore, some of the pupils join gangs and fraternities as their preferred coping strategies in other to find emotional and social acceptance. Others engage in social deviant behaviours such as drugs, alcoholism and smoking. Lawuo, Machumu and Kimaro (2015) found that students from deprived homes sometimes engage in romantic relationships in order to get emotional attachment which they don't get at home. They also found that children from deprived homes joined youth groups and gangs where they normally meet at secluded locations to share ideas. They sometimes meet to play draft, game cards, and sometimes discuss romantic issues.

e. Academic coping strategies

Pupils from deprived homes have to choose between their basic necessities such as food, clothing and shelter rather than education. However, the results from the questionnaire and interviews suggest that pupils strive to combine their education with basic necessities of life. The results show that in terms of coping with their academic work, 73.8% of them make time to do their homework. Also, 65.0% of them make time to read their books.

When they were interviewed, one of them had this to say:

“I sometimes read when I am not selling and in school during breaks and free periods” (P3).

Some of them value their education and sometimes forgo their economic activities to take care of their education. This is seen in the following excerpts:

“I don’t work on Saturdays and Sundays. I go to classes on Saturdays and Sundays I go to church” (P1).

“I manage the work with my studies by trying to study. May be Tuesdays I will not sell and study something small when I get home. it is helping” (P4).

This means that, some of these pupils struggle to take care of their basic needs and they still make good use of available time to read their books. However, in an attempt to take care of their basic necessities of life, 31.3% of them indicate that they sometimes run away from school to do other things. Lawuo, Machumu and Kimaro (2015) found that children from deprived homes cope with their academic work by seeking support from peers and teachers on a number of issues. Barku (2016) also found that pupils from deprived homes combined their academic work with various kinds of jobs. However,

Pupils from deprived homes in the Awutu Senya East Municipality manage to make some time for their studies.



CHAPTER FIVE

SUMMARY, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarises the study and report major findings. It highlights the conclusions of the study and implications for practice. The implications were based on the major findings identified in the study. It further outlines some recommendations and suggestions for further research.

5.1 Summary of the Study

The study investigated how Junior High School pupils from deprived households in Kasoa cope with their academic work. The study also solicited the pupils' background information and the coping strategies they adopt in coping with their academic work as well as how effective the strategies were in helping them cope with their academic work. Finally, the study identified the characteristics of the coping strategies adopted by Junior High School pupils from deprived homes in the Awutu-Senya East Municipality.

Children from different backgrounds have contrasting experiences at school. Less advantaged children are more likely to have a lack of control over their learning, and to become reluctant recipients of the taught curriculum. This is likely to lead to school drop-out and truancy. Children from well to do backgrounds see the advantages of school and are able to cope with school easily, but deprived children are more likely to feel anxious and unconfident about school and also put out habits such as truancy (Hirst,

2007). In order to understand the coping strategies adopted by pupils from deprived homes in the Awutu Senya East Municipality, the following questions were considered:

1. What are the background characteristics of Junior High School pupils from deprived homes in the Awutu Senya East Municipality?
2. What strategies are adopted by Junior High School pupils from deprived homes to cope with their academic work?
3. How effective are the coping strategies adopted by Junior High School students from deprived homes in the Awutu Senya East Municipality?
4. What are the characteristics of the coping strategies adopted by Junior High School students in the Awutu Senya East Municipality?

Eighty pupils from deprived homes in the Awutu Senya East Municipality were involved in the study. Through interviews and questionnaires, data were collected on pupils socio-economic background, their coping strategies, effectiveness of the coping strategies as well as the characteristics of the coping strategies adopted by pupils from deprived homes.

5.2 Key Findings

5.2.1 Research Question 1: What are the background characteristics of Junior High School pupils from deprived homes in Awutu Senya East Municipality?

It was found that majority of the pupils fall within the age range of 14 to 16 which is the average age of Junior High School pupils. It also came to light that 18.8% (15) of the pupils had more than five siblings which give an indication that large families have potential effect of pupil's socio-economic status as well as their academic. The tendency of parent's attention and devotion is less on children when the family size is

large and the more the difficulties encountered by the parents in meeting the needs of the children both physically and emotionally particularly when parents receive low income. Also, greater number of the pupils lived with single parents while others live with other relatives.

The guardians of most of the pupils fall within low income earners such as petty trading, farming, driving, carpentry, mason, welders as well as lotto agents and are therefore unlikely to be able to provide all the needs of these pupils.

5.2.2 Research Question 2: What strategies are adopted by Junior High School pupils from deprived homes to cope with their academic work?

The results show that greater number of the pupils from deprived homes adopt positive coping strategies towards their academic work. Major positive coping strategies adopted by pupils include sporting activities, seeking physical support from friends and other relatives, reading their books and doing their homework as well as engaging in religious activities.

Others engage in social vices as means of coping with their academic work. Coping strategies such as depending on boyfriends or girlfriends to get financial support to cope with their academic work, playing computer games regularly, joined gangs and fraternities as well as engaging in substance abuse. Others engage in petty trading, working at the chop bar and selling after school hours to make money to cope with their academic work.

5.2.3 Research Question 3: How effective are the coping strategies adopted by Junior High School students from deprived homes in the Awutu Senya East Municipality?

The results showed that some of the students feel happy at school which shows that their coping strategies are effective in helping them stay at school. However, apart from feeling happy at school, majority of the students do not find their own coping strategies effective since they do not make enough money to support their education. Others indicated they sometimes they sleep in class due to tiredness. The rest indicate that they do not perform well in school despite their efforts. This shows that the coping strategies of majority of the pupils are not effective since majority of them do not perform well academically. The results show that more than half of the pupils regularly miss school at least once in each week to enable them engage in activities which help them to cope with their academic work. Finally, the coping strategies moderately affect how they are able to attend school early before morning assembly.

5.2.4 Research Question 4: What are the characteristics of the coping strategies adopted by Junior High School students in the Awutu Senya East Municipality?

It was revealed from the responses from the questionnaire and the interviews that there were three main physical coping strategies adopted by Junior High School pupils from deprived homes in the Awutu Senya East Municipality. These strategies include engaging in sports such as playing football, regular playing of computer games at game centres and using social media such as facebook and whatsapp regularly.

The results from the study further revealed that most coping strategies engaged in Junior High School students from deprived homes in the Awutu Senya East Municipality involve economic and financial activities. Some of the economic activities include seeking financial support from friends and other relatives, engaging in petty trading, washing bowls at chop bars as well as dealing in scrap metals and truck pushing.

The results from the questionnaire indicate that the most prominent social coping strategy engaged in by students from deprived homes in Kasoa is religious activities. Others engage in amorous relationships just to cope with their academic and emotional needs which they don't get from home. Furthermore, some of the students join gangs and fraternities as their preferred coping strategies in order to find emotional and social acceptance while others engage in social deviant behaviors such as drugs, alcoholism and smoking.

The results from the questionnaire and interviews suggest that students strive to combine their education with basic necessities of life. Some of them make time to do their homework and read their books. However, in an attempt to take care of their basic necessities of life, some of the students indicated that they sometimes run away from school to do other things.

5.3 Conclusions

The study investigated the coping strategies adopted by Junior High School pupils from deprived homes in the Awutu Senya East Municipality. The study used both quantitative and qualitative data to explore the issues of coping strategies in-depth as well as to provide clear understanding of how Junior High School pupils from deprived homes in Kasoa are coping with their academic work.

The study raises pertinent issues related to the social and academic life of Junior High School students in the Awutu Senya East Municipality in the Central Region of Ghana.

The study provides evidence to suggest that:

- i. Majority of the students are solely responsible for their upkeep and provide basic necessities for themselves. This suggests that parents/guardians of most

of the pupils fall within low income earners such as petty trading, farming, driving, carpentry, mason, welders as well as lotto agents and are therefore have difficulties in providing basic necessities for their wards. This situation negatively affects the academic work of these students.

- ii. Although students employ both positive and negative coping strategies to cope with their academic work, these coping activities put unnecessary strain on students who are supposed to have a free mind to study. Thus, though majority of the students do their possible best to remain in school, some of them eventually give up and drop from school while the academic work of others are negatively affected.
- iii. Good number of the students do not perform well in their academic due to the hardship and hunger they find themselves. This makes them find it difficult to concentrate on their academic work even though they try their best to cope with their study.

However, some of the pupils regularly miss classes to engage in activities that will help them generate income to support themselves in school. The headteachers admitted that they have challenges with pupils who are from deprived homes since most of them are not punctual at school and sometimes they come to school on an empty stomach and so learning has become a problem for them. This makes some teachers sometimes sacrifice to buy food for them.

In order to ensure that pupils stay in school and are happy with their academic work, as well as solve the problems of truancy in our basic schools, improve the academic performance of pupils and achieve the universal basic education, there is a need to

ensure that government policies are geared towards addressing the challenges faced by pupils from deprived homes.

The implication is that, pupils who cannot adequately cope with their academic work will eventually drop out to engage in petty trading thereby defeating the government's vision of universal basic education for all Ghanaians of school going age. Also, the performance of pupils at the Basic Education Certificate Examination (BECE) will keep dropping. It is likely to have adverse effect on education in the Municipality.

5.4 Recommendations

Based on the findings, the researcher recommends the following:

1. With the outcome on the findings on research question one parents in the Kasoa should reduce the number of children they have so that they will be able to adequately support their wards in school.
2. With the outcome on the findings on research question two Junior High schools in the Awutu Senya East Municipality should educate and counsel pupils from deprived homes on the need to stay in school as well as on the dangers of engaging in anti-social behaviours.
3. With the outcome on the findings on research question three Junior High schools in Kasoa should create conducive environment for pupils to feel happy at school and also support them academically
4. With the outcome on the findings on research question four Junior High schools in Kasoa should provide social, emotional and academic support to pupils from deprived homes. This will help them cope effectively with their studies.

5.5 Policy Implications of the Study

The following are the policy implications emanating from the study:

1. The Awutu Senya East Municipal Assembly should ensure that the school feeding programme is extended to Junior High schools in the District to ensure that all pupils are adequately fed to enable them stay in school and successfully undertake their academic work.
2. The Directorates should solicit for help from NGOs in aid of these pupils and to support them financially
3. The government should set up education funds to support children from deprived homes.
4. Seminars should be organized to seek support from Philanthropists to come into the aid of these pupils.
5. The Ministry of Health in collaboration with the National Commission for Civic Education (NCCE) should intensify education on family planning to help parents reduce the number of children they should have.
6. Religious organization such as churches and mosques should raise funds to support the social and academic well-being of children from deprived homes.
7. Guidance and Counseling Units of the various schools should identify children from deprived home to support them with academic and career guidance.

5.6 Suggestions for further research

The findings of this study call for further research in the area on the effects of the school feeding programme on the coping strategies of pupils from deprived homes. There is also the need for a study to establish whether coping strategies adopted by pupils from

deprived homes has any effects on their likelihood to stay in school. The following are recommended for further research:

I suggests that a similar study should be conducted in other districts in the Central Region and other regions in Ghana to ascertain the coping strategies adopted by pupils from deprived homes and its effects on their academic performance. This will provide information to policy makers on how to ensure that the FCUBE policy achieves its intended purpose.



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APPENDIX A

Questionnaire for Pupils

Questionnaire for Exploring Coping Strategies of Junior High School Pupils from Deprived Homes in Selected Basic Schools in Kasoa

Dear Student,

Thank you for agreeing to take part in this study. The purpose of the study is to explore the strategies you adopt to cope with your academic work. It is hoped that the

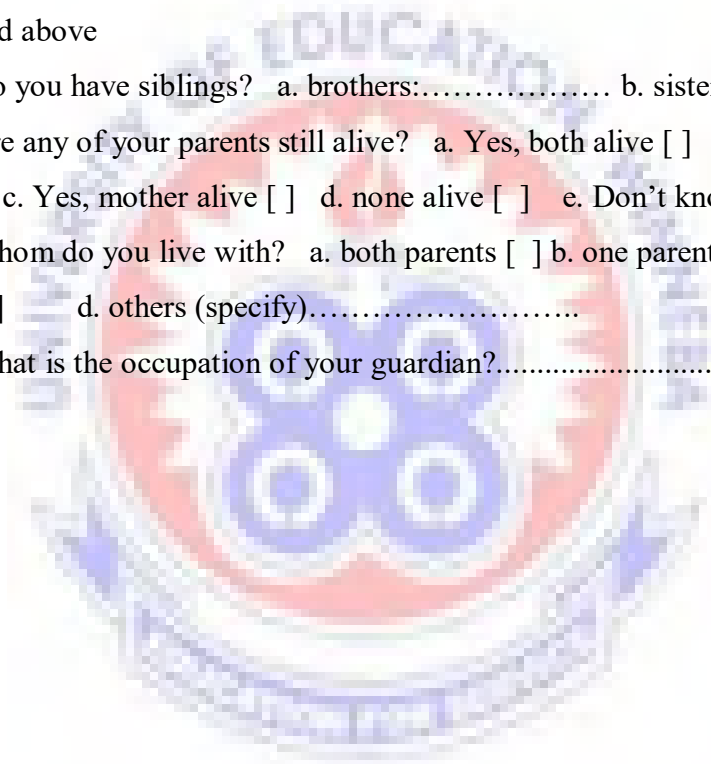
information you provide will help address the challenges that confront you as a students from deprived home.

SECTION A

Background Information

Please, tick [] the appropriate box [] or column; or write in the blank spaces where necessary

1. Sex: Male [] Female []
2. Class
 - a. JHS 1 [] b. JHS 2 [] c. JHS 3 []
3. Age: a.10 years or less [] b.11 - 13 years [] c.14 - 16 years [] d.17 years and above
4. Do you have siblings? a. brothers:..... b. sisters:.....
5. Are any of your parents still alive? a. Yes, both alive [] b. Yes, father alive [] c. Yes, mother alive [] d. none alive [] e. Don't know []
6. Whom do you live with? a. both parents [] b. one parent [] c. other relatives [] d. others (specify).....
7. What is the occupation of your guardian?.....



SECTION B

This part deals with the strategies you adopt to cope with your academic work

Please respond to all items given below by putting a tick [✓] in the appropriate space.

Tick as many as apply to you

S/N	Statement	YES	NO
1	Do you sometimes drink alcohol?		
2	Do you run away from home sometimes?		
4	Do you sometimes engage in smoking?		
4	Do you play computer games regularly?		
5	Do you use social media such as facebook and whatsapp regularly		
6	Do you have a boyfriend or girlfriend who supports you financially?		
7	Do you sometimes join gangs and fraternities?		
8	Do you sometimes use drug and other substances?		
9	Do you engage in sports such as playing football?		
10	Do you spend time reading books and studying?		
11	Do you get involved in church organizations?		
12	Do you sometimes run away from school to do other things?		
13	Do you have time to do your homework?		
14	Do you engage in petty trading?		
15	Do you sell after school hours?		
16	Do you engage in cleaning or washing bowls for others for money?		
17	Do you engage in scrap dealing or truck pushing?		
18	Do you sell at the chop bar to make money?		
19	Do you sometimes seek physical support from friends and other relatives?		

SECTION C

Effectiveness of coping strategies

20. Do you feel happy at school? a. YES [] b. NO []
21. How regular do you go to school?
- a. Sometimes I come, sometimes I don't []
 - b. Every week I miss 3 days []
 - c. Every week I miss 2 days []
 - d. Every week I miss 1 day []
 - e. I come to school every day []
 - f. Other (specify)
22. How frequently do you come to school before morning assembly?
- a. Once a term []
 - b. Two or three times a term []
 - c. About once a week []
 - d. Few times a week []
 - e. Almost everyday []
23. Does somebody at home help with your studies?
- a. YES
 - b. NO
24. How would you describe your motivation to learn?
- a. Highly motivated
 - b. Lowly motivated
25. Do you make enough money to support your education?
- a. YES []
 - b. NO []
26. Do you times sleep in class because you are tired?
- a. YES []
 - b. NO []
27. Do you perform well in school?
- a. YES
 - b. NO
 - c. Somehow

APPENDIX B

Interview Guide for Pupils

How much money do you bring to school?

Who gives the money?

Do you work after school or weekends?

How much do end when you work?

Does it affect your studies?

What work is your parent doing?

When do you learn?

How do you cope with their studies?

Is it helping you?

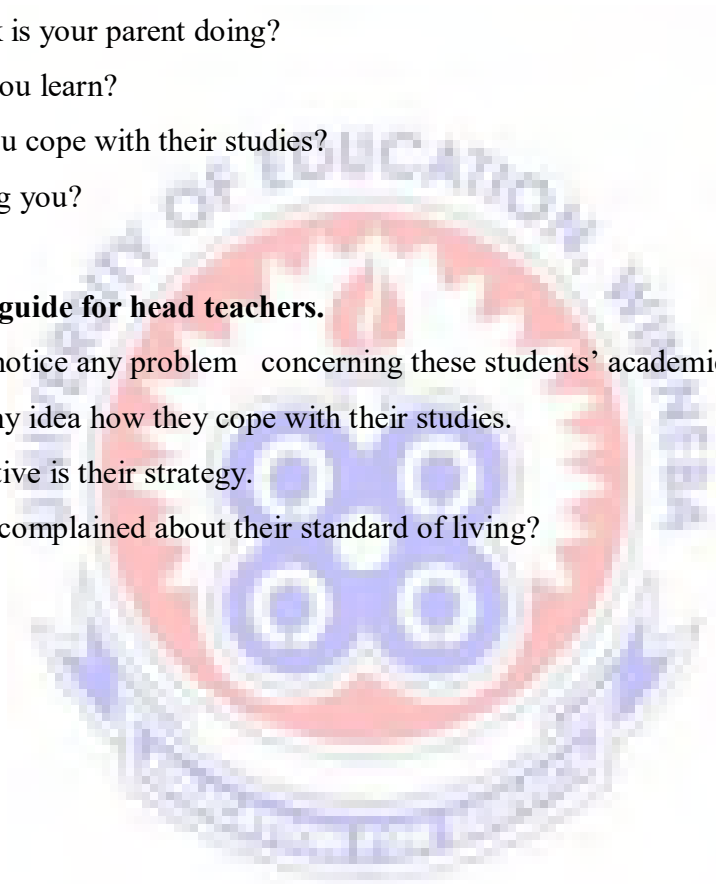
Interview guide for head teachers.

Have you notice any problem concerning these students' academics.

Do have any idea how they cope with their studies.

How effective is their strategy.

Have they complained about their standard of living?



APPENDIX C

Interview Results of Headteachers

Headteacher four

1. Have you noticed any problem concerning these student's academic work?
actually they have problems concerning their academic work err they one come to school late, some come to sleep eventually they couldn't sleep during the previous night they have to come and sleep while lesson is going on attention not the best they lack so many materials for learning their books, pens, drawing board and all those things they can't get them so they struggle and it affect them at end of the day.it is obvious that it affect their learning.
2. Do you have any idea how they cope with their studies?
Now coping with their studies err i think err some of them are very serious. Some of them are not also below the average type. The average type and the serious ones, they may try to learn with their peers work with them so even after school apparently catch up with the class. The serious ones are catching up with their friends. They are trying, they are doing their best some of them are during their best
3. How effective is their strategy?
to extent yes but the best would has been em getting their learning materials all around them, having the time ,eating well and the taking their books serious,well is not the best but they are managing
4. Have they complained about their standard of living?
yes at least my previous school most student come to report about their life style in the house ,they have to help their senior brothers and sisters to do fried rice type to stay overnight for still 12 am to 1 am before going to bed and have to get up early and come to school.so it affect them and then they report, some of them gater courage to report to me.here in this school one person complained that he parents are in the village and together with two other siblings leave with their uncle in kasoia town and the uncle too has lost his job ,the wife also is not

doing any good job so they are left to their faith so apparently the senior one is staying with another person altogether ,he is doing this what we call one tyre(truck pushing) around to gather some money .so he comes to school days out of five days. what ever he gets he tries to give some to the junior brothers and sisters.i gather that is why he is not coming to school.actually that where we found out hhis attendance was poor .there was very little we could do but we informed the pta is also doing their best help us in everything ,they help in giving exercise books exempting them from paying extra classes and few of that nature.yeah they coping ,they are trying their bestmand their reporting too of them.

Headteacher two

1. have you noticed any problem concerning these students academic work?

thank you for your question,oh ok yes we really have a challenge when it comes to students who are deprived homes.my school for instance we have a lot .it has to do with their regularity and puntuality at school and sometimes they come to school onan empty stomach and so learning has become a problem sometimes you have to go all out to buy food so you can imagine such a person.it has not been easy for students who are from deprived communities in my school.

2. How do you see their studies and performance in class?

thank you there is really no study life for majority of them because they comes to school and when the bell goes they don't even wait for extra classes that we organise here.they have to rush home to help parents and there is virtually no i mean there is nothing like study plan for them and so academically it is very poor.

3. Do you have any idea how they cope with their studies?

yeah the majority of the students i have encountered,they try to steal money from their parents sales ,sometimes they keep the money sometimes they get from their parents or from gurdians and then they buy one or two books.some of them even steal books from others.some plea with their collegues to collect

one or two books in order to copy their exercises and all that. so it's been a challenge.

4. How effective is their strategy?

Thank you, sure it is having effects on them but then those that know why they are in the school despite the problems try to cope with such a situation and sometimes find them trying to confide in some teachers to help them to be able to manage themselves, for others they think it is a punishment and therefore they bolt away from the classroom or stay away and do other things like playing outside the school.

5. Have they complained about their standard of living?

Thank you, errm it is true some even come to me to talk to me and sometimes they just gather courage to come and tell me, madam, I have not eaten the whole day and then there are instances I have to give them money from my own pocket. Sometimes some of them go to the teachers to complain but there are others who are shy and so they keep it to themselves and the least thing you do they get provoked and then some of them even will go out of the class and when asked why they are not talking they don't want to talk because we have those that are not vocal, those that are withdrawn due to these challenges and so these are some of the things they face. Sometimes we have some of the teachers also buy food for those who come to complain that they are hungry. Some even confide in some colleagues to borrow them money to buy food.

Headteacher one

1. Have you noticed any problem concerning these students' academic work?

Yes, we are having such problems, what I can say is that they can't cope with school work simply because some of them don't even eat before they come to school. When you just look at their appearance too, you can also know that they are having problems at home, so yes, we are having such problems in our schools.

2. Do you have any idea how they cope with their studies?

With that, you can clearly say that they have problems at home because when you give them homework, early in the morning they will come and do it at school. When you

ask them some of them will be complaining saying they don't have light in our homes, others are saying because of house old chores they do in their various home they cant time to time to finish their homework so that is the major issue that we been having.yes because we know that some of the students goes to kasoia new market during market days to go and work,some of them are track pushers.they go there and then work during the day just to get some money for school so yes they go there ,apart from what they do at school, when they close from school too they go and then push tracks to earn some income for their up keep.

3. Do you of any strategies that these students that we are talking about in your school use to help them to study?

yes some times when they to pay for school things we exempt them because having know their problems i don't think that it is necessary to worry them on such issues. for example when they are paying for their printing fees for examination and they find it difficult to pay we don't collect the money from them but we tell their colleagues that they have paid.that is one of the strategy that we are using to make sure they enjoy the classroom work because when you ask them to go home and you don't allow them to write the examination and sometimes we pay for them that is one of the strategies we use.

4. What about the student themselves?

yes that is what i said early on that some of them work after school after have amass some wealth or money they use part of the money to buy their exercise books and their school uniforms sometimes teachers also help you be there a student will come and say that sir i have eaten for a whole day when you have something you will give out to that student so that is it

5. How effective is their strategy?

err sometimes because you pay for them during examination they even easily write the exams when they are not allowed to write definitely you see what will happen so this is one of the checks we can achieve so far because they don't pay to write exams.

6. Have they complained about their standard of living?

yes normally some of them they come to you when they are to pay for example pta dues and then the exams fees i talked about earlie sometimes i will be in my office and they

will come, sir i don't have money, my father is not around,there is nobody to cater for me so when i see this i discussed with my teachers that this is the problem we normally exempt them from paying such dues and sometimes we even give them some money for their upkeep.when they come to school they complain so i sometimes give them some money not everyday but when i think i have i give them pocket money.

Headteacher three

1. Have you noticed any problem concerning these students academic work?

yes i have notice that they seem not to have a stable academic performance depending on the workload that seem to be having on in a particular week or a term.the term that they don't do much of the selling or help someone to get something to survive, you realise that that they perform well but where they do much of the business their academic work goes down that particular period.

2. Do you have any idea how they cope with their studies?

ok i have observe sometimes that those who sell sometimes when i am in the car coming i have been seeing them,you realise that right after school they hit on the street then sell up to sometime and after selling they will take their rest and then dawn they might wake up then do some revision before coming to school,that was what i got from some of them so for the whole day they will come to school but right after school they have to rush to the street to do their selling after selling and rest a while then following morning they come to school

3. How effective is their strategy?

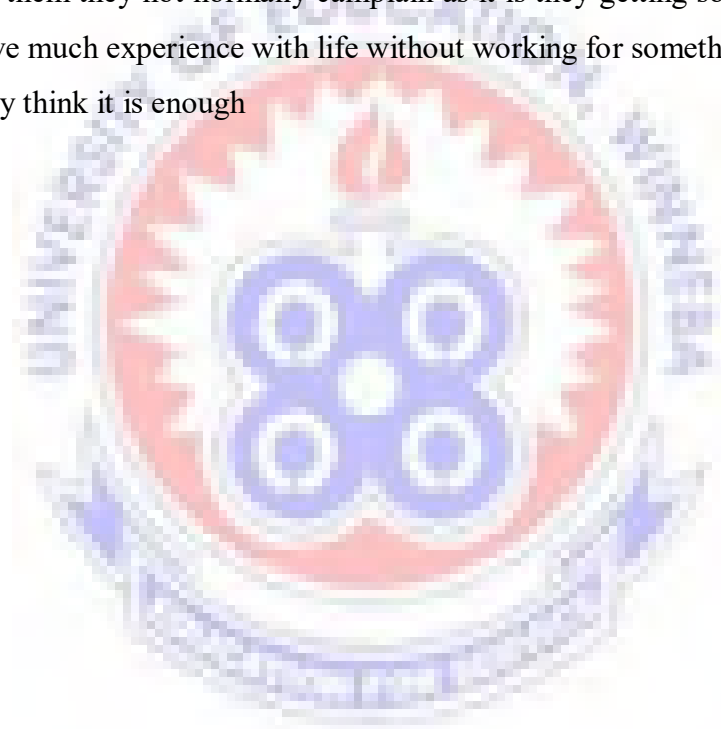
at this level those strategies are not helping that much but at least it is better than them not reading at all so that dawn aspect as i said because they need to work after school they have to get to the street and sell so the only time they rest is at night and if they will do some readings it is at dawn you realise that it has a tone on them because they don't have enough rest and they cant do much of the revision which is going to affect them .it is not all that effective that is why some of us come in to help them or guide them to come out with effective strategies in order to do well in class.that is the main thing.

4. Don't you think that it is having effect on them?

that is the main thing you notice of a child who is working or who is trying to coping with certain thing from a deprived home. most of the student you find them sleeping in class. 90 percent of them doing some work after school something that eat into the night so deffinatly they sleep in the class room it is the main sign to detect that this persoon is working after school.

5. Have they complained about their standard of living?

all is not well with them but as err someone said how do judge cruelty when you have no experience with kindness they know and aside the hustling they also try to earn something so at least the little coins that they earn they think it alright for them they not normally camplain as it is they getting something they don't have much experience with life without working for something so what they do they think it is enough



APPENDIX D

Interviews results of Students

Student one

1. How much do bring to school?

i bring gh5 cedis to school everyday.

2. Who normally gives you money?

my father and sometimes my own money i bring to school.

3. Do you work after school or weekends?

yes i work but when i close from school i don't work but every week i miss school two times and come to school three days.i use tuesdays and fridays are market days so i don't come to school so i use it to work.

4. Do you work on weekends?

no i don't work on weekends

i don't work on saturdays and sundays.i go to classes on saturdays and sundays i go to church.

5. How much do you earn from the work you do?

the day that i will work hard my highest amount of money i get is gh 40 cedis and the day wwork is bad i get gh 30 cedis

6. What affects your studies negatively?

the work am doing

7. Whom do you stay with?

my father

8. What work is your guardian doing?

my father is a welder but has not open his shop yet.

9. Do you have time to study?

i don't have time to learn because i close from the market late and come home very tired and when i come home there is house old chores waiting for me to do so i do it and it delay my time so don't learn.

10. How is your performance at school?

my performance god is my withness is down very down

11. How do you cope with your studies?

the only time i get to learn to learn is saturdays or weekdays wednesdays and thursdays.at times i study in the evening around 9 to 10 pm and sometimes i don't have time study at all.

12. Is it helping you?

no it does not

Student two

How much money do bring to school?

i bring gh5 cedis to school everyday.

Who normally gives you money?

sometimes my aunt have been giving me money and sometimes i myself have been working to get the money.

Do you work after school or weekends?

sometimes after school and weekends.

What work do you do?

i been selling yoghurt after school

How much do you earn from the work you do?

sometimes i get gh 20 cedis as profit and sometimes even last time i had gh50 cedis and above

What affects your studies negatively?

yes i don't have time to study because by the time i close i will be late. i will get home around 10 to 11 pm so i can't learn.

What work is your guardian doing?

i stay with my aunt and she is not working.the money i work for is what sometimes she has been using and sometimes borrow my money and pay back sometimes.

do you have time to study?

no i don't have time to study. when i come i am tired after bathing i sleep

How do you cope with your studies?

i don't have any strategy that help me cope with my studies and the work that i do therefore my performance is below average.

is it helping you?

no

Student three

1. How much money do bring to school?

i bring gh 2 cedis to school everyday.

2. Who normally gives you money?

my dad gives me to school.

3. Do you work after school or weekends?

i work on weekends

4. What do you do?

i sell bread

5. How much do you earn from the work you do?

i earn gh 20 cedis a day after selling the bread.

6. What affects your studies negatively?

sometimes it affects my studies.

7. How does it affect your studies?

i don't get time to learn in the evening because sometimes my mother will let sell in the evening when the don't come early so cant time to learn.

8. Do normally sleep early?

no because of the bread I sell

9. What work is your guardian doing?

my father is a mason and my step-mother is a trader

10. Do you have time to study?

i don't have time to study

11. .How do you cope with your studies?

i sometimes read when i am not selling and in school during breaks and free periods

12. Is it helping you?

i am trying my best to improve my performance since it is below average

Student four

1. How much money do bring to school?

i come to school with err at times gh 8 or 10 cedis.

2. Who normally gives you money?

err by myself ,i work for the money.

3. Do you work after school or weekends?

i work every day after school and during weekends.

4. What work do you do?

i sell a1bread

5. How much do you earn from the work you do?

i earn at times a day i get gh 20 or 40 cedis.

6. Do you use the to cater for yourself?

yes i use the money to take care of myself.

7. Whom do you stay with?

i stay with my elder brother

8. What affects your studies negatively?

yes it affect me because whenever i come back from school i cant learn .i have to go and sell to make money for school the next day

9. What work is your guardian doing?

he is a phone dealer

10. Do you have time to study?

I don't have time to study because i normally close 12am so i can't learn i will be tired and i have to sleep so i can come to school

11. How do you cope with your studies?

i manage the work with my studies by trying to study may be Tuesdays i will not sell and study something small when i get home

is it helping

my performance is good but not good at all and i want to improve upon it .it does not help me because i can't continuously learn therefore when i learn i forget

Student five

1. How much money do bring to school?

i bring gh 3 cedis to school everyday.

2. Who normally gives you money?

my grandmother gives money to school.

3. Do you work after school or weekends?

i work during weekends.

4. What do you do?

i sell pure water and give the profit to my grandmother and she use it take care of me

5. How much do you earn from the work you do?

sometimes 10 to 15 cedis

6. What affects your studies negatively?

yes it affects my studies .my performance is not good

7. What work is your guardian doing?

she is not working

I play football with my friends every Sunday morning because I don't want to stay at home

8. Do you have time to study?

no because it is difficult to add the work with my studies

9. Dow do you cope with your studies?

i manage to study around 8 pm but will be tired so i sleep

10. Is it helping?

it is not heping me so i wish in future i will stop selling and concentrate on studies.

