**UNIVERSITY OF EDUCATION, WINNEBA**

# EFFECTS OF CHILD LABOUR ON ACADEMIC PERFORMANCE OF GHANAIAN CHILDREN OF FISHER FOLKS


**JOHNSON AGBEY ADZIGBLI**

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**OCTOBER, 2016**

# DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:…….....…….

DATE:…….....…….…….

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. JAMES AWUNI AZURE

SIGNATURE:…….....…….

DATE:…….....….

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# DEDICATION

Dedicated to my beloved wife, Gloria Mawunya Ahorsu and children, Seedoamem M. Adzigbli and Semenyo Adzigbli

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# ABREVIATIONS

| Abbreviation | Full Meaning |
|---|---|
| AME | African Methodist Episcopal |
| BECE | Basic Education Certificate Examination |
| Cert A | Certificate A |
| CVI | Content Validity Index |
| CRC | Convention on the Rights of the child |
| DOVVSU | Domestic Violence and Victim Support Unit |
| FCUBE | Free Compulsory and Universal Basic Education |
| GES | Ghana Education Service |
| GPRS | Ghana Poverty Reduction Strategy |
| IPEC | International Programme for the Elimination of Child Labour |
| JHS | Junior High School |
| MSLC | Middle School Leaving Certificate |
| MMYE | Ministry of Manpower, Youth and Employment |
| NCCLEP | National Cocoa Child Labour Elimination Programme |
| NLCD | National Labour Commission Decree |
| RC | Roman Catholic |
| SSSCE | Senior Secondary School Certificate Examination |
| SPSS | Statistical Package for Social Sciences |
| WFCL | Worst Forms of Child Labour |

# APPENDICES

# ABSTRACT

Reports about the huge number of children involving in fishing and its tremendous impacts should be of grave concern to all. Fishing labour market in Keta municipality is shaping children's schooling behaviour where some pupils are combining schooling with fishing. This study investigated the effects of fishing activities on school attendance and academic performance of pupils in the area. Data was collected using questionnaires, pupils' attendance register and examination scores. A sample size of 163 respondents (15 teachers, 74 pupils and 74 parents/guardians) were selected from three basic schools where fishing was predominant. It was shown from the analysis that fishing activities by pupils was high as indicated by 64.9% of the parents and all the teachers. Pupils who were irregular in due to fishing activities performed academically lower than their colleagues that were not combining fishing with schooling. The high rate of fishing activities by pupils was advanced by inability of parents/guardians to provide the needs of their children, compelling pupils to work in order to support themselves. This coupled with other factors such as lack of monitoring of children's education by parents, low parental education and fishing/farming parental occupation resulted in low school attendance and low academic performance of pupils. Child labour policies/laws enforcement, intensive and targeted sensitisation, economic empowerment of parents and improving the education system in the fishing communities to make school going attractive could drastically reduce fishing child labour and promote school enrollment, retention, attendance and high academic achievements.

# CHAPTER ONE

# INTRODUCTION

## 1.0 Overview

This chapter provides the background of the study, statement of the problem, purpose of the study, research objectives, research questions and hypothesis, significance of the study, delimitations and limitations of the study, basic assumptions and overview of chapters.

## 1.1 Background to the Study

The most innocent phase in human life is the childhood where a child is free from all tensions, fun-loving, playing, and learning new things. All pupils should be allowed to enjoy the freedom of their childhood with their peers and their family, to enjoy the love and security of their families and to express themselves academically in their school surrounding with their classmates and teachers. (Anumaka, 2012; Orazem & Gunnarsson, 2004). Pupils are generally regarded as not able to make serious decisions, and legally must always be under the care of a responsible adult (Ole, 2014). Not all pupils, however, go through this beautiful stage of childhood because it can be full of tension and burden where the innocent child is made to work the entire day to support the family economically. Today, due to high incidences of poverty and the changing family structures and value systems, pupils are known to work in the commercial agriculture sector, in tourism, stone mining, fishing and salt mining industries in order to supplement family incomes. This is called child labour (Ole, 2014). Child labour is a work performed by a child under 18 years and which by nature and / or the way it is carried out harms, abuses, exploits and deprives the child of physical, emotional, social, cognitive and

healthy development and also deprives the child of attending and participating effectively in school or education activities (Grier, 2004; Vandenberg, 2007). Child labour is a long standing global problem and complex phenomenon, dating back to the era of the industrial revolution but mostly common in rural areas of developing countries where it has a very firm roots in poverty and the socio-cultural practices (Asiedu-Nyarko, Hagan & Ofori, 2003). Child labour constituted of street hawking, farm work and domestic chores such as taking care of babies, fetching water and firewood, preparing and cooking food, and washing (Isah, 2013) which could either be unpaid child's work in the household or on a household farm or paid child's work or labour outside the home in the market or enterprise (Gunnarsson, Oragem & Sanchez, 2004). This poverty-driven phenomenon was identified to be prevalent in rural, urban and metropolitan areas of Ghana (Ananga, 2011; Asiedu-Nyarko, Hagan & Ofori, 2003). According to International Labour Organisation (ILO) report cited in Ligeve, Poipoi and Maragia (2012), there were about 250 million pupils between the ages of 5 and 14 years working in developing countries – 120 million are working full time while 130 million are working part time. Ole (2014) also reported that out of the 215 million pupils reported by International Labour Organisation in 2004 to be working fulltime, 65 million (30%) live in sub-Saharan Africa. Some of these tasks or activities are very hazardous or by their nature detrimental to the development of pupils and are termed worst forms of child labour (Baah and Badu–Yeboah, 2009). The worst forms of child labour (WFCL) includes all forms of slavery or practice similar to slavery, such as the sale and trafficking of pupils for fishing or to pay for the debt of their parents and relatives, drug trafficking, prostitution, forced or compulsory labour, involvement in illicit activities and forced

recruitment for use in armed conflict and other forms hazardous or detrimental labour (Ole, 2014). A compilation by Otoo (2005) revealed that more than 246 million pupils were working under WFCL worldwide and more than 100 million of these pupils have no access to education of any kind.

Education, an important dimension of pupils's life is very important for the economic development of any nation in the world. According to UNICEF (2007), an educated population is an asset to the future development of a country. It is in achieving this aim that primary education is compulsory for pupils in most countries. The major goals of primary education are achieving basic literacy and numeracy abilities by pupils, as well as establishing foundations for child integration and maintenance for socio-economic development. However, the child presence in the labour market has been the major enemy to this socio-economic development and sustainability through education.

Child labour has become the single most important source of child exploitation and abuse in today's world. The researcher observed that pupils involvement in fishing, a form of child labour is becoming alarming in Keta municipality which might be affecting primary education in the area. The problem of the falling standard of education in Ghana today has been attributed to so many factors including truancy, inability to cope with school academic work, lack of interest, lack of guidance and counseling in our schools to guide pupils to realize their talents and to develop them, teenage pregnancy, drug abuse, poor state of school buildings, inadequate textbooks, lack of workshops, equipment and poor teaching and learning materials, teacher absenteeism, just to mention a few. In Ghana, over 20% of school going pupils have either dropped out or never enrolled in school at

primary level (Ananga, 2011). With the observed increasing rate of school pupils' involvement in fishing activities in the study, the current study therefore investigated whether or not fishing activities have an impact on school attendance and academic achievement and of pupils in the municipality.

**1.2 Statement of the Problem**

Child labour, a facet of poverty, is believed to be having tremendous impact on the physical, social and intellectual development of pupils involved. As teenagers discover themselves in poverty, they tend to seek menial jobs which take away a lot of their time from education and academic progress (Udoh, Achike & Mkpado, 2013; Anumaka, 2012). Despite the introduction of free compulsory universal basic education and a number of other related social interventions in public schools of Ghana aimed at combating child labour and promoting basic school education attainment, the issue of child labour still continues. In Ghana, child labour issues are often associated with labour activities such as housekeeping, hawking, farming and begging for alms but a lot of exploitation also take place in fishing industry, another core of agriculture (Harrison, 2012). In Keta municipality, many pupils are engaged in fishing activities to the detriment of their education. A good number of the teenagers in the area also seen engaging in the various forms of fishing activities during school hours. The researcher observed that instead of attending school, most pupils of fisher folks in Keta municipality particularly boys joined groups of adults who left home early in the morning to go for fishing, or sometimes waited at the beach for the fishing canoes to dock and a larger number of younger pupils joined them later in the afternoon when school was over in order to 'hustle' at the beach. Most pupils enrolled at school only attended classes until

fishing and farm work are unavailable. During fishing seasons they go to work in the fishing industry to earn money. These young pupils may not be able to combine fishing with education effectively, have access to quality education and may be less educated than their contemporaries. This child labour may deprive them from school enrollment, retention, attending regular classes and poor academic performance with serious future implications (Ananga, 2011; Harrison, 2012; Ligeve, Poipoi and Maragia, 2012). However, people, especially parents in these settings and pupils of fisher folks see this as acceptable and may not make informed decisions about the effects of this form of child labour on education.

### 1.3 Purpose of the Study

The purpose of the study was to establish the impact of pupils' involvement in fishing activities on school attendance and academic performance of basic school pupils in fishing communities of Keta Municipality. This would provide additional insight into solving the problem of declining standard of education in the area and the country.

### 1.4 Objective of the study

The study was guided by the following objectives. To find out:

1. Whether the fishing activities of parents/guardians affect the attitudes of their pupils towards education.

2. Whether there is any significant difference in school attendance between pupils who do not engage in fishing activities and those engaging in fishing activities

3. Whether there is any significant difference in academic performance between pupils who do not engage in fishing activities and those engaging in fishing activities.

4. Whether parents / guardians compromise with the pupils to engage in fishing activities as a means of making additional income to the house.

5. Determine why pupils engage in fishing activities

### 1.5 Research Questions

The research sought answers to the following research questions:

1. How do the fishing activities of parents/guardians affect the attitudes of their pupils towards basic education in selected basis schools in Keta?
2. Is there any significant difference in school attendance between pupils engaged in fishing related activities and those not engaged in such activities in the study area?
3. Is there any significant difference in academic performance between pupils engaged in fishing related activities and those who are not engaged in some selected basic schools in Keta?
4. Do parents / guardians compromise with the pupils to engage in fishing activities as a means of making additional income in some selected schools in Keta?
5. Why do you engage in fishing activities?

## 1.6 Null Hypotheses

$H_0$1. There is no significant difference in school attendance between pupils exposed to fishing activities as child labour and those who are not exposed to fishing activities in the selected basic schools in Keta municipality

$H_0$ 2. There is no significant difference in academic performance between pupils exposed to fishing activities as child labour and those who are not exposed to fishing activities in the selected basic schools in Keta municipality.

## 1.7 Significance of the Study

The research findings are intended to be beneficial to the responsible officials in the Ministry of Education, Ghana Education Service (G.E.S.), Head teachers, parents, pupils, School Boards and policy makers by communicating the impact of fishing child labour on pupils' attitude to education and academic performance. The findings could provide the educators and administrators with empirical evidence to inform parents on how fishing activities in the area is building negative attitudes in pupils towards schooling and hindering their academic achievements. This could be useful to stakeholders as it could help the Ministry of Education to design and intensify education of parents on their roles in preventing child labour, building positive attitudes in their pupils towards education in promoting academic performance of their wards. The results of this research could assist the G.E.S to see the need to reshape the curriculum of basic education to suit the economic activities of the area or locality and each season of the year to keep pupils in school. This investigation is also of considerable relevance to the teacher whose

techniques and methods of teaching should reflect on the economic activities of the area, by developing strategies to reduce or eradicate child labour and influencing the pupils to learn more to be employed in more profitable jobs. The study could also encourage various educational authorities to step up guidance and counseling centres in the schools to help counsel pupils.

### 1.8 Basic assumptions of the Study

The study was based on the following assumptions:

1. The respondents would be ready to give information as required and teachers do their work effectively and efficiently.
2. Fishing is one of the activities that prevent pupils from attending and remaining in school.
3. Each basic school pupil has the right to be protected from child labour.
4. Each pupil has equal opportunity to attend school regularly and excel academically in the absence of fishing activities.

### 1.9 Delimitation

This study was delimited to only pupils of three selected public junior high schools in the study area where fishing activities are predominant. Only the head teachers, teachers and junior high school (JHS) two pupils were used for data collection. Due to financial and time constraints, the study was limited to only one of the predominant fishing municipality in Volta region.

### 1.10 Limitations

The respondents in the study sample constituted the head teachers, teachers and JHS two pupils only, leaving out other stake holders like the school management committee, parent teacher association, community leaders, district education office, religious leaders and politicians. These groups of people or individuals, however, could also influence pupils' regularity in school and academic performance. Also, the sample came from only few selected coastal public basic schools in Keta municipality. The result therefore might not necessarily apply to all coastal towns in Ghana.

### 1.11 Operational Definitions of Key Terms

**Child:** Is a person below 18 years of age, who is in the developmental stage of childhood and is ready to start or in his/her fundamental basic education.

**Labour:** Apply to the range of activities which pupils do like domestic work, to work in the household, farms, hawking or begging etc. for economic or non-economic gains

**Child Labour:** Is defined as any situation where a child provides labour/work in exchange for payment including where a child's labour is used for gain by any individual or situation whether or not the child benefits directly or indirectly or where a child provides labour as an assistant to another person and his/her labour is deemed to be labour of that other person for the purpose of payment and this has effect on the child's right to attend school or acquire the required educational standard and deprives that child of psychosocial, physical, mental and healthy development

**Child Labourer**: Is a person below the age of 18 years out of school who is engaged or employed in any work outside the homes with or without payment.

**School Attendance:** Is a vital and administrative record requirement used by school authority and parents to monitor pupils presence in school termly.

**Academic Performance:** Is the pupil's ability to study and remember fact, being able to communicate knowledge verbally or written down on a paper. The academic performance of a primary school entitles scores from continuous assessment and the examination of pupils for the academic session.

**Fishing activities**: Fishing is a form of primary production which is distinct from core agriculture and consists of integrated activities directed towards fish production. Fishing activities include nets mending, setting and re-setting of nets, removal of fish from nets, selecting/sorting of fish according to their sizes, repairing of fishing boats, bailing water from boats/canoes, carrying outboard motors and anchors as well as post-harvest processing of fish (such as sorting, washing, salting, fish drying/smoking, stocking in baskets/bagging for sale) which are often done at home.

### 1.12 Overview of Chapters

Chapter one covered the background of the study, statement of the problem, purpose of the study, significance of the study, research questions and hypothesis, basic research assumptions, delimitations and limitations and operational definition of key terms.

Chapter two reviewed the related literature on the topic. Here reviews of earlier researchers on the study were made.

Chapter three described the procedures used in conducting the research. The researcher used questionnaire and interview to collect information about pupils, from the teachers and parents.

Chapter four dealt with the results of the study, stipulated an overview of the methodology employed for the study, described the presentation and analysis of data and summarised the key findings.

Chapter five focused on summary, conclusion and recommendations. It deals with an overview of the study, a summary of the main findings, conclusion draw from the findings and recommendations and suggestions made for practice and for further research.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.0 Overview

This chapter seeks to deal with other people's opinions on the effect of fishing activities on the academic performance of pupils in basic education. In the chapter, reference is made to parents' involvement of pupils in the fishing activities and its effects on pupils health. Additionally, attention is also given to the effects or fishing activities on the child's academic performance. This chapter reviewed related literatures to the study under the following sub-headings;

2.1 The Concepts and Theories of Child Labour

2.2 Causes of Child Labour

2.3 Forms of Child Labour

2.4 Fishing activities as Child Labour and Education

2.5 Parental Socioeconomic backgrounds, Child Labour and Pupils Education

2.6 Summary of Related Literature Review

## 2.1 The Concepts and Theories of Child Labour

A child is a person who is below eighteen (18) years old and is physically, mentally and socially underdeveloped (Isah, 2013). Article 28 clause 5 of the 1992 Ghanaian Constitution also described child as a person below the age of 18 years. Since there are many issues that a child cannot deal with during childhood, the parents and society are expected to take responsibility for whatever a child does during this period and determine the kind of adult he/she will become. The greatness of any nation depends on how it took

care of this most vulnerable segment of its population who hold the key to the future of the nation. There should therefore be a great commitment and more concrete programmes and welfare of pupils to aid their growth to full physical and intellectual potentials in a technology driven world (Anumaka, 2012; Isah, 2013). According to Maslow's theory of human needs based on a hierarchical model, physiological needs such as food, water, clothing and shelter are the primary drives should be satisfied before a person can think of any need for a secondary desire. Thus pupils will always have the need to learn after all the physiological needs are gratified since learning is secondary to bodily needs and any attempt towards learning requires satisfaction of physiological or bodily needs as an unavoidable pre-requisite (Ligeve, Poipoi & Maragia, 2012). If parents, society and nation are unable to meet their physiological needs, pupils are compelled to work at early ages to provide these needs for themselves. In the context of the research, work of any form for productive ends is described as labour. The most important thing for pupils is to be in school and receive the education to help them obtain basic education and improve their mind- set on issues on life and survival. But underage pupils work at all sorts of jobs around the world, usually because they and their families are extremely poor (Anumaka, 2012). There are 318 million economically active pupils in the world out of which about two thirds of these pupils (218 million) are engaged in what is considered child labour and the reminder participating in acceptable form of work (Vandenberg, 2007). There were an estimated one hundred and fifty eight (158) million pupils aged five (5) to fourteen (14) years in child labour worldwide in the year 2006, and this figure is continuously increasing (Isah, 2013). Child labour is the participation of pupils aged below 18 years in productive labour on a more or less full time basis with or without pay

and with the aim of earning a livelihood for themselves or their families (Isah, 2013; Ole, 2014). Large numbers of pupils work in commercial agriculture, fishing, manufacturing, mining and domestic services, stone quarrying, and stone crashing and across order smuggling. Some pupils work in illicit activities like drug trade and prostitution or other traumatic activities. In urban areas, pupils sell small items on the streets, work in shops, or are involved in commercial sex industries (Anumaka, 2012; Isah, 2013). By nature of these works and the age of pupils, child labour harms, abuses and exploits the child and prevents the child from attending and participating effectively in school. Most child labourers work under hazardous conditions which place their health and physical, psychosocial, intellectual or moral development at risk (Grier, 2004). Frema-Opare (2007) therefore summarised the concept of child labour as work that:

(i) is mentally, physically, socially dangerous and harmful to pupils, and

(ii) interferes with their schooling by way of

- depriving them of opportunity to attend school
- obliging them to leave school prematurely
- requiring them to attempt to combine school attendance with excessively long and heavy work

Anumaka (2012) however, argued in favour of child labour and stated that in many poor localities, child labour is the sole means of family sustaining the family and the child. To deprive these bread earners the opportunities to lift themselves and their immoral hypocrisy just because they are under age does not mean that we should completely deny them of working for survival, they have a right to survive. One cannot just say that they cannot work without providing the alternatives for them to survive. According to Isah

(2013) since most of the child labourers are working out of necessity, stopping child labour without doing anything else could create more challenges such as child prostitution or other employment with greater personal dangers. The danger is exacerbated for those pupils who work in hazardous industries. This is the theory behind the child labour trap. If a child is employed all through the day, the child remains un-educated and subsequently has low productivity as an adult. So child labour can directly contribute to adult un-employment in developing countries (Annabel, 2008). Edmonds (2007) found out child labour to be very responsive to variation in household attributes, especially household living standards but not according to two popular models of child labour supply; parental callousness and so-called nimble finger. The parental callousness theory proposed that parents do not care about the welfare of their pupils and will always seize any earnings opportunities open to pupils while "nimble fingers" theory claims that pupils work because of the presence of certain types of production in which pupils have comparative advantage.

Child labour is often confused with child work, but in recent time it has been put in the spotlight by activists, politicians and economists alike. Theorists, regardless of their orientation, agreed that a child is classified as a "labourer" if the child is "economically active". According to Isah (2013) child work covers tasks and activities that are undertaken by pupils to assist their parents. In particular, such jobs are cooking, washing dishes, weeding, planting, harvesting crops, fetching water and firewood, herding cattle, and babysitting or related works. Child labour on the other hand refers to work carried out to the detriment and endangerment of the child and is characterized by denial of the right of pupils to education and other opportunities, pupils's separation from their

families; and poor working conditions that include among others long working hours, poor working environment, heavy work regardless of age and sex (Isah, 2013; International Labour Organisation, 2013). In many cultures work is still considered indispensable in shaping the child's morality and strength of character and in teaching him or her trade (Vaknin, 2009). Thus child labour can be seen as both participatory-beneficial and exploitative activity. As participatory-beneficial activity, child labour is a way pupils can share in the redistribution of wealth by earning wages. Ligeve, Poipoi & Maragia (2012) argued that in the work process, pupils can learn skills and social values that schools may not offer. A working child she asserts is not idle and thus is less likely to drift away and involve himself/herself in criminal and anti-social activities. As an exploitative activity, Onyango argued that child labour is a way by which pupils under the age of 16 years are exposed to conditions of work that may be harmful to their physical, emotional, mental, and moral welfare. The International Labour Organisation (ILO, 2007) further elaborates and clarifies that child labour is not the participation of a child in work that does not affect his or her health and personal development or interfere with his or her schooling. Examples of such works include activities such as helping their parents care for the home and the family, assisting in a family business of earning pocket money outside school hours and during school holidays. These works contribute to pupils's development and to welfare of their families, provide them with skills, attitudes and experience, and help to prepare them to be useful and productive member of society during their adult life.

## 2.2 The Causes of Child Labour

While the law requires pupils to be in school, poverty and family circumstances force many pupils into child labour schemes at the expense of their education, health and safety (UNESCO, 2005). Poverty, lack of education, lack of knowledge of one's rights and cultural tradition are all contributing factors of child labour. The causes of child labour can be examined under the following headings:

i. Exploitation of poverty and Unemployment
ii. Lack of education
iii. Traditional Beliefs and practices
iv. Broken Homes
v. Child Abuse and Neglect
vi. Violation and Lack of enforcement of Legal framework

### 2.2.1 Exploitation of Poverty and Unemployment

Poverty is the primary cause of child labour as the most important factor compelling parents to deploy their pupils into work obligations (Ole, 2014). More than one-fourth of world's people live in extreme poverty (UNESCO, 2005). The intensified poverty in developing countries (Africa, Asia and Latin America) causes many pupils there to become child labourers (Bennett, Hodne & Sherer, 2010). Poor parents send their pupils to work, not out of choice but for reasons of economic expediency because they (poor pupils and their families) may rely upon child labour in order to improve their chance of attaining basic necessities (Isah, 2013). A number of pupils will therefore have to do menial jobs to supplement the income of the family as well as paying their school fees in

economically challenged families. Thus the most powerful force driving pupils into hazardous, debilitating labour is the exploitation of poverty (Bellamy, 2005). For poor families, the small contribution of child's income or assistance at home that allows the parents to work can make a significant difference between hunger and bare sufficiency. The Parents of child workers are often unemployed or underemployed and are confronted with persistent poverty. High unemployment levels and poor families therefore rely on pupils employment in order to achieve basic necessities. The incidence of child labour decreases as the income and resources of households increase (Admassie, 2002). The worst of it is that child labour by itself repeats the cycle of poverty because child labourers are under-educated and socioeconomically disadvantaged. The labour market skill study by Amankrah (1999) in Ghana estimated wages of street pupils in Accra to be just around the minimum wages at the time of the study. In its analysis of poverty in Ghana, the Ghana Poverty Reduction Strategy (GPRS) captures the effects of poverty in three dimensions – income or consumption poverty, lack of access to basic services, and as an impediment to human development. All three dimensions are considered to negatively affect the demand for education by people from poor households, which results in low levels of participation in education. Poverty is considered to be a major factor in the impediment of enrolment and retention in Ghanaian schools (Ananga, 2011). In urban centers, adults often find it difficult to find jobs because the labour market finds it more beneficial to employ pupils at cheap rates.

### 2.2.2 Lack of Education

Approximately one hundred and twenty five million (125,000,000) pupils in the world do not attend school, limiting future opportunities for the pupils and their communities (Isah,

2013). Several theoretical contributions on the determinants of child labour emphasize the importance of education as a single generation of parent and the long-term implications for decision making in future generations. The theoretical mechanism draws attention to the impact that an education has on the parent's human capital and income (UNICEF, 2005). Parents played greater role in child labour and school attendance (Isah, 2013) and most educated parents hardly allow their pupils into child labour even if they are not economically established (Macharia, 2014).

In developing countries, cuts in social spending have hit education particularly hard. A Ananga (2011) in 14 of the worlds least developed countries revealed that in half of these countries, classrooms for the first grade have seats for only 4 out of every 10 pupils. Half of the pupils have no textbooks. In a dropout literature review, Ananga (2011) identified a number of reasons why pupils drop out of school. Besides the household poverty, other main factors identified were:

Conditions within the School: specifically, factors such as teacher attitude, grade repetition, corporal punishment, difficulty in learning and distance to school;

Quality of Education: the level of school performance, its institutional configuration, its processes and practices, and relationships within school between teachers and pupils all influence access;

Education Resources: educational facilities are linked to quality in terms of human resources and in-school resources such as textbooks, desks and blackboards;

Academic Performance: Poor academic results are associated with higher levels of grade repetition and dropout, and with lower progression ratios to higher levels of the education system. The International Labour Organisation (ILO, 2001) on Ghana also concluded that

the incidence of child labour in the rural areas had risen partly because of the deteriorating school system as a result of economic decline at that period. Poor infrastructure, low teacher moral lack of incentive and low salary for teachers, poor living conditions of most parents who cannot afford three square meals, clothes, textbooks and daily pocket money for their wards compelled pupils to drop out of school and resort to child labour. These pupils end up working in villages around mining sites, coastal towns to engage in fishing and farming in the farming. That is to state that the causes of child labour are primary rooted in poverty created by social and economic inequality as well as in insufficient educational facilities.

2.2.3 Traditional Beliefs and Practices

Families with a positive attitude towards education tend to educate their pupils. Pupils learn most values from the family early including those related to education. Lack of emphasis on education to pupils has made most pupils fail in education in many African countries. Some parents do not consider education a priority and they see pupils, especially girls as variables for marriage and tending gardens. They do not therefore bother to spend a lot of resources on them. Such parents prioritise food ahead of paying school fees or buying reading materials. They mostly refuse to make any contribution towards their pupil's education (Macharia, 2014). In many cultures, female pupils have a lower ranking than male pupils and are generally denied educational opportunities. Girls are therefore better prepared for adult life by sending them to work than investing in their education. Because of this, girls are vulnerable to removal from school in order to work or assume family responsibilities in place of working parents. Studies also show that when parents are faced with financial constraints, especially in rural areas, they give

priority to boys' education. Given this tendency of parents to favour boys in education, girls are prone to be disadvantaged. Because of the cultural belief and consideration that girls are intrinsically inferior to boys, girls are more likely to drop out of school when financial difficulties exist in families. Domestic child labour also keep more girls than boys out of school and that many parents in many developing countries will give preference to boys' education and fails to appreciate the value of education for girls. Instead, they see the value of girl's labour in house and collecting firewood and water United Nations Educational Scientific and Cultural Organisation (UNESCO, 1975; Isah, 2013).

### 2.2.4 Broken Homes, Child Abuse and Neglect

Any time there is a broken home, pupils are the most affected since the supply of their basic needs are affected either by reduction or totally cut-off. They are therefore attracted to any available job with pay to provide for or augment the provision of their basic needs. The situation is similar to abused and neglected pupils who more often than not tend to be providing for themselves and will have no other means apart from doing all kinds of works for survival. In urban areas, some street pupils are pupils who managed to escape from abusive domestic service situations. Thus the incidence of child labour among broken homes, abused and neglected pupils increases as the income and provision of basic needs of these pupils decreases (Ole, 2014). Aryetey (2002) also found out that pupils who are neglected may be forced to work as a means of earning a livelihood. Some pupils work for themselves because their parents are disabled or are experiencing prolong illness and cannot engage in any productive activity. Child labour by itself is a form of child abuse. Most pupils from broken homes live under pressure and difficult situations

and single parents mostly mothers more often than not find it very difficult to send their pupils to school or cater for them properly. The final effect is that they drop out of school, become way ward, street pupils, engaged in child labours and the girls engaged in premarital sex (Lamptey, 2001).

### 2.2.5. Violation and Lack of enforcement of Legal framework

The single and most important response of governments to the problem of child labour has been legislation. Although insufficient on its own, legislation can be a powerful instrument in both preventive measures and punitive action against violation. Even when laws or codes of conduct exist, they are often violated or with inadequate enforcement. Child labour laws around the world are often not enforced or include exemptions that allow for child labour to persist in certain sectors, such as agriculture or domestic work. Even in countries where strong child labour laws exist, labour departments and labour inspection offices are often underfunded and under-staffed, or courts may fail to enforce the laws. Similarly, many state governments allocate few resources to enforcing child labour laws (Isah, 2013). In Ghana, a host of international instruments and local laws are in place: The child Trafficking Project Act 2005 (Act 694). As far back as 1967, the Labour Decree (NLCD 157), had provisions for the protection of pupils from labour exploitation. Taking the stock of what Ghana and many other countries has achieved over the decade after the international community launched the landmark ILO Convention on worst form of child labour (WFCL). It is significant to note that countries, including Ghana has demonstrated their commitment to protect their pupils from exploitative work (Ofori, 2001). The government laws as far back in 1967 show

clearly the concern of government on child labour and pupils rights. Then in 1990, Ghana became the first country to ratify the convention on the Rights of the Child. Again, even before the adoption of ILO convention 182 of 1999, Ghana had already promulgated the pupils' Act of 1998 which deals specifically with child labour issues particularly in its worst forms while the Ghana Criminal Code was amended in the same year to reflect pupils' rights and child protection (Zaney, 2007). It was also in the year 1998 that the Women and Juvenile Unit of the Ghana Police Service was established to protect the rights of women and pupils in the country now called Domestic Violence and Victim Support Unit (DOVVSU) of Ghana Police Force. In 2006 Ministry of Manpower, Youth and Employment (MMYE, 2007), formulated in collaboration with ILO, UNICEF, COCOBOD and other stakeholders in the cocoa sub – sector, a national framework to guide all actions known as the National Cocoa Child Labour Elimination Programme 2006-2011 ( NCCLEP). It aimed to ensure the elimination of child labour by 2011. Major elements of NCCLEP included enhancing the knowledge base on campaigns at national, district and community levels, community monitoring to cover all cocoa growing areas and withdrawal of pupils of school going age from cocoa farming (UNICEF & Ghana Government, 2000). Despite all these initiative, child labour still persist and enforcement the laws fully has been the huge challenge.

Combating child labour requires involvement of every citizen, agencies, organisations and the government through education of both pupils and communities to build positive attitudes towards schooling, poverty reduction by creating jobs, opening of technical institutes in each district that trains production skills necessary for self employment, reviewing and enforcement of legal frameworks on child labour.

## 2.3 Forms of Child Labour

The overwhelming poor socioeconomic situation in a country forced a number of pupils entering the labour market have steadily increased. This is forcing pupils to work in order to fend for themselves or to supplement family income. Ole (2014) divided the profile of child labour in Nigeria into three categories

- Pupils working in public places such as streets and markets: this include streets vendors in mobile and stationary position, young beggars, who work alone or with parents/relatives, shoe repairers, car washers, young scavengers who worked alone or with their families, head loaders/feet washers in markets.
- Pupils working in semi-public settings namely cottage industries and mechanical workshops: apprentice mechanic and vulcanized, bus conductors, Iron and metal workers, carpentry, tailors, weavers and barbers
- Domestic servants in private households: They constitute domestic workers in household of elite and sub-elite families who worked in the middle and upper echelons of bureaucracy private areas.

The most common forms of child labour identified in developing countries include sexual exploitation of pupils, child domestic labour, pupils selling illicit brews, farm labour (subsistence and commercial agriculture e.g. on tea, maize, cassava, coffee, rice, and sugar plantations),herding, fishing, quarrying, mining, hawking, construction, transport, touting and pupils being exploited for entertainment among others (ILO, 2012; Ole, 2014). Thus child labour by International Labour Organisation standard could be classified as Hazardous work and Worst form of child labour. According to Heady (2000) who conducted a research on effects of child labour on learning achievement, observed

almost all pupils in Ghana claim to do some housework, and so the analysis of participation in housework would not be revealing. The concept of child labour therefore originally differs among the concerned agencies such as International Labour Organization (ILO), World Bank (WB) and UNICEF but upon consensus, child labour refers to unacceptable forms of child work with the meanings and implications highly dependent on the social strategies and objectives of each working organization (Ole, 2014). The current official descriptions of child labour among ILO, UNICEF, WB, and other organizations are as follows:

- Child work or pupils' work is a general term covering the entire spectrum of work and related tasks performed by pupils.
- Child labour refers to a subset of pupils' work that is injurious to pupils and that should be targeted for elimination.
- Hazardous work refers to physical, psychological or sexual abuse; work that is underground, underwater, at dangerous heights in confined spaces; work with dangerous machinery, equipment and tools, or which involves the manual handling or transport heavy load; work in our unhealthy environment which would expose pupils to hazardous substance, agents or processes to high temperatures, noise levels, or vibrations which might damage their health.

UNICEF (2008) explains that child labour hampers the normal physical, intellectual, emotional and moral development of pupils who are in the growing process. This can permanently distort or disable their bodies when they carry heavy load or forced to adopt unnatural position at work for long hours. UNICEF (2008) classified the hazards of child labour into three categories namely as Physical, Cognitive, and Emotional, Social and

Moral. Most child labours are therefore hazardous work but some that are very hazardous and are classified by ILO (1999) as worst form of child labour (WFCL). The worst forms of child labour are tasks or activities that are very hazardous or by their nature detrimental to the development of pupils (Baah & Badu–Yeboah (2009). The International Labour Organization ILO adopted Convention No 182 and defines worst form of child labour as all forms of slavery or practice similar to slavery, such as the sale and trafficking of pupils for the purposes of sexual or labour exploitation, forced labour or slavery, for fishing activities and narcotics. Pupils are engaged in commercial sexual exploitation and are reported to engage in prostitution within bars, discos, brothels, massage parlors, and on the streets. While the majority of pupils exploited in prostitution are between 13 and 17 years, pupils as young as 9 years are reported to be involved (Ole, 2014). Article 3 of the International Labour Organization and International Programme on Elimination of Child Labour (ILO / IPEC, 2002) Convention 182 call for immediate prohibition of the WFCL through enactment of laws, regulations and standards. In a compilation by Otoo (2005) to Ghana News Agency, more than 246 million pupils were working under WFCL worldwide and more than 100 million of these pupils have no access to education of any kind.

## 2.4 Fishing activities as Child Labour and Education

### 2.4.1 Fishing activities as Child Labour

Large numbers of pupils work in commercial agriculture, fishing, manufacturing, mining and domestic services. It is estimated that out of the over 215 million child labourers in various economic activities in the world, 60% of them work in agricultural sector, including fishing and aquaculture. The report about the huge number of pupils involved

in fishing, both marine and inland fishing is of grave concern to the Government of Ghana, developing partners and other stakeholders (Harrison, 2013). Efforts are being made to eliminate this menace and to secure the future of these pupils but the increasing price of fish appeals to many fishermen and pupils and it serves as a the major source of livelihood to many families along water bodies. Fishing is a form of primary production which is distinct from core agriculture and consists of integrated activity directed towards fish production. Fishing activities are concentrated mostly at a special site, called fishing station located on streams, lakes, oceans beaches, or their banks. The usual fishing activities carried out are diving into deep water to track fish movements or to disentangle fishing nets from tree stumps, paddling canoes, bailing water from canoes, net mending, removal of fish from nets, selecting/sorting of fish according to their sizes, repairing of fishing boats, setting and re-setting of nets. Some post-harvest marketing and processing works such as sorting, washing, salting, fish drying/smoking, stocking in baskets/bagging for sale are done at home when the fishing station is of lower capacity (Ligeve, Poipoi & Maragia, 2012; ILO, 2012; Harrison, 2013). Fishing activities take place from dawn to evening and pupils usually participate in these activities in the morning before going to school, after school and even during school hours (Harrison, 2013). Pupils into fishing activities is an exploitative child labour activity by which pupils under the age of 18 years who should be in school are exposed to a range of hazardous conditions of fishing activities that may be harmful to their health, physical, emotional, mental and moral welfare. These pupils are exposed to hazardous conditions such as hooks, parasites in the water, and boats that capsized in the wind, and considerable maltreatment as well as other social vices such as drinking alcoholic beverages like beer, smoking, indiscriminant

sexual intercourse, stealing, and even usage of abusive language especially when working with careless adults who treat pupils like adults (Udoh, Achike & Mkpado, 2013; Riison, Anne & Lise, 2004). Just as some girls are handed over to family members to engage in domestic labour, some boys are frequently trafficked, taken by a parent or sent to uncle to help with fishing at the major fishing areas such as on the Volta Lake of Ghana, whose conditions are extremely poor (Bellamy, 2005). A research conducted by Riison, Anne and Lise (2004) in West Africa on pupils involving in fishing indicated that boys migrate to fishing areas in three ways: with their parents, as servants given-by parents to relatives and as trafficking labourers whose parents have been paid by an intermediary. According to their findings, Riison, Anne and Lise (2004) discovered that some of these pupils working in fishing areas are as young as 4 years where most of them are boys with few girls also involved mainly in processing and selling of fish. Boys are generally assigned to mending nets and diving underwater to disentangle nets. Boys working in fishing said they are forced to dive with minimal swimming skills, being beaten regularly and at times drown. The findings revealed that the boys worked day and night, did not attend school, were not paid and were scarcely fed, clothed, provided medical care or time to rest. The researchers concluded that these child labourers were deprived of several years, if not all, of their childhood and forced to do works of high risk of harming their mental and physical health without receiving any kind of remuneration. Fishery is thus one sector where we know severe exploitation occurs, regardless of how pupils end up there and with whom they work (Riison, Anne & Lise, 2004).

### 2.4.2 Child Labour and Education

2.4.2.1 Effects of Child Labour on Education and Socioeconomic development

The key to the success or failure of the educational system as a whole is basic education on which the rest of the education systems are built upon. The concept of basic education is therefore the dominant idea behind the model of universal education. Despite constitutional introduction of FCUBE, school feeding programme and capitation grant to boost school enrollment, retention and academic performance in Ghana and other developing countries, child labour has been the major hindrance to achieving these goals. Ligeve, Poipoi & Maragia (2012) pointed out that because of abject poverty, pupils flock to the beaches of Lake Victoria in search of work at the expense of their education. In developing countries, pupils are making significant economic contributions to their families through their labour market activities (Isah, 2013). According to Khanam and Ross (2005) in rural Bangladesh, putting a child in productive activities may increase current income but will seriously undermine and impede his or her school attendance and the quality of learning achievements of pupils. Lower years of attained schooling and lower returns to schooling lead to greater incidence of poverty as an adult (Isah, 2013). Heady (2000) observed that a child engaged in child labour activities faces exhaustion or a diversion of interest away from academic concerns. Emerson and Portela (2005) noted that child labour could be a way to financing education that an individual would not otherwise have access to, which, in turn, could lead to better outcomes for older child or adolescent workers. Ole (2014) however, argued that schooling and child labour are not mutually exclusive activities and could even be complementary activities. The assumption that pupils either work or attend school is no longer valid. There exists a

complex relationship between child labour and education. Working pupils have been found to pay their own school fees as well as those of siblings (Bass, 2004). Even when work does not prevent pupils from attending school, it may reduce study time or make them tired, reducing concentration and learning. Heady (2003) found that working pupils had substantially lower reading and mathematics test scores than non-working pupils in Ghana, even after controlling for innate ability measured by the Raven's Test. Many young people who drop off the formal education system lack alternatives with proper mechanisms and linkages to enable them acquire requisite skills that would allow them to actively and decently participate in the labour market (ILO, 2012). The informal labour market structure gave pupils the opportunity to gain employment by taking part in fishing expeditions, 'hustling' at the beach, and working on farms; as well as to sell various items ranging from farm produce to provisions. It is thus likely that pupils were pulled out of school by the attraction and accessibility of such an informal labour market structure and this attraction was supported by covert 'collective communal support' for them to sell their labour. It seems that the community condoned dropping out of school and approved of finding a job. It is also likely that such collective communal support created an enabling environment that acted as a driving force, pulling pupils out of school to sell their labour in the informal labour market. It may be argued that such a collective communal support compromises pupils' school attendance and that this was the overt manifestation of a structural devaluation of schooling which otherwise is not visible. Thus pupils engage in economic activities because of the existence of a market for child labour (Ananga, 2011) but the implications, including socio-economic development is far more deteriorating than the present gain. This view is corroborated by Ananga (2011)

emphasizing how communities can influence dropout rates by providing employment opportunities during school hours. Zaney (2007) also observed that child labour is work that deprives pupils of opportunities of formal and informal education and which requires them to assume multiple burdens of school and work at home and elsewhere. The physical development of pupils whose rights are abused therefore become stunned and are thus prevented from realizing their full potential and becoming responsible and productive citizens. A household-based survey in Ghana revealed that pupils who are fishing child labourers had low body mass index than pupils who were studying without doing any economic activity (Kongnyuy, Kongynuy & Richter, 2009) and this could have serious future socioeconomic implication.

2.4.2.2 Effects of Child Labour and Fishing on School Attendance and Performance

The effect of fishing activities, a special form of agriculture and a common form of child labour in fishing communities, on education is not different from other forms of child labour. Local labour market opportunities such as high price of fish appeared to prompt pupils to pursue income-generating activities instead of going to school. Duryea (2003) found out that a buoyant job market acted as the main force pulling pupils out of school. In fishing communities, fishing activities apparently shaped pupils' schooling behaviour and attendance patterns because although most pupils enrolled, they only attended classes until fishing and farm work were available, after which they dropped out in order to earn money. Amate (1999) also identified that most often the child absents himself completely from school for the whole fishing seasons which mostly lasts for not less than two-and-a half months. After the fishing season, he is readmitted into the same school or somewhere else repeating the same class from which he dropped out.

Fishing season, especially when it coincides with the major raining season also makes pupils to frequently absent themselves from school in order to render their services for money or to the parents and even to help friend's parents. These pupils always have a divided attention in class and cannot be expected to do any extra academic studies after school since they must be seriously engaged by fishing in the sea or the lagoon usually in the raining season – or trading market days (Todaro,1982). This practice is also extended to the fishing activities along the coast of Keta. Since fishing is mostly done on seasonal basis, pupils are tempted to leave school and engage in fishing to earn some money for themselves and their families. In the interim, these pupils drop out of school to undertake this fishing expedition. In cases where the fishing expedition is done in nearby towns, the parents are compelled to go along with their pupils. This also ends up disrupting the education of the pupils. Schools which are sited in a typical fishing village have no other option than to close down for that period due to very few pupils who are present. This on and off schooling does not make the child concentrate on what is being taught and most often than not stops school altogether. The effect on the child is that his continual involvement in the fishing activities has generated an interest and exposed him to sources of income. It therefore becomes very difficult for such a child to concentrate on his school even when his needs are provided. Just as some girls are handed over to family members to engage in domestic labour, some boys are frequently taken by a parent or sent to an uncle to help with fishing on sea or at Keta Lagoon.

The most common approaches to empirically estimate the effect of child labour in schools is the instrumental variables approach which considers the school attendance and performance in tests/examinations (ILO, 2012). Meers (1987) stated that education performance reflects the total involvement of a child in the school environment which includes social and emotional development, communication and participation in the classrooms as well as out of class activities. Studies on the relationship between child labour and education compares the educational outcomes of pupils who don't work, or who work less, and those who do work, or work more. Pupils who engage in tasks that are of economic production are usually designated as child labourers, while the rest are considered as domestic chores. Other researchers use hours of work as the sorting variable (Ole, 2014). On investigating the impact of child labour on school attendance and academic performance of pupils in public primary schools in Niger State, Isah (2013) found out that pupils exposed to labour activities were not regular in school attendance and performed academically lower as compared to their counterparts who were not engaged in labour activities. The findings also showed that effects of child labour on pupil's school attendance and academic performance for both child labour exposed and non-exposed instances were mostly poor in females as compared to their male counterparts. The poor school attendance due to pupils' involvement in economic activities resulted in the pupils going to school late or having interruptions in their schooling because of seasonal agricultural activities. The effect of absenteeism on academic performance is that the pupils who are not attending school regularly are rather more exposed to conditions that favour further inability to attend school. The regular school attendance of pupils not exposed to labour gave them advantage in their school

attendance for the session over those exposed to labour. This reflected significantly in a better academic performance in pupils not exposed to labour than those exposed to labour. Besides tiredness, less time to study after school and lack of concentration in class affect those pupils exposed to child labour.

Geographical location of school, pupil's attitude towards school and subjects, inadequate supervision of pupils' activities by teachers and parents, poor teaching methods and lack of facilities affects pupils' school attendance. Also non-employment of school leavers, repetition of class and insecurity results in pupils developing negative attitude towards school hence poor attendance (Isah, 2013). United Nations Educational Scientific and Cultural Organisation (UNESCO, 1975) states that girls clean the house, cook, fetch water, and help care for younger pupils especially when a mother dies, falls ill or is overworked. With all these chores done, girls may be too exhausted to concentrate on their studies, leading to poor performance. Booze and Tanveet (2001) studied pupils aged seven to eighteen (7-18) year in Ghana in the late 1980 and concluded that an hour of child labour reduced school attendance by approximately zero point thirty eight (0.38) hours. Assaad, Levison and Zibani (2003) observed that low attendance of Egyptian girls relative to boys appeared to be associated with a substantial domestic work burden of girls, because boys did not face the same work burden within the home. They faced fewer barriers to schooling such that in the Egyptian data, they did not observe a tradeoff between working and schooling attendance for boys.

According to Akabayashi and Psacharopoulous (1999) the working pupils spent less time studying which was reflected in low both mathematics and reading test scores. However, it is possible that working pupils remain enrolled in school but do not attend school or class regularly. Oghuvbu (2010) found that 22% of pupil's academic performance was influenced by attending classes and therefore concluded that increase in attendance will also increase academic performance of pupils. Otherwise stated, high rates of absenteeism among pupils in farming or fishing communities especially during the long rain or fishing season will affect school attendance and academic performance of the pupils. Child labour was also identified as one of the major factors of school dropout in basic schools. Despite the significant improvement in basic school enrolment in Ghana in recent years, one major challenge facing it has been high levels of drop out where over 20% of school going pupils have either dropped out or never enrolled in school at primary level (Ananga, 2011). In his work on the push-out and pull-out factors of dropping out of school in Southern Ghana, Ananga (2011) revealed that child labour is the main reason that older pupils drop out of school. This was also reported earlier by Kongnyuy, Kongynuy and Ricter, (2009) in their survey of households in Ghana that school pupils' invol vement in fishing activities in the form of child labour contribute to low enrolment in schools and high dropout rates and have a lower academic performance. Several empirical studies have vividly indicated that child labour is adversely affecting school enrollment and retention as well as school attendance and academic performance. Udoh, Achike and Mkpado (2013) showed that the frequency of fishing per week at 5 percent probability level negatively and significantly affected academic performance such that increasing frequency of participation will reduce academic performance by

0.419. The authors were of the view that momentary participation in fishing or average time spent on each fishing day is not a problem to academic development but increasing the frequency of participation in fishing positively significantly affected academic performance. It implied that teenagers who engaged in fishing to support their schooling were cautious and did not allow fishing to unduly interfere with their academic programme. So, relieving them of the suffering will evidently allow them the good opportunity to do their best academically. This implies statistically that deliberate and diligent efforts are required to pass examinations despite one's socio-economic characteristics. In a related study among primary school pupils in Suba and Homa Bay districts to determine whether fishing activities had an influence on pupils' academic achievement, Ligeve, Poipoi and Maragia (2012) used school-based examinations scores conducted at the end of the three school terms as a measure of academic achievement between pupils engaged and those not engaged in fishing. The findings of the study revealed that there was significant difference in the academic achievement of pupils who were involved and those who were not involved in fishing activities, and that the academic achievement of boys was significantly higher than that of girls in both involved and not involved in fishing activities. This leads to the conclusion that participation in fishing activities have an effect on academic achievement, and that the effect is moderated by gender. It was therefore recommended that parents and the community and all stakeholders should be made aware of the detrimental effects of fishing activities on academic performance of pupils with the corresponding long-term implications. If it could not be eradicated totally then at least the number of hours pupils spend on fishing activities should be reduced so that they can have time to sleep, study and prepare for

school attendance and activities. Those who work and go to school may not succeed in education because the long hours spent on the job result in fatigue, slowness, and lack of concentration in class. This in turn leads to poor performance, failure, and high school dropout rates. Since most of fishing activities takes place at night, child workers are overworked and have inadequate sleep which affects their performance in class in that they sleep most of the time instead of concentrating in their schoolwork.

Furthermore, many have resorted to smoking in order to cope with the harsh conditions in the beaches. Child workers in the fishing industry are also exposed to the risk of contracting diseases such as AIDS. They are also vulnerable to illnesses such as malaria, typhoid, cholera, and skin infections which are prevalent at fish landing beaches whose most water sources are contaminated. All accounts of boys working in fishing refer to them being forced to dive with minimal swimming skills, being beaten regularly, and seeing other boys drowns. The boys worked day and night, did not attend school, were not paid, and were scarcely fed, clothed provided medical care or time to rest (Riison, Anne, & Lise , 2004; Ligeve, Poipoi & Maragia, 2012). When pupils are sick they cannot go to school. Likewise when they cannot satisfy their basic need of sleep, their concentration in class is affected (Ligeve, Poipoi & Maragia, 2012). Despite much involvement of pupils in fishing activities in Keta municipality, no known empirical study has been conducted about this phenomenon in the area.

## 2.5 Parental Socioeconomic backgrounds, Child Labour and Pupils Education

Studies indicated that socioeconomic and demographic backgrounds of parents influence their roles, child labour and pupils school attendance and academic achievements. The common parental backgrounds acknowledged in literatures to be influencing their roles and eventually determining child labour and educational attainment are socio-economic status, educational level, occupation, marital status (which determines the level of parenting) and cultural practices. There is interrelationship among education, occupation and socio-economic backgrounds of parents which determines the role parents play in bringing up pupils. It is undeniable fact that there is a strong correlation between socio-economic status of parents and child labour (Macharia, 2014; Ole, 2014). Thus child labour and poverty always move together. This is because once the poor parent or guardian cannot meet the basic human needs of the child, the child will have to resort to child labour to meet his/her basic needs. Poverty is a global phenomenon threatening the survival of humanity. Parents of low socioeconomic backgrounds have a high tendency of engaging their wards in income generating ventures to help augment the family income. It is possible that pupils are somehow in a way encouraged by their parents to go to the beach and fish when their parents demand part of the income they (the pupils) get from the work they have done (Todaro,1982; Macharia, 2014). Theoretically, there were many reasons why there might be a negative connection between family income and child labour. Several studies, including Isah (2013), Ole (2014) also indicated that pupils of poor parents were vulnerable to child labour and mostly they do not attend school and/or irregular in school. The parents do not see education as increasing employment prospects for their pupils and therefore keep some of them, especially girls out of school.

They were taught to work and learn traditional skills that would enable them secure basic livelihood during adulthood and prepare them to be good housewives. Studies over the years has established that that poor school attendance is due to the requirements parents place on their pupils to be economically active, which resulted to the pupils going to school late or having interruptions in their schooling because of the child labour which significantly affect their academic performance (Macharia, 2014)

Learning extends beyond the classroom and it includes home and community encouragement. The academic performance of any school is highly influenced by its parents. It is therefore the role of parents to ensure that the surrounding of their pupils at home promotes learning. (Macharia, 2014) outlined a number ways that parents influence academic performance of their pupils. Parents need to have a positive attitude towards education which will in turn encourage a child to learn. Parents have authority over pupils absenteeism, availability and variety of reading materials at home and excessive television watching. It is the role of parents to motivate pupils from home in order to perform well at school. It is the role of parents to avoid divorce and other irresponsible behaviours which create stress to pupils. In addition, parents have other roles to play in order to promote academic achievements of their pupils. They have to provide educational and other basic needs of the pupils, ensure that pupils are not overworked with domestic work at the expense of school work and that pupils study at home. Parents must motivate their pupils to aim at high academic achievement, attend school regularly and at the right time when schools open. Parents must also participate in school activities such as attending parent-teacher association meetings, school anniversaries etc. When

pupils are encouraged and supported in learning by parents, they do well in schools. It is the responsibility of parents to avoid local traditions and customs such as early marriage and Female Genital Mutilation (FGM) that hinder pupils from going to school. Parents need to discuss with their pupils the acceptable and unacceptable behaviours to avoid indiscipline cases in schools. Some parents do not provide a conducive home environment for their pupils due to frequent quarrels at home. Thus parents have a great impact on a school and its operations and if parents do not support school programmes, learning will be adversely affected. Some working parents too do not have enough time for their pupils leading to low academic achievements by their pupils (Caroline & Clauss, 2006; Macharia, 2014). These and many other roles of parents are, however, greatly influenced by socio-economic, education, occupation and cultural practices and beliefs of parents resulting in some parents not to be responsible (UNICEF, 2007).

A number of direct and indirect costs of schooling were mentioned by Ananga (2011) in the determinants of school participation which affect enrolment, attendance and academic performance especially amongst the poor households. In Ghana now, payment of school tuition fees may not be the main reason behind dropping out in public basic schools since basic education in public schools do not charge pupils any tuition fees since the introduction of FCUBE policy. However, other fees (example printing fees) that might be charged apart from tuition and other direct costs (e.g. uniforms, exercise books, reading materials, transport, food etc) might be the reasons why poor households sometimes withdraw their pupils from school in order to work as part of a coping strategy to meet costs and generate resources to support the costs of schooling (Ananga, 2011). An

empirical study conducted by Yusif, Yussof and Noor (2011) on the determinants of pupils academic performance in senior high schools (SHS) in Ghana also suggested that there is a positive correlation between a parent's educational attainment and the type of school the child attends. The researchers discovered that highly educated fathers value the contribution of education to socio-economic development of their pupils and appear to send their pupils to well endowed schools than less educated fathers.

The empirical results also revealed that academic ability and type of school attended are the most important predictors of performance in the final SHS examination and that having a father who is a farmer reduces the probability of qualifying for post secondary education by 29%. Analysis from many previous studies including Todaro (1982), Kibera and Kimokoti (2007), Ananga (2011), Ole (2014) and many others reviewed in Macharia (2014) showed that parents' socio-economic and demographic backgrounds dictate school attendance and academic performance of their pupils. This is usually with parents who have their occupation as farming and fishing where they turn to seek the assistance of their wards in their work and this normally means such pupils often absent themselves from classes or go to classes very late and tired. Such pupils therefore, take the school as their resting place instead of place of learning. This goes a long way to affect their performance in school. On the other hand, if a child attends school in an area where there is a generally positive attitude to school and where it is thought that school serves as a useful function, he/she will be able to integrate his/her school and home life relatively well. Todaro (1982) observed that most often than not, people in rural areas prefer their pupils to take after their occupation. These parents do not have much interest

in their pupils' education but send their pupils to school just because other people's pupils are attending school. School attendance is poor because people living in those areas do not consider that school performs an essential function and the child may have some difficulty in integrating his perception of the school and home. Todaro (1982) further stated that in any case there is a real cost to a poor family of having an able bodies-child attending school when there are productive work to be done on the farm, beach, market or in the lagoon, a cost which is not reflected in school fees.

This is to state that educated and socio-economically sound parents are more responsible and their pupils have advantage of attending school regularly to achieve better academic scores/grades than the pupils whose parents are of low socio-economic and demographic backgrounds. One school of thought pointed out that unskilled or disadvantaged workers compete with one another for minimum wage jobs. The resulting low income makes these unskilled workers less able to afford good education for their pupils to build them up socio-economically. They do not have much interest because their occupation or their economic activities by nature may not require any skilled worker or labour. Therefore parents who are engaged in such activities do not see the need to spend so much on their pupils's education when what they are doing could equally be done by their pupils without "that education" (Todaro, 1982). Parents expect their pupils to complete their basic education and come to take up their occupation. So whenever the child absents him or herself to do similar job for money to help supplement the finance for the family upkeep, parents do not object or reprimand their pupils from absenting themselves from school. Contrarily, should the parent's occupation require a skilled and well educated

personnel, parents would see to the best of their pupils' education in order to acquire a more profitable job after their school. Parents' occupation has affected their income and as well as their socio-economic status and, in effect has affected their expenditure on their pupils' education. Thus parents with high educational attainment and profession and with good socio-economic backgrounds play their parental roles of guiding their pupils properly to develop high self-esteem and social competence, support and provide basic needs for their pupils and also monitor their pupils in all aspects including education. The end result is that most of these pupils do not involve in child labour but rather attend school regularly, performance very well academically and become great socio-economic contributors to the family, community and the nation at large. The opposite parental backgrounds and its impact on education and socio-economic development of pupils is common, especially in developing countries and most rural areas. This generally repeats the cycle of poverty and child labour in these settings.

**2.6 Summary of Related Literature Review**

This chapter reviewed related literatures on the effects of child labour, fishing activities, parental socio-economic status and roles on school attendance and academic performance of pupils under the sub-headings stated in the chapter. It was established that child labour is a work of any form that involves either paid or unpaid work done by pupils below 18 years that is detrimental to the child's health, mental, social, physical, moral and economic development and deprives the child of education and other socio-economic opportunities. Findings of the literature reviewed indicated that poverty is the most powerful force driving pupils into hazardous, debilitating labour because for poor families, the small contribution of a child's income or assistance at home can make a

difference between hunger and a bare sufficiency (Bellamy, 2005). There is therefore a strong correlation between socio-economic status of parents and pupils' involvement in child labour (including fishing activities), school attendance and academic performance. This is especially common in developing countries, rural areas and among the fisher folks. Hence, relating the impact of child labour to school attendance and academic performance of pupils summarily showed that poverty, poor parental care with gross deprivation of social and economic needs of a child usually yield high child labour, poor school attendance and low academic performance of the child.

With the high market (demand) and supply chains of fish and abundant water resources in Keta municipality, fishing has been the main source of income for the indigenous and many teenagers are also actively at the expense of their education, health and development at large. The literature reviewed, however, did not find any study in Keta municipality investigating the effects of pupils engagement in fishing activities on pupils' school attendance, learning and academic performance. Even though teachers and education authorities constantly complained about this, both pupils and parents might not recognise the gross effects of this since there is no known statistical evidence to support these claims in the area. This study was therefore intended to bridge this gap by providing empirical evidence on the impacts this form of fishing child labour on school attendance and academic achievement of junior high school pupils engaging in fishing activities in the area.

# CHAPTER THREE

# METHODOLOGY

## 3.0 Overview

This chapter describes the entire procedure for the research. It discusses research design, the study area, population and sampling techniques, instrument for data collection, reliability and validity, data collection procedure and data analysis.

## 3.1 Research Design

The descriptive survey research design was used for the study. The descriptive survey design involves the collection of data in order to test hypotheses or to answer questions concerning the current state of a phenomenon (Fraenkel & Wallen, 2009). According to them, descriptive survey produces a good number of responses from numerous people at a time, provides a meaningful picture of events and seeks to explain people's perception and behaviour on the basis of information obtained at a point in time. To them, descriptive survey designs could be used with greater confidence with regards to particular questions which are of special interest and value to researchers. The design aims at determining the nature of a situation as it exists at the time of study (Creswell, 1994). In addition, using qualitative techniques such as interviews helped the researcher to probe further on issues as they emerged. It is therefore a mixed method study.

## 3.2 Background of the study area

Keta Municipality with Keta as the capital, is one of the 25 districts of the Volta Region of Ghana and lies within Longitudes 0.30°E and 1.05°E and Latitudes 5.45°N and 6.005°N. There are a lot of water bodies, facilitating water transportation which is cheaper than road transport, and has potential for large scale commercial fishing. The largest water body in the municipality and the largest lagoon in Ghana is Keta Lagoon.

According to the 2010 census, the population size of the municipality was 147,618 (46.4% males, 53.6% females) with more than half (53.3%) of the population residing in urban areas. The population is youthful with 34.6% of the population below 15 years and pupils constituting the largest proportion of the household population, accounting for 33.3 percent. Keta Municipality has various educational institutions ranging from pre-school to tertiary but only 38.8% of the population were currently in school and 22.4% have never attended school per the 2010 census. Agriculture is the main economic activity in the municipality where 34.4 percent of the total households with the majority of the population engaged in crop farming, livestock keeping, fishing and other related trading activities. The municipality has a lot of tourist attractions such as the clam water bodies around the Volta estuary, the extensive Keta lagoon, the numerous creeks, the beautiful sandy beaches, lagoons and items of historical significance (Ghana Statistical Service, 2014)

**3.3The study area**

Keta municipality was chosen because the town is located in between the sea and the Keta Lagoon and so fishing is the major occupations for most indigenous people and number of school pupils are also involved in the fishing activities. The study was conducted in Kedzi AME Zion JHS, Vodza R. C. JHS, and Kedzi-Havedzi JHS in the Keta municipality, schools located in towns, about 600 meters apart where a lot of commercial fishing activities go on. Due to the deteriorating economic conditions of parents and guardians as a result of low catches both in the sea and the lagoon, brought about by climate change and overpopulation, parents and guardians no longer meet the needs of their pupils and the pupils have to resort to fending for themselves to go through

school. The devastation wrought on these townships Kedzi, Vodza and Kedzi-Havedzi robbed the people of almost all other economic activities apart from fishing and the parents had no choice than to leave their pupils to their fate to survive. This situation has forced many of these pupils to embark on fishing in both the sea and the lagoon in order to eat, buy clothes, and go through school. The study area for the research is purposely chosen because the three schools are located in towns where a lot of fishing activities go on and a sizeable number of the pupils engage in the fishing activities.

### 3.4 The target population of the study

The target population for the study was 261 and it comprised teachers and junior high schools two (JHS 2) pupils with their parents in selected Junior High Schools (JHS): Kedzi AME Zion JHS (127), Vodza RC JHS (58) and Kedzi-Havedzi AME Zion JHS (76), all in the Keta Municipality.

The full detail of the target population is presented in Table 3.1

**Table 3.1: Distribution of target Population of the study**

| Selected JHS Schools | Number of pupils | | Number of Teachers | Total |
|---|---|---|---|---|
| | Boys | Girls | | |
| Kedzi AME Zion | 72 | 46 | 9 | 127 |
| Vodza RC | 29 | 21 | 8 | 58 |
| Kedzi-Havedzi AME Zion | 49 | 20 | 7 | 76 |
| **Total population** | **150** | **87** | **24** | **261** |

### 3.5 The sampling procedure

A purposive sampling procedure was used in each school to select the pupils to respond to the questionnaire. This was done with the help of a teacher from each school since they new those who regularly absent themselves from school and engaged in fishing activities and those who regularly attend school. The parents of the purposively selected pupils were also chosen to answer the questionnaire. Teachers from the schools were also purposely chosen because they were directly involved in day to day activities of these pupils.

**3.6 The sample size**

Sampling was done in three selected basic schools viz Kedzi AME Zion JHS, Kedzi-Havedzi AME Zion JHS and Vodza R.C JHS in the Keta Municipality. A sample size of 163 respondents made up of 15 JHS school teachers (5 from each of the three schools) and 74 pupils and 74 parents/guardians. The full details of the sample size was summarised in Table 3.2

Table 3.2. *Distribution of the sample size of the study*

| **Selected JHS Schools** | **No. of Pupils** | | **No. of Parents** | **No. of Teachers** | | |
|---|---|---|---|---|---|---|
| | **Boys** | **Girls** | | **Male** | **Female** | **Total** |
| Kedzi AME Zion | 19 | 6 | 25 | 4 | 1 | 55 |
| Vodza RC | 17 | 7 | 24 | 3 | 2 | 53 |
| Kedzi-Havedzi AME Zion | 16 | 9 | 25 | 4 | 1 | 55 |
| **Total population** | **52** | **22** | **74** | **11** | **4** | **163** |

**3.7 The Instruments of the Study**

The instruments used for the study were questionnaire and document analysis. Interview was also used based on the questionnaire items because some parents could not read and write and as such the researcher had to read the questionnaire items, explained to them and chose the appropriate response they gave on the questionnaire items. Open and closed ended questionnaire consisting list of items relating to the aims of the study to which the respondents were required to answer. A questionnaire was used because it is a much quicker means of collecting data from relatively large population or sample (Fraenkel & Wallen, 2009). The responses are entered rapidly and data can be examined automatically, producing graphs and tables as well as wide range of statistics. With this approach, Cohen, Manion and Marrison (2007) have identified some strengths such as quick to conduct, cheap to administer and limited control effects as subject only participate once.

Three main instruments were used for collecting data for the study. Questionnaire items were designed and used to collect data on parents and teachers. Questionnaire items, continuous assessment records and registers of the pupils were used as data collecting tools on pupils. These can be found in the appendices.

### 3.8 Questionnaires

Thomas (2003) suggested using questionnaire in collecting large data because (i) large quality of data can be collected in a relatively short period of time; (ii) a wide variety of information can be obtained from participants particularly if the questions and multiple choice and (iii) data can be collected from participants in distant places and in the absence of the researcher. Hence the use of questionnaires in this study.

#### 3.8.1 Pupils' questionnaire

Questionnaire for pupils consisted of two sections: personal details and education literacy, after school work and challenges faced by the child. All the items on the questionnaire used for the study were closed-ended type, that is there was a limited number of predetermined responses and the respondents could only choose the item appropriate to them. In all there were 12 questionnaire items that the pupils responded to; 8 of which were multiple choices and rest of the four (4) were Yes or No questions.

### 3.8.2 Teachers' questionnaires

Questionnaire for teachers were in two sections: personal details and problems faced by pupils involved in the fishing child labour. In all there were seven (7) questionnaire items of which two (2) were Yes or No.

### 3.8.3 Parents' questionnaires

Parents' questionnaire consisted of 14 structured questionnaire items with predetermined responses provided for them to respond to by selecting the appropriate option. Some of the questionnaire items required the parent to provide alternative options which were not included in the already provided options. Contingency questions were also used. The items on the questionnaire were made up of personal data of parents, parental role in providing the needs of pupils, information on whether their wards or pupils go to school on fishing days or not.

## 3.9 Pilot testing

A pilot test was conducted to test the reliability and validity of the questionnaire. Twelve (12) pupils and their parents and six (6) teachers totaling 30, from Anlo-Afiadenyigba JHS answered the pilot questionnaire. Each category of participants; pupils, teachers and parents answered different questionnaire items designed for them. Data were also collected from pupils' school attendance register and their academic record. After the pilot test, the questionnaire items which were not very clear were reframed to improve clarity to enable the respondents give the needed information. The aim of the pilot study was to determine the adequacy and suitability of the instrument for the study and to ascertain any difficulty the researcher may come across when carrying out the main study.

**3.10 Validity and Reliability of the instruments**

3.10.1 Validation of the Instruments

Validity of research instrument is its ability and extent to measure the concepts it is intended to measure (Awanta & Asiedu-Addo, 2008). To establish validity, before pilot study, the instruments were given to three senior lecturers, in the department of Technical Education including the researcher's supervisor to assess the relevance of each item in the instrument to the objectives and rate each item on the scale as very relevant (4), quite relevant (3), somewhat relevant (2) and not relevant (1). Their suggestions were used to improve the validity of the final instrument. Adjustments on the questions were made until validity was achieved. Validity was established using Content Validity Index (C.V.I) given by the formula below Nabaseruka (2010).

$$CVI = \frac{\text{No. of items declared valid}}{\text{Total no. of items}}$$

Ole (2014) stated that the research items/research instrument are/is acceptable if the coefficient validity value is equal to or greater than zero point seven (0.7). The CVI for pupils and teachers, the co-efficient were 0.86 and that of parents was 0.71, signifying that the instruments were reliable (see Appendix V).

3.10.2 Reliability of the Instruments

Reliability is a measure of the degree to which a research instruments (in this case questionnaire) consistently reflect the construct that it is measuring on repeated trials. One way to think of this is that, other things being equal, a person should get the same score on a questionnaire if they complete it at two different points in time (Andy, 2009). In this study, the Cronbach's alpha, $\alpha$, which is the most common measure of internal consistency in literatures was used to calculate the reliability co-efficient of the questionnaire items. A reliability coefficient of at least 0.7 is accepted as reliable in research. The data collected from the pilot study were statistically analysed for reliability coefficient using the alpha coefficient of reliability. The Cronbach's alpha reliability co-efficients were 0.76, 0.86 and 0.88 for pupils, teachers and parents respectively (see Appendix VI). These reliability coefficients were considered adequate for the consistencies of the instrument.

**3.11 Data collection procedures**

The study was a mixed method and used primary source of information. The researcher personally visited the schools with an introductory letter issued from science faculty, UEW.

The researcher sought for permission from the headmaster of the schools before administering the questionnaire personally. The researcher met the teachers of each school and explained the purpose of the questionnaire. The questionnaire for teachers were then administered to them and collected back.

The questionnaires for pupils were administered to them by the researcher with the help of a teacher after the brief introduction of the researcher and the purpose of his visit was done. The researcher with the help of the teacher purposively selected pupils to provide answers to the questionnaire in each of the three schools. The questionnaires were collected by the researcher after they had been answered. A number of visits were made to these schools to administer the questionnaire items since some of the targeted pupils could not be reached at one visit because some were absent from school. Copies of pupils' registers and continuous assessment records were also collected from the schools by the researcher.

It had been observed that the residents leave their homes very early in the morning to engage in their economic activities; therefore the researcher visited the communities in the afternoon and on Sundays for four weeks to administer the questionnaire to parents and guardians. After a brief introduction and the purpose of the visit was declared, the researcher administered the questionnaire to parents, collected them back after they had answered. Some of the parents could not read and write and the researcher had to read, explain and tick the appropriate option they chose on the questionnaire.

**3.12 Data analysis**

The data collected from the respondents were coded and analysed using Statistical Package for Social Sciences (SPSS). The data were subjected to descriptive statistical

analysis, frequency distribution, percentages and graphs to analyse and report. The independent-samples *t*-test was used to test all the null hypotheses of the study at $p \leq 0.05$ level of significance. At this level the null hypotheses were either accepted or rejected.

### 3.13 Ethical considerations

Ethical approval was obtained from the ethical review committee of the University of Education, Winneba, Ghana. A written consent was also sought from the municipal director of education and the headmasters. The purpose of the study was explained vividly to all respondents and their confidentialities assured before administering the questionnaires. No experiments were conducted and the rights of the individual were also observed. Data collection procedures and analysis were free of any personal identifiable information to ensure confidentiality and anonymity.

# CHAPTER FOUR

# RESULTS

## 4.0 Overview

This chapter describes the results obtained from the data analysis in relation to the impact of child labour on academic performance and school attendance of pupils of fisher folks in the Keta municipality of Ghana. Percentage frequency tables were used to analyse personal data of the respondents (pupils, parents and teachers). Percentage frequencies, mean and graphs were used to answer the research questions, while independent sample t-test was used to test the null hypotheses at 0.05 levels of significance against a critical t-value to decide whether to retain or reject the null hypothesis. The results section was guided by and organised according to the research objectives.

## 4.1 Demographic and Background characteristics

This section presents the characteristics of personal attributes of the individual respondents. The analyses of bio-data of the pupils and parents are as follows.

Out of the 74 pupils, 52 (70.3%) of them are boys and 22(29.7%) are girls. In terms of age, majority of the pupils were in the early teens; 50 (67.6%) aged 15-17 years and only 6.8% were above 17 years. Nineteen (25.7%) of the pupils were aged between 11-14 years.

The number parents also numbered 74. Forty-three of the parents (58.1%) were males and 31 (41.9%) were females. The minimum and maximum ages of parents were 38 and 65 years respectively with an average age of 49.46years.

The educational backgrounds of parents were considered. Their qualifications are indicated in Table 4.1

*Table 4.1: Educational Background of Parents*

| Educational level | Number | Percent |
|---|---|---|
| None | 16 | 21.6 |
| MSLC | 21 | 28.4 |
| BECE | 14 | 18.9 |
| GCE/SSSCE | 12 | 16.2 |
| Cert A | 4 | 5.4 |
| Diploma/Degree | 7 | 9.5 |
| Total | 74 | 100.0 |

Table 4.1 showed that the educational level of parents was generally low whereby most of the parents, 21.6% and 28.6% of them had No education and Middle School Leaving Certificate (MSLC) respectively. Very few, however, had higher education (9.5% with diploma/degree) and then 5.4% with certificate 'A'.

The economic activities of parents were also considered and presented in Table 4.2

*Table 4.2: Economic background of Parents/Guardians*

| Occupation of Parents | Number | Percent |
|---|---|---|
| Teaching | 10 | 13.5 |
| Fisherman | 32 | 43.2 |
| Fishmonger | 10 | 13.5 |
| Petty trading | 10 | 13.5 |
| Driving | 4 | 5.4 |
| Farming(crop/animal) | 2 | 2.7 |
| Hairdressing/Tailoring | 6 | 8.1 |
| Total | 74 | 100.0 |

The main occupation of parents along the coast is fishing and fishing related works whereby 42 (56.7%) engaged in both fishing and fish mongering (Table 4.2).

The qualifications of teachers were presented in Table 4.3.

*Table 4.3: Qualification of Teachers*

| Qualification | Number | Percent |
|---|---|---|
| Cert A Post Sec | 1 | 6.7 |
| Diploma | 12 | 80.0 |
| Graduate teacher | 1 | 6.7 |
| Other(SSSCE) | 1 | 6.7 |
| Total | 15 | 100.0 |

From the Table 4.3, majority of the teachers, 80% had diploma education and with 1% each teaching with Certificate A, degree and secondary/senior high school certificate.

Table 4.4 presents the distribution of teachers with regard to number of years of teaching experience.

*Table 4.4: Teaching experience of Teachers*

| Years of teaching | Number | Percent |
|---|---|---|
| 1-5yrs | 9 | 60.0 |
| 6-10yrs | 3 | 20.0 |
| 11-20yrs | 1 | 6.7 |
| 20 and above | 2 | 13.3 |
| Total | 15 | 100.0 |

Table 4.4 showed that 60% of the teachers had been teaching for less than six years while 13.3% had taught for 20 years and above.

Table 4.5 presented the report from both parents and teacher on the observation of pupils' involvement in fishing activities in the study area.

*Table 4.5: Fishing activities of pupils in the area*

| View | Items | No(%) | Yes(%) |
|---|---|---|---|
| Teachers | Do you have pupils in your class engaging in fishing? | 0 | 100 |
| | Staff meets to discuss pupil's fishing activities | 20 | 80 |
| Parents | Does your child engage in fishing activities? | 35.1 | 64.9 |

Table 4.5 showed that all the fifteen teachers (100%) reported that they had pupils in their classes engaging in fishing and 80% reported that the staff meets regularly to discuss this issue of pupils' involvement in fishing and related effects on the pupils. This result also showed that 64.9% of the parents agreed while 35.1% of them disagree that their pupils engage in fishing activities. The provider of the educational and basic needs of pupils is presented in Fig 4.1.

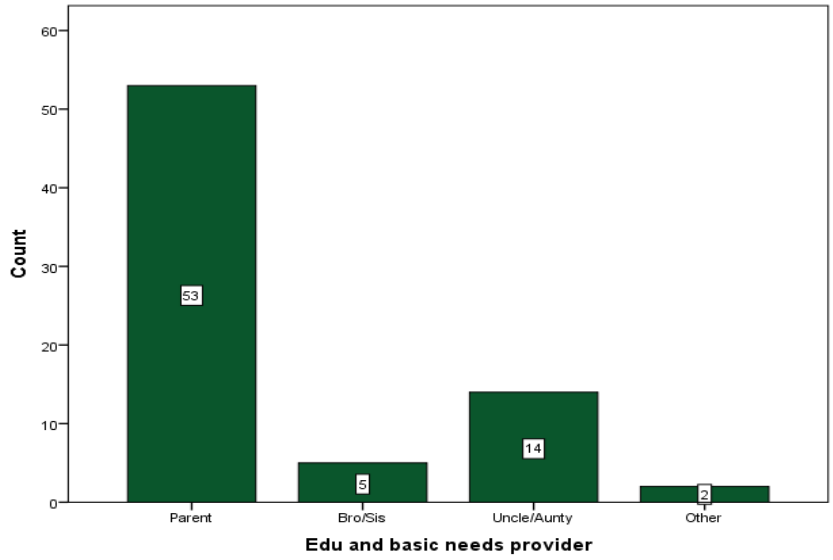

Fig 4.1Provider of the educational and basic needs of pupils

For provision of basic and educational needs, most of the pupils 53(71.6%) indicated their parents, followed by their aunts/uncles 14(18.9%), brother/sister 5(6.8%) and then others 2(2.7%), to be responsible for their education and basic needs (Fig 4.1).

## 4.2 Influence of Fishing activities in the area on pupils attitudes towards education

**RQ1: How do the fishing activities of parents/guardians affect the attitudes of their pupils towards basic education?**

To answer this research question, attitudes of pupils was measured by punctuality to school, regularity in school (school attendance) and studying at home habits of pupils. Fig 4.2 gives teachers opinion on the effect of fishing on pupils' punctuality to school.

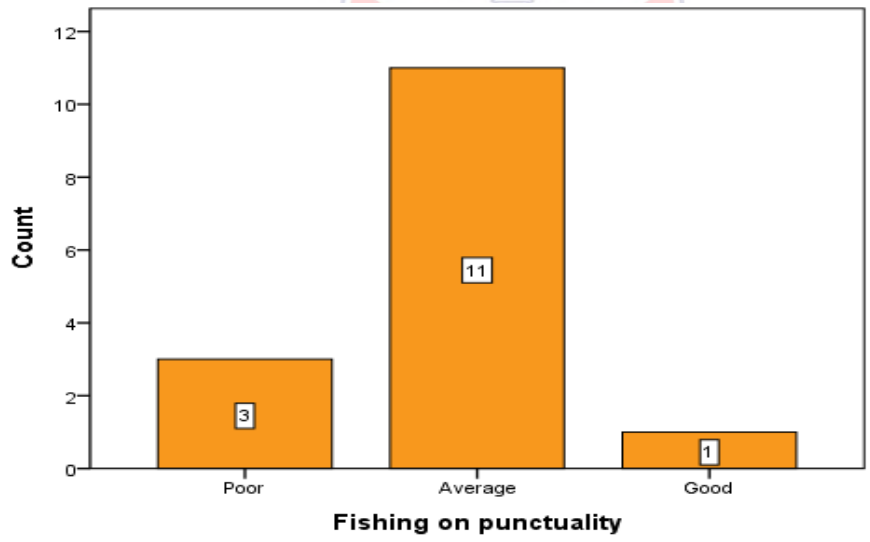


Fig 4.2 Teachers' perceived effects of fishing on pupils' punctuality to school

Majority of the teachers 11(73.3%) reported that fishing activities carried out by the pupils was averagely affecting their punctuality to school (Fig 4.2).

The relationship between the period of working on the shore and early school attendance is indicated in Fig 4.3.

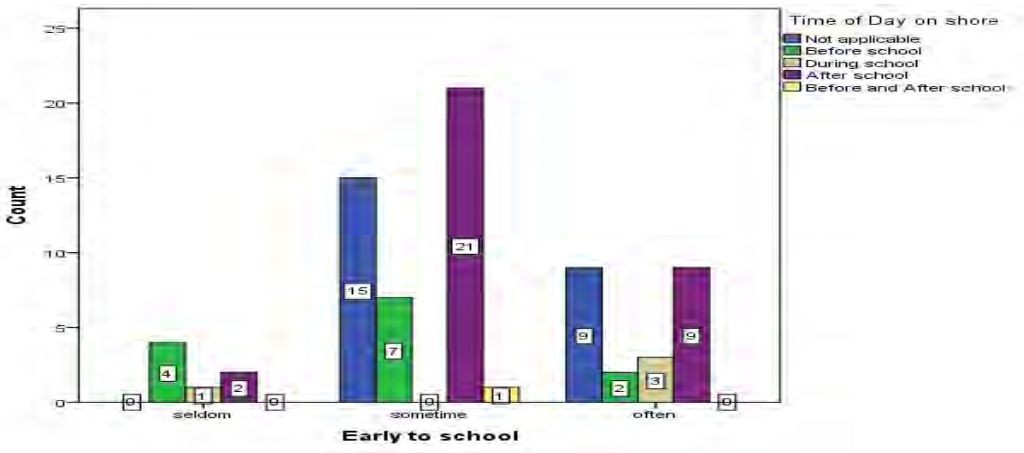


Fig 4.3 Period of working on the shore and early school attendance

Among the pupils engaged in fishing, 21 (42%) of them said they sometimes go to school early, 9 (18%) of them said they oftentimes go first to school and afterwards go for fishing.

Out of 24 pupils who do not go for fishing, 15 (62.5%) of them said they sometimes go to school early and 9 (37.5%) of them oftentimes go to school early (Fig 4.3). Three, (6%) of those that go to fishing during school hours also claimed to be punctual in school often. General observation of Fig 4.3 showed that non-fishing pupils were more punctual to school than those engaging in fishing activities.

The study also looked into the occupation of parents and its effect on pupils' school attendance. Table 4.6 shows the occupation of parents and the corresponding attendance of their children to school

*Table 4.6: The school attendance of pupils by parental occupation*

| Occupation | N | Mean | Min | Max | SD | SE |
|---|---|---|---|---|---|---|
| Teaching | 10 | 62.40 | 56 | 68 | 4.624 | 1.462 |
| Fisherman | 32 | 54.63 | 26 | 68 | 9.853 | 1.742 |
| Fishmonger | 10 | 51.80 | 27 | 67 | 12.813 | 4.052 |
| Petty trading | 10 | 53.50 | 44 | 58 | 4.696 | 1.485 |
| Driving | 4 | 61.50 | 56 | 66 | 4.435 | 2.217 |
| Farming(crop/animal) | 2 | 47.50 | 40 | 55 | 10.607 | 7.500 |
| Hairdressing/Tailoring | 6 | 57.17 | 23 | 69 | 17.360 | 7.087 |

The results of Table 4.6 showed that pupils whose parents were teachers were most regular and frequent to school (mean school attendance was 62.4) but regularity in school was relatively low for pupils of fisher folks' average mean of (fishermen and fishmongers = 53.22) and crop/animal farmers (47.50).

The result of the analysis of the impact of monitoring by parents on school attendance of pupils is given in Fig 4.4.

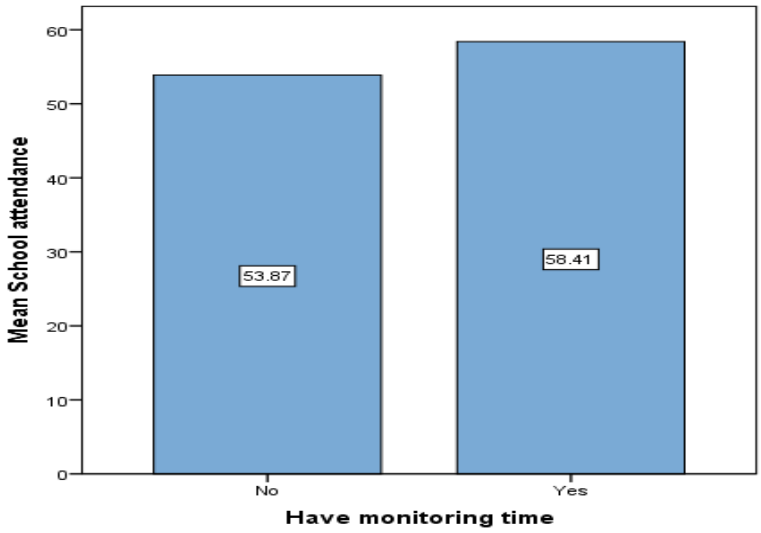


Fig 4.4 Influence of monitoring by parents on school attendance of pupils

The results of Fig 4.4 indicated that the ability of parents to monitor their pupils affects the attitude of the pupils towards education. Pupils seem to be regular in school if their parents have time to monitor their education.

Further investigation of the impact of parental monitoring on pupils' regularity to school per occupation is presented in Table 4.7.

*Table 4.7 School attendance of pupils of different parental occupation and monitoring*

| Occupation | Have monitoring time | N | Mean |
|---|---|---|---|
| | No | 0 | - |
| Teaching | Yes | 10 | 62.40 |
| Fisherman | No | 30 | 54.43 |
| | Yes | 2 | 57.50 |
| Fishmonger | No | 9 | 52.78 |
| | Yes | 1 | 43.00 |
| Petty trading | No | 5 | 54.60 |
| | Yes | 5 | 52.40 |
| Driving | No | 1 | 56.00 |
| | Yes | 3 | 63.33 |
| Farming(crop/animal) | No | 2 | 47.50 |
| Hairdressing/Tailoring | Yes | 6 | 57.17 |
| Total | No | 47 | 53.87 |
| | Yes | 27 | 58.41 |
| | Total | 74 | 55.53 |

Majority of the parents engaging in fishing activities and farming reported that they do not have time to monitor the education of their pupils. Table 4.7 shows that parents that were into farming and fishing activities do not have much time to monitor their wards, resulting in absenteeism of their wards from school. Thus the ability of parents to monitor their pupils' education was influenced by the occupation of parents.

The study also looked at how fishing activities of pupils influence their regularity to school (see Table 4.8 and Figure 4.5)

*Table 4.8 : Descriptive statistics of school attendance of pupils engaged and those who do not engage in fishing.*

| Variable | N | Mean | SD | Min | Max | SE |
|---|---|---|---|---|---|---|
| Not engaged | 24 | 58.92 | 9.82 | 23 | 69 | 2.00 |
| Engaged | 50 | 53.90 | 9.99 | 26 | 68 | 1.41 |
| Total | 74 | 55.53 | 10.15 | 23 | 69 | 1.18 |

Table 4.8 indicated that pupils that do not engage in fishing activities were attending school more regularly (mean attendance = 58.92) than those engaged in fishing activities (mean attendance = 53.90).

Fig 4.5 is used to describe the difference between pupils' regularity in school as influenced by their fishing status.

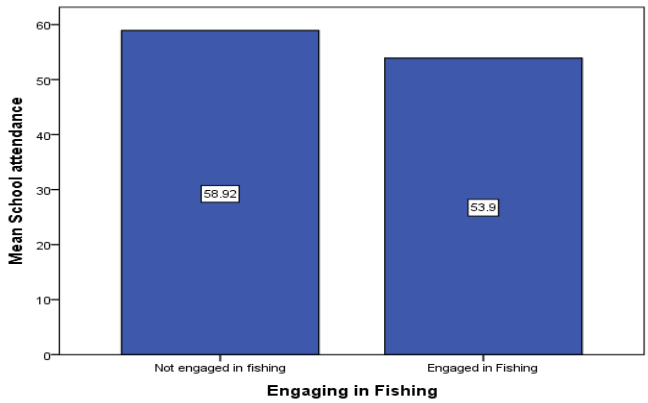


Fig 4.5 Influence of fishing on pupils attendance to school

**RQ 2. Is there any significant difference in school attendance between pupils engaged in fishing related activities and those not engaged in such activities in the study area?**

The results of *t*-test analysis (see Table 4.9) tested the null hypothesis 1, $H_0$1:"There is no significant difference in school attendance between pupils exposed to fishing as child labour and those who are not in the selected basic schools in Keta municipality" was used to answer research question 2.

*Table 4.9: A t-test comparison of the effect of pupils' fishing and non-fishing on regularity to school*

| Variable | N | Df | Mean | SD | t-cal | p-value |
|---|---|---|---|---|---|---|
| Not engaged | 24 | | 58.92 | 9.82 | | |
| Engaged | 50 | 72 | 5.90 | 9.99 | 2. 03 | 0.046 |

df = 72, t-critical = 1.96, p = 0.05

At 0.05 significance level, if the *t*-test is less than or equal to *t*-critical the null hypothesis is retained which implies that there is no significant difference in the observed school attendance between the two groups of pupils. On the other hand, a t-test value greater than the t-critical value calls for rejection of the null hypothesis which means a significant difference exists in school attendance between the two groups of pupils variables. Establishing statistically significant difference between the two groups of pupils with independent-samples *t*-test, the result in Table 4.9 pointed out that non-

fishing pupils were significantly regular in school (mean = 58.92) as compared to those engaged in fishing: mean = 53.90, $t(72) = 2.032$; $p<0.05$.

Fig 4.6 presented the results of home studying habits of pupils by their fishing status.

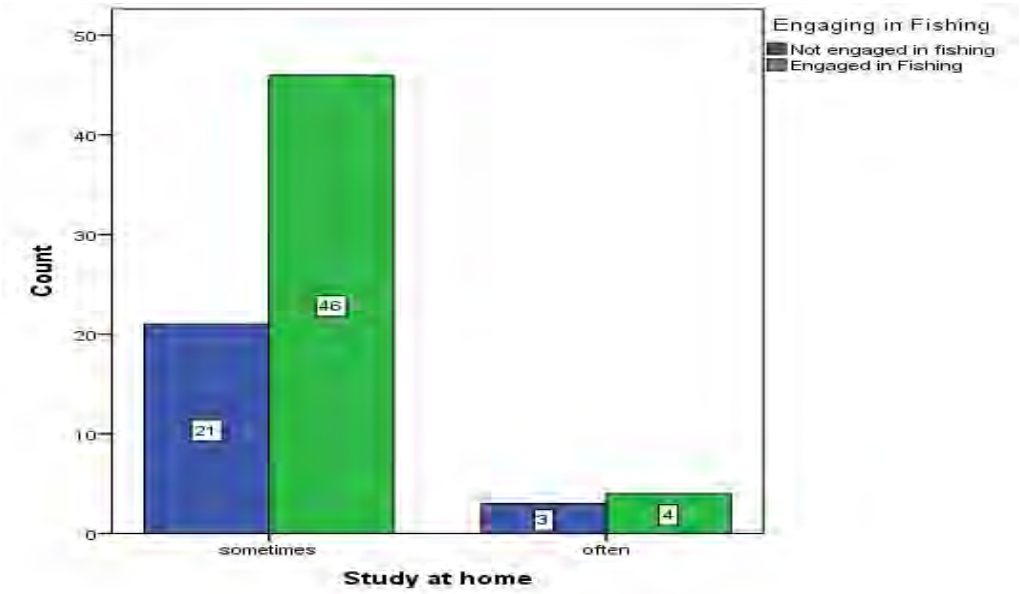


Fig 4.6 Studying at home by fishing status

On a general and comparative view, Fig 4.5 showed that non-fishing pupils study more often at home than those pupils engaging in fishing activities.

**4.3 Influence of Fishing activities in the area on the academic performance of pupils**

**RQ 3: Is there any significant difference in academic performance between pupils engaged in fishing related activities and those who are not in the selected basic schools?**

To answer this research question, the academic performance of pupils were analysed with respect to: the occupation of parents by their ability to monitor their wards and by fishing status of pupils, educational level of parents and by fishing status of pupils, ability of pupils to study at home by fishing status and ability to combine fishing with studying.

The results of the relationship between occupation of parents and academic performance of their pupils were given in Fig 4.7.

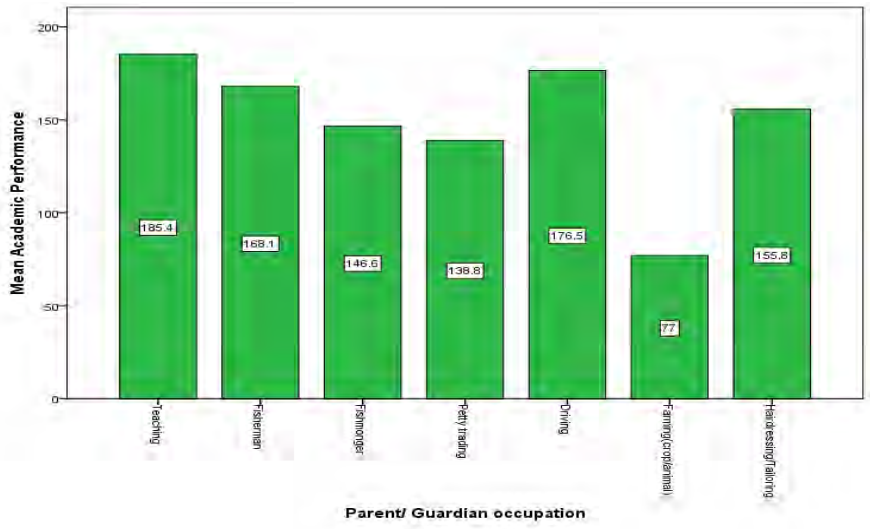


Fig 4.7 Academic performance of pupils by the occupation of parents/guardians

The results reflected relatively low academic performance of pupils whose parents were farmers but high among children of teachers. As indicated earlier that monitoring by parents was low among the fisher folks and influenced school attendance, the results of the effects of parental monitoring on academic performance of pupils was presented in Fig 4.8.

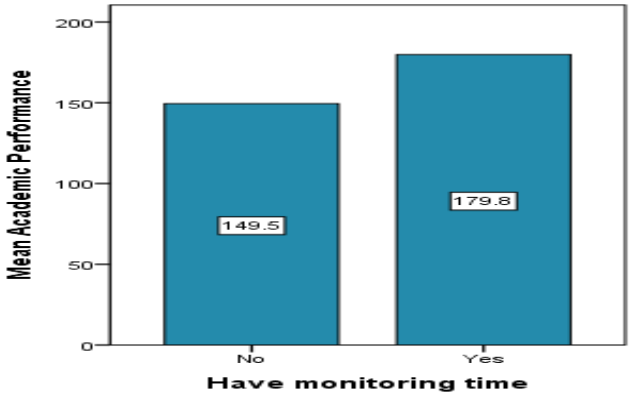


Fig 4.8 Academic performance of pupils by parental monitoring time

From Fig 4.8, pupils whose parents monitored their education were performing academically better than their counterparts whose do not have enough time to monitor them.

The perception of parents on how their occupation and education level and pupils engagement in fishing activities affect pupils academic works are presented as follows.

Majority of the parents 47(63.5%) stated that they do not have time to monitor their children's education while 53(71.6%) and 64(86.5%) respectively agreed that their occupations and level of education were influencing the academic performance of their children. Out of the 50 pupils engaging in fishing, 40(80%) of them confessed that fishing activities are affecting their academic performance and 47 (94%) of them said they are unable to effectively combine fishing and classroom works.

Table 4.10 provided the results of the analyses of the effects of parental occupation on involvement of pupils in fishing and the consequence on academic performance of pupils.

*Table 4.10: Academic performance within parental occupation by fishing status of pupils*

| Occupation | Engaging in fishing | N | Mean | SD |
|---|---|---|---|---|
| Teaching | Not engaged | 8 | 215.25 | 33.538 |
| | Engaged | 2 | 66.00 | 0.000 |
| Fisherman | Not engaged | 1 | 279.00 | . |
| | Engaged | 31 | 164.48 | 49.01 |
| Fishmonger | Engaged | 10 | 146.60 | 51.63 |
| Petty trading | Not engaged | 5 | 190.80 | 17.29 |
| | Engaged | 5 | 86.80 | 22.62 |
| Driving | Not engaged | 4 | 176.50 | 82.62 |
| Farming(crop/animal) | Engaged | 2 | 77.00 | 15.55 |
| Hairdressing/Tailoring | Not engaged | 6 | 155.83 | 76.73 |
| Total | Not engaged | 24 | 191.50 | 58.86 |
| | Engaged | 50 | 145.70 | 55.10 |

This result clearly indicated that the pupils of parents whose occupation were fishing and fish mongering were engaging in fishing activities and thereby performing relatively low in their academic works (Table 4.10). Fig 4.9 exposed general variation in academic performance of pupils with respect to the educational level of their parents.

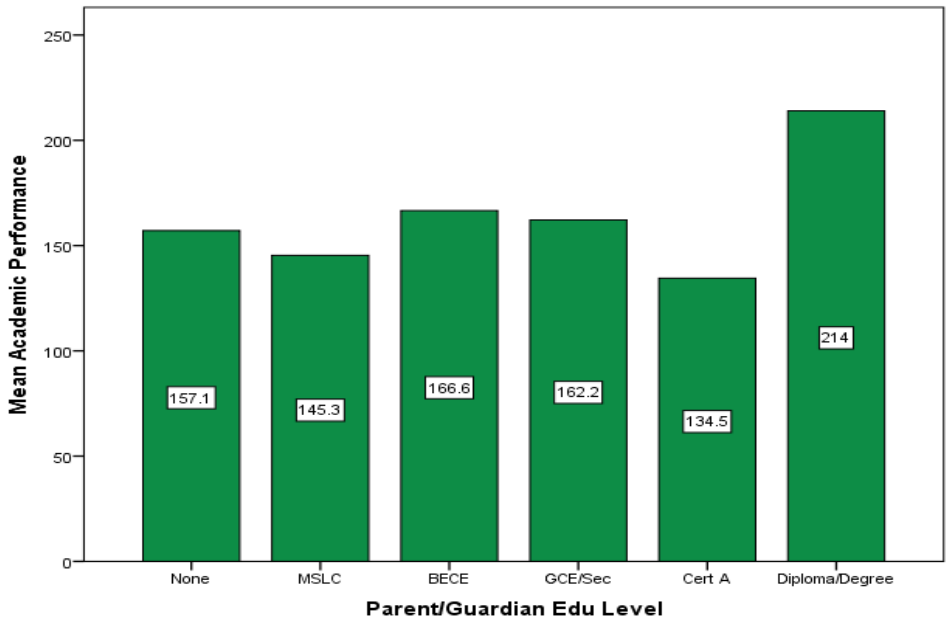


Fig 4.10 Academic performance of pupils by parental educational levels

The academic performance of pupils was greatest in pupils whose parents had diploma or degree and least in those whose parents had middle school leaving certificate qualifications.

The influence of parental educational level on fishing child labour and its consequences on pupils academic performance was also investigated and the results are presented in Table 4.11.

*Table 4.11: Academic performance of pupils within parental education by fishing status*

| Parent/Guardian Education level | Fishing status of pupil | N | Mean | SD |
|---|---|---|---|---|
| None | Not engaged in fishing | 1 | 205.00 | . |
| | Engaged in Fishing | 15 | 153.93 | 47.76 |
| MSLC | Not engaged in fishing | 1 | 279.00 | . |
| | Engaged in Fishing | 20 | 138.65 | 55.96 |
| BECE | Not engaged in fishing | 2 | 197.50 | 3.53 |
| | Engaged in Fishing | 12 | 161.50 | 59.87 |
| GCE/Sec | Not engaged in fishing | 9 | 186.78 | 53.53 |
| | Engaged in Fishing | 3 | 88.33 | 38.68 |
| Cert A | Not engaged in fishing | 4 | 134.50 | 94.05 |
| Diploma/Degree | Not engaged in fishing | 7 | 214.00 | 30.45 |
| Total | Not engaged in fishing | 24 | 191.50 | 58.86 |
| | Engaged in Fishing | 50 | 145.70 | 55.10 |

It was empirically observed that pupils of parents with high education were not engaging in fishing activities and were performing better academically than those engaged in fishing whose parents had low background of formal education (Table 4.11).

The effects of fishing activities on home studying habit and subsequent impacts on academic performance was presented in Fig 4.10.

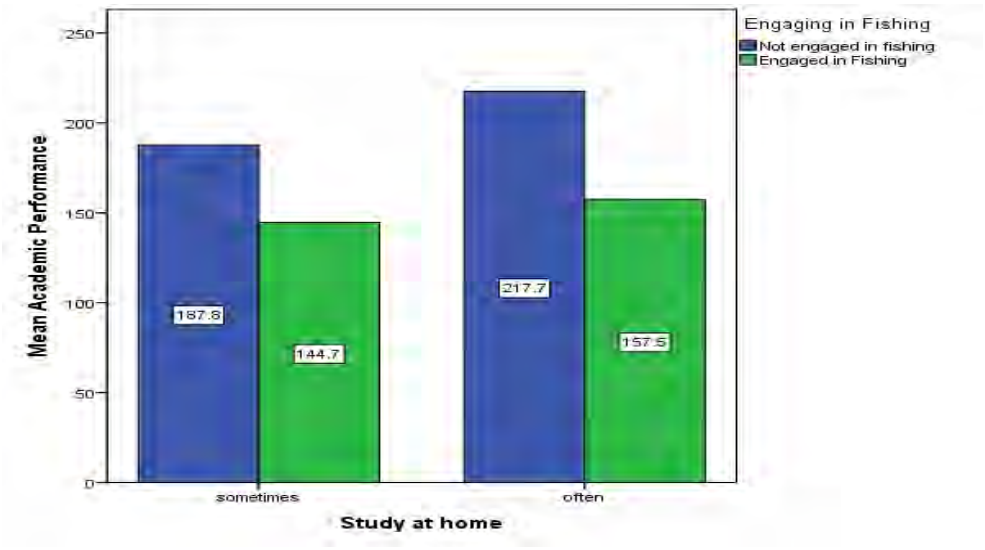


Fig 4.10 Academic performance of pupils by studying at home and fishing status

The results indicated that home study habits of non-fishing pupils was better than those pupils engaged in fishing and hence comparatively enhanced academic performance in non-fishing pupils.

Fig 4.11 presented how the perception of pupils on the effect of fishing on their academic works actually reflected in their performance in school.

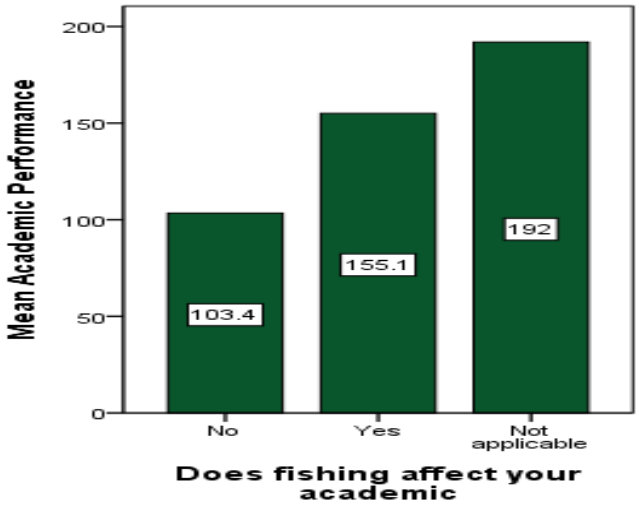


Fig 4.11 Academic performance of pupils by the perceived effect of fishing

The results of showed that although fishing pupils that accepted that fishing affects their academic works were performing better than those who disagreed on the impact of fishing on performance, those who were not engaged in fishing (not applicable) were performing greater than all fishing pupils.

The descriptive statistics of academic performance of pupils according to fishing and non-fishing pupils is presented Table 4.12.

*Table 4.12: The academic performance by fishing status of pupils*

| | Engaging in Fishing | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Academic | Not engaged in fishing | 24 | 191.50 | 58.86 | 12.01 |
| performance | Engaged in Fishing | 50 | 145.70 | 55.10 | 7.79 |

The comparison of the mean and standard deviations of academic performance between the two groups of pupils in Table 4.12 evidently confirmed that non-fishing pupils were academically better than those pupils engaging in fishing activities.

The results of t-test analysis shown in Table 4.13 was used to test the null hypothesis, $H_0$ 2: "There is no significant difference in academic performance between pupils exposed to fishing as child labour and those who are not in the selected basic schools in Keta municipality" for research question 3.

*Table 4.13: A t-test comparison of the effect of fishing on academic performance of pupils*

| Variable | N | df | Mean | SD | t-cal | p-value |
|---|---|---|---|---|---|---|
| Not Engaged | 24 | 72 | 191.50 | 58.86 | 2.15 | |
| Engaged | 50 | | 145.70 | 55.10 | | 0.04 |

df = 72, t-critical = 1.96, p = 0.05

The result of the independent-samples t-test established that non-fishing pupils were significantly performing greater in their academic works (mean = 191.5, SE =12.016) than those engaging in fishing (mean = 145.7, SE= 7.793) $t_{cal}(72) > 1.96$, $p < 0.05$ (Table 4.13).

### 4.4 How parents / guardians compromise with the pupils to engage in fishing activities

**RQ4: Do parents / guardians compromise with the pupils to engage in fishing activities as a means of making additional income?**

The ability of the parents to earn enough income to provide for the basic and educational needs of the child, desire for the child to stop education and do fishing or other works, and the average daily earnings of child from fishing and why these pupils engaged in fishing expedition were explored to answer this research question.

Table 4.14 sought to find out if parents are compromising with their school pupils to engage in fishing activities.

*Table 4.14: Parents compromising with pupils to engage in fishing activities*

| Question | No | | Yes | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Does your occupation give you enough income to take care of the family? | 54 | 73.0 | 20 | 27.0 |
| Does your child help you or engage in fishing activities? | 26 | 35.1 | 48 | 64.9 |
| Does your child engaged in fishing for income? | 26 | 35.1 | 48 | 64.9 |
| Should your child stop education and engage in fishing | 74 | 100 | 0 | 0 |

The results of economic strength of the parents showed that 73% of the parents stated that their occupation could not provide them with enough income to take care of the family and 64.9% of them affirmed that their pupils were engaging in fishing activities for economic support for the family. None of the parents, including parents who allowed their pupils to engage in fishing activities for economic support wanted his/her school child to stop education in order to engage fully in fishing activities (Table 4.14).

### 4.5 Reasons why pupils engage in fishing activities

**RQ5: Why do pupils engage in fishing activities?**

The view of teachers on why their pupils engage in fishing activities were also investigated and the results presented in Table 4.15.

*Table 4.15: Reasons why pupils engage in fishing activities as perceived by teachers*

| Reason for fishing | Number | Percent |
|---|---|---|
| Earn money | 7 | 46.7 |
| Support family | 7 | 46.7 |
| Parent pressure | 1 | 6.7 |
| Total | 15 | 100.0 |

The results of Table 4.15 indicated that 46.7% each of the teachers teaching in the study area also confirmed that the main reasons why pupils engage in fishing activities are to earn money for personal use and to support the family. Table 4.16 presented the results of the amount earned by the pupils daily from fishing activities as reported by the pupils.

*Table 4.16a: Daily income made by pupils from fishing*

| *Range of amount earn (GH₵) | Number | Percent |
|---|---|---|
| 1-5 | 4 | 8.0 |
| 6-10 | 26 | 52.0 |
| 11-20 | 14 | 28.0 |
| more than 20 | 6 | 12.0 |
| Total | 50 | 100.0 |

More than half (52%) of the pupils engaging in fishing for additional income reported to be earning six to ten Ghana cedis a day while 12% and 8% reported to earning as high as more than 20 Ghana cedis and as low as one to five Ghana cedis respectively(Table 4.16a). The results of the reason for pupils engagement in fishing activities or the use of the income they generate from fishing activities was given in Table 4.16b and Fig 4.12.

*Table 4.17b: The use of daily income made by pupils from fishing*

| *Usage of money | Number | Percent |
|---|---|---|
| Give to parents | 6 | 12.0 |
| Buy uniform/school items/pay fees | 38 | 76.0 |
| Buy food | 6 | 12.0 |
| Total | 50 | 100.0 |

* Not applicable for 24 (32.4%) of the pupils who do not engage in fishing

Majority (76%) of the pupils said that they use the money generated from fishing activities to provide or complement their basic educational needs such as buy school

uniforms and other school items and to pay fees (Table 4.16b, Fig 4.12).

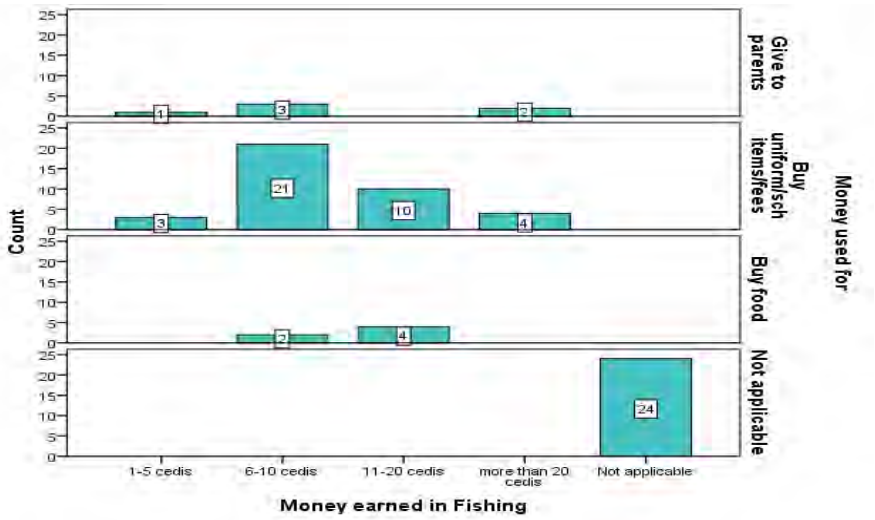


Fig 4.12 Income made from fishing and usage

# CHAPTER FIVE

# DISCUSSION

## 5.0 Overview

This chapter presents the discussion of the results according to the research questions.

## 5.1 Influence of Fishing activities in the area on pupils attitudes towards education

The background information indicated that the main occupation of parents along the coast is fishing and fishing related activities such as smoking and selling fishes. Child labour is pervasive across low-income countries, as pupils help their parents on the family farm or business and in domestic work (Edmonds & Nina, 2005).

Because most parents in the area are engaged in fishing, pupils exposed to these activities resorted to fishing for livelihood or support for the family. The low educational level of parents (Table 4.1) is the limitation for them getting skilled or works requiring formal education. Fishing is the major occupation in the study area and does not require much formal education or skills. Basically, human settlement along the coasts is mainly to engage in fishing activities. This is the main economic venture within the socio-cultural practices of the sub-region of which their pupils are most likely to take up their occupations. This accounted for high rate of fishing among pupils as reported by teachers and confirmed by the parents. It is the only available source of income to pupils if their parents or guardians fail to meet their physiological needs. Even-though punctuality to school was on the average as reported among the fishing pupils (Fig 4.2), the finding from this study showed that fishing activities in the area were having impact on the attitudes of both parents and pupils towards education with respect to school attendance. This is also evident from the results that despite the positive influence of monitoring time

on pupils' education (Fig 4.4 and Table 4.7), most parents said that they did not have time to monitor their children's education. This failure on the part of the parents to monitor their pupils could results in child's truancy and absenteeism. This clearly implies that monitoring pupils to go to school early and regularly and to study at home is one of the responsibilities of parents in promoting the education of their wards. Pupils are encouraged and will put in a lot of efforts in education as long as their parents get involve in their education (Macharia, 2014). As one of the social interventions, parents should be encouraged to monitor their pupils' education in order to improve upon school attendance and enrolment. Even-though parents said their occupation hinders them from monitoring their pupils, it is undeniable fact that some parents, especially the fisher folks feel that beyond reading and writing, education has little to offer their pupils particularly where there is high unemployment in the country. In addition, pupils are likely to develop negative attitude towards school resulting into poor school attendance because of non-employment of school leavers, repetition of class and insecurity (Oghuvbu, 2010). It is also possible as reported in previous studies, including Amate (1999), Isah (2013), Ole (2014), Riison, Anne and Lise (2004) and many others that pupils even less than 18 years are coerced by their parents and/or economic hardship to absent themselves from school at times to engage in child labour and fishing for money. Some of the parents might not see the need for education so much because to them these pupils are likely to do the same fishing job that they are doing without that kind of formal education for which reason the pupils are asked to assist them or go to fishing especially during the fishing seasons (Todaro, 1982). Creating this negative attitude to education will not serve as any useful bait to keep pupils in school or create the desire to attend school regularly. Because some

pupils go to fish early in the morning, there is that high possibility that they might be too tired or late to go to school on some days, resulting in significantly lower attendance in fishing pupils as compared to non-fishing pupils (Table 4.8 and Table 4.9). This is also reflected in the generally better early attendance to school in non-fishing than fishing pupils and ability to study at home (Fig4.3, Fig 4.6).

**5.2 Influence of fishing activities in the area on the academic performance of pupils**

This study confirmed the reviewed studies such as Ligeve, Poipoi and Maragia (2012), Udoh, Achike and Mkpado (2013), Yusif, Yussof and Noor (2011) and Annan, (2002), Todaro, (1982), Zaney, (2007) that pupils of parents whose occupations are fishing and farming perform academically lower than their peers whose parents are not into fishing or farming (Fig 4.8). Thus socio-economic status and educational level of parent influence school attendance and academic performance of their pupils. One of the contributing factors is the inability of these parents to monitor their pupils (Fig 4.9 and Table 4.10 ). These works demand more hands, pupils especially boys have to assist their parents and will be so tired thereafter to study at home or to concentrate in class while lessons are delivered (Ligeve, Poipoi & Maragia, 2012; Udoh, Achike & Mkpado, 2013). It is not surprising that majority of the parents agreed that their occupation and education have an influence on the performance of their wards in school. More often than not most fishing and farming parents with low education do not have time for monitoring their pupils to attend school. This will certainly affect the home study habits and the academic performance of their wards (Fig 4.8, Fig 4.9, Fig 4.10) and obviously accounted for low performance of pupils.

Within the framework of this study, it is therefore necessary for stakeholders to implement intervention programmes such as awarding the most regular and/or academic performing, educational funds and scholarships in the area to keep pupils in school and build positive attitudes in both the parents and pupils with regard to education. As showed in the study, increasing the level of education in the area will promote positive attitudes and academic performance, and reduce the demand of parents on pupils to engage in fishing.

This study also disclosed that besides pupils finding it very difficult to combine fishing activities with academic works (Fig 4.11, Table 4.12, and Table 4.13), the fishing occupation and education of their parents are also major contributors to their low academic performance (Fig 4.10 and Table 4.11) as confirmed in other studies reviewed in the literature. A statistical comparison of academic performance between the two groups at 5% significance level indicated that fishing activities (a form of child labour in the area) were significantly affecting the academic performance of the pupils (Table 4.13). Despite the influence of the parental occupation on pupils' performance, attempt to reduce or eliminate the involvement in fishing activities of pupils whose parents were fishermen or fishmongers and/or parents with low educational level will improve academic performance of the pupils. Generally, regularity in school to some extent correlates positively with academic performance as has been established in literatures, including Oghuvbu (2010). Hence the significantly greater academic performance by non-fishing pupils could also be attributed to their regularity in school as reported in closely related studies such as Ligeve, Poipoi and Maragia (2012), Isah (2013) and Udoh,

Achike and Mkpado (2013). It is very apparent that on average once the child is regular in school, he/she will at least gain much as compared to even the "best fishing pupil" who is always absent from school. It could also be explained in line of previous studies such as Kongnyuy, Kongnyuy and Richter (2009), UNICEF, (2008), Annan (2002) that these pupils are too young to combine working, for this matter child labour, and studying effectively. Working pupils combined fishing with schooling and this affects learning and performance at school (Harrison, 2013; Ligeve, Poipoi & Maragia, 2012; Udoh, Achike & Mkpado, 2013). This is because school pupils involving in fishing and other forms of child labour mostly suffer from physical, cognitive, social and psychological or emotional trauma, resulting in a lower academic performance. Some of these pupils, especially boys engaging in fishing activities are also exposed to drug use, alcoholism, smoking and other social vices that cannot promote learning or studying both at home and/or in the school besides the health and socio-economic implications (Riison, Anne & Lise, 2004).

**5.3 Compromising with the pupils by their parents to engage in fishing activities for additional income**

This study unveiled that parents were compromising with pupils to engage in fishing due to economic constraints (Table 4.14) as majority (64.%) of the parents actually allowed or agreed that their wards do engage in fishing activities for economic support. It could also be inferred from Table 4.14 that because parents could not generate sufficient income from their occupation to provide for the family and their pupils' educational needs, any small financial assistance from the pupils seems to be making an economic difference in sustaining the family (Bellamy, 2005).

It is clear in this research that even-though almost all the pupils stated that their parents are responsible for providing their education and basic needs, majority of the parents of the fishing-pupils agreed that their wards engaged in fishing for money to support the family and to provide for their educational needs (Table 4.15). This was confirmed by the teachers too. Thus the most daily acclaimed income from fishing by pupils within the range of 6 to 10 Ghana Cedis were used to provide educational and basic needs that their parents could not provide for them (Table 4.16, Fig 4.13). This implies that although otherwise possible, pupils might not have engaged in fishing activities if their parents were able to meet their physiological needs, including provision of basic educational needs such as paying fees, buying books and other basic educational materials. This finding aligns with the propositions in the reviewed studies that child labour is mainly due to poverty with the corresponding serious implications on the child including depriving the child from education (UNICEF, 2008; Annan, 2002; Zaney, 2007). Despite the willingness of the parents to allow their wards to engage in fishing for economic support, it was very overt from this study that none of the parents was willing for his/her ward to stop basic education and engage fully in fishing (Fig 4.14). This reaffirms that poverty is the main driving force for pupils involvement in fishing activities. It is, however, possible that some of these parents might willfully decide to neglect their pupils' education under the precept that there is 'no money' if they do not appreciate the relevance of education and are strongly rooted in the socio-cultural perceptions and other reasons best known to them.

# CHAPTER SIX

# SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

## 6.0 Overview

This chapter summarises the major findings, conclusions, give the necessary recommendations and suggestions for further researches.

## 6.1 Summary of key findings

As usual with the coastal dwellers, fishing activities were found to be high among both parents and their teen pupils in the Keta Municipality of Volta region. Educational level of parents was generally low and with as high as 56.7% of the parents engaged in fishing and fishing related works. All the fifteen teachers reported having pupils in their classes engaging in fishing activities. School attendance was low among pupils whose parents were involved in fishing activities and farming and did not have time to monitor their pupils. Pupils that were not engaged in fishing had more positive attitudes towards education and were more significantly regular in school (mean = 58.92) than those engaged in fishing (mean = 53.90), $t(72) = 2.032$, $p<0.05$. The ability to monitor the education of pupils was influenced by the type of parental occupation and affected the academic performance of their pupils badly. In all situations of the parental education, non-fishing pupils were performing better than their fishing counterparts. Majority of the parents, 71.6% and 86.5% respectively confirmed that their occupation and educational levels were affecting the academic performance of their pupils partly due to their inability to monitor their pupils school attendance. Moreover, 80% of the pupils engaged in fishing also asserted to the fact that fishing activities were affecting their academic

performance. Ninety-four (94%) of them confessed their inability to effectively combine fishing and classroom works and to study at home. Educational levels of parents also affected pupils' academic performance and parents with low educational level had most of their pupils engaging in fishing activities and performed poorly in school. The non-fishing pupils had significantly performed better (mean = 191.5) than those engaging in fishing activities (mean = 145.7), $t_{cal}(72) > 1.96$, $p < 0.05$. A large proportion of parents, 73% stated that their occupation could not provide them with enough money to take care of the family which compelled them to allow their pupils to engage in fishing for additional income to support the family, including provision of basic educational needs. Even-though parents compromised the education of their pupils to some extent for extra economic support, none of the parents, however, desired for his/her child to stop basic education in order to be fully engaged in fishing activities (Fig 4.14).

## 6.2 Conclusion

A cross-sectional survey and purposeful sample selection was conducted in three selected basic schools in the Keta municipality to evaluate the effects of child-engaging in fishing activities on school attendance and academic performance of pupils. Occupation and educational level of parents influenced the attitude of pupils towards education, school attendance and academic performance. This was identified by the parents and confirmed in this study as observed in literatures. These parents with low educational level, the fishermen, fishmongers and farmers stated that they did not have enough time to monitor their pupils' education. Their pupils therefore develop negative attitudes to education, frequently absent in school, engage in fishing activities and other forms of child labour

which they cannot combine with schooling and home study, do not study at home resulting in low academic performance; better in educated and non-fishing parents. This was confirmed in the significant difference in the school attendance and academic performance between fishing and non-fishing pupils with non-fishing pupils showing much greater positive attitudes towards education with corresponding greater school attendance and academic performance. It could also be concluded that it is the desire of parents that their wards attend school regularly to perform well and at least complete the basic education but poverty determines otherwise. These parents could not raise enough income from their fishing occupation on which ground their young pupils were economically exploited in fishing industry for additional income to support the family and also supplement provision of their education and basic needs. Fishing activities and child labour is therefore generally affecting attitudes and academic performance of pupils in the area especially pupils of the fisher folks. Encouraging and educating and sensitisation of both parents and pupils on the importance of education could bring about positive attitudinal change in parents and pupils towards education. It could be concluded from this study that economic hardship coerced pupils into fishing activities to earn money to support their basic educational needs such as buying school uniforms, to pay school charges and other school supplies that their parents, guardians are unable to provide for them. The resultant effect of this child labour coupled with other factors such as lack of the interests of parents in their pupils' education, low parental education and type of occupation of parents and the school environment is irregularity in school and poor academic performance. Since poverty emerged as the most constraining factor on working pupils in many researches and recent review by Harrison (2013) in Ghana,

policy reforms and poverty reduction strategies remain fundamental upstream concerns and must be pursued to tackle inequality and poverty in order to promote school enrollment, retention, attendance and academic performance.

### 6.3 Recommendations

The following recommendations are made in line with the key findings in this research in Keta municipality.

1. With the prevailing high rates of pupils involvement in fishing child labour in the study area, enforcement of policies, laws and institutional frameworks, including the National Plan of Action on child labour should be implemented, especially in the fishing communities.

2. Intensive and targeted sensitisation and awareness programmes should be conducted in the fishing communities of Keta municipality where parents should be sensitized on the importance of investing in their pupils' education rather than exploiting them economically to supplement family income. Even if it becomes necessary, parents should know the age, time and the extent at which their pupils and school pupils assist them in fishing activities that it will not significantly affect their education, health and other related complications. Parents should know that their wards could them in works but it is their sole responsible to provide basic and educational needs of their pupils.

3. Parents of fisher folks in particular in the area should be encouraged to have and build positive attitudes in their wards towards education irrespective of their educational levels and occupations. In addition to reducing poverty in their homes, good attitude towards education will properly integrate pupils into the society even if they are expected to take their parents' fishing occupation after completing basic education.

4. Parents in the fishing communities of Keta municipality should be encouraged, irrespective of their economic and educational background, to devote little of their time to monitor their wards' education and studying at home in particular.

5. The Government/Community and all stakeholders should develop positive strategies to labour reduction and also improve educational system in Keta fishing communities to make school enrollment and attendance attractive as well as inspiring high academic achievements. This should include provision of school supplies (uniforms, text and exercise books, sandals, bags, feeding, reduced or no other school charges), awarding certificates of school attendance and academic performance and scholarships into senior high school.

6. Some of these pupils engaging in fishing activities might have been doing this to earn money for other things which is not a grave necessity at their age. These money conscious pupils should be sensitized on the importance of education and the need for them to learn rather than getting involved in fishing child labour which will deprive them of their bright future as well as long-term adverse consequences

7. The school management, government and curriculum planners should introduce free extra classes or attention to pupils exposed to fishing labour in the community, with special preference to pupils whose parents had little or no education, are fishermen, fishmonger or farmers to improve upon academic performance in the area.

8. Development of economic and livelihood packages for families and households of fisher folks as additional or alternative income-generating ventures should be implemented in fishing communities in the Keta municipality. This economic empowerment could enable the fisher folks support their families and desist from using

their pupils to work. Few specific measures that could be considered by the government, developing partners and other corporate include introduction of improved fishing technologies to replaced the traditional fishing techniques to boost fishing, introduction and support to fishers to engage in farm and non-farm-based enterprises, and support to fishers to access microcredit to expand fishing and/or other businesses.

### 6.4 Suggestions for Further studies

Based on the findings and conclusions of this research, further research should be conducted on the following topics:

1. A similar study should be carried out on the impact of child labour on enrolment, retention, school attendance and academic performance of pupils in selected primary schools in other areas of the country and compared to those in the fishing communities.

2. Further studies should consider increasing the scope and exploring other factors, including teaching and learning environment at the schools in these fishing areas. Detail evaluation of the factors affecting attitudes and performance of pupils of the fisher folks could be useful for prolific social and educational policy interventions.

3. Further studies should investigate the perception and awareness of parents on the impact of child labour and pupils' involvement in fishing activities on school enrollment, retention, attendance and academic performance in the Keta municipality and related fishing communities in Ghana.

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## APPENDIX A

## I. PUPILS' QUESTIONNAIRE

### EFFECTS OF CHILD LABOUR ON SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE OF GHANAIAN PUPILS OF FISHER FOLKS

Department of Science Education

Faculty of Science Education,

School of Graduate Studies,

University of Education, Winneba.

**SECTION A: Demographic Information**

1. Sex : Boy [ ] Girl [ ]
2. Age : less than 11yrs [ ] 12 -14yrs [ ] 15-17 [ ]

   17 years and above [ ]
3. Who is responsible for your education and basic needs?

   Parents [ ]

   Brother/Sister [ ]

   Uncle/Aunty [ ]

   Other, specify [ ]

**SECTION B: Combining fishing and Schooling**

Tick the appropriate option

4. Do you engage in fishing activities? Yes [ ] No [ ]

5. If your income is generated through fishing, what time of the day do you work on the shore?

During school hours [ ]

After school [ ]

Before school [ ]

6. Do you get to school early?

Often [ ]

Sometimes [ ]

Seldom [ ]

7. Do you study at home?

Not at all [ ]

Sometimes [ ]

Often [ ]

8. How much money do you earn a day engaging in fishing activities?

1-5 cedis [ ]

6-10 cedis [ ]

11-20 cedis [ ]

More than 20 cedis [ ]

Not applicable [ ]

9. What do you use the money for?

Give to your parents [ ]

Buy school uniform/items/fees [ ]

Buy food [ ]

Not applicable [ ]

10. Are you able to combine classroom work effectively with your fishing activities?

Yes [ ] No [ ]

11. Do you have time for your studies in the evening? Yes [ ] No [ ]

12. Does your involvement in the fishing activities affect your academic work?

Yes [ ] No [ ]

## APPENDIX B

## II. TEACHERS' QUESTIONNAIRE

### EFFECTS OF CHILD LABOUR ON SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE OF GHANAIAN PUPILS OF FISHER FOLKS

Department of Science Education

Faculty of Science Education,

School of Graduate Studies,

University of Education, Winneba.

**SECTION A: Demographic Information**

1. How old are you

20 -30 years [ ] 36 – 40 years [ ]

31 – 35 years [ ] 40 –above [ ]

2. Gender Male [ ] Female [ ]

3. Teaching experience in years

1 -5 [ ] 11 – 20 [ ]

6 – 10 [ ] 20 years and above [ ]

4. Educational level

Graduate teacher [ ] Cer "A" Post Sec [ ]

Cert "A" Post Middle [ ] Diploma [ ]

Any other specify [ ] ……

**SECTION B: Fishing activities of pupils**

5. Do you have some pupils in your class/school who engage in fishing activities?

Yes [ ] No [ ]

6. What are the reasons why pupils engage in fishing activities?

a =Support the family

b =Pressure by the parents

c= The desire to learn a trade or profession

d = The desire to earn money

e = The pupils dislike school

7. Does your school hold staff meeting to discuss the issue of pupils engaging in fishing activities as child labourers? Yes [ ] No [ ]

## APPENDIX C

### III. PARENTS' QUESTIONNAIRE

**EFFECTS OF CHILD LABOUR ON SCHOOL ATTENDANCE AND ACADEMIC PERFORMANCE OF GHANAIAN PUPILS OF FISHER FOLKS**

Department of Science Education

Faculty of Science Education,

School of Graduate Studies,

University of Education, Winneba.

**SECTION A: Demographic Information**

1. Age ……
2. Sex : Male [ ] Female [ ]
3. Occupation……..
4. What is your academic level?

   Middle school leaving certificate [ ] Basic school leaving certificate [ ]

   GCE/Sec [ ] Cert 'A' [ ] Diploma/Degree [ ] None [ ]

**SECTION B: Parental Influence on pupil's education**

5. Does he/she study at home? Yes [ ] No [ ] Sometimes [ ]
6. Does he/she help you in your occupation? Yes [ ] No [ ] Sometimes [ ]
7. Does he/she engage in any fishing activity to earn an income for him/herself for the family? Yes [ ] No [ ] Not always [ ]
8. Are you able to care for all his/her school needs?

   Yes [ ] No [ ] Sometimes [ ]

9. Do you think your ward should stop his education and engage in fishing activities? Yes [ ] No [ ] Don't know [ ]
10. If Yes', what kind of fishing activity do you prescribe?

    .....
11. Does your occupation give you enough income to take care of the family?

    Yes [ ] No [ ]
12. Do you think your work has some influence on your ward's academic performance?

    Yes [ ] No [ ]
13. Do you have time to monitor your ward's education?

    Yes [ ] No [ ]
14. Do your level of education has some influence on your ward's academic performance? Yes [ ] No [ ]

## APPENDIX D : IV. SCHOOL-BASED ASSESSMENT

APPENDICES
IV School-based Assessment

# KEDZI A.M.E. ZION BASIC SCHOOLS

## SCHOOL BASED ASSESSMENT

SUBJECT: ENGLISH LANGUAGE CLASS: F 2 TERM: 2 YEAR: 2014/15

TEACHER: MR APPIAH. D.N AVERAGE NO. ON ROLL: 69 BOYS 31 GIRLS 21

| NO. | NAME "A" BOYS | CAT A 30 | CAT B GROUP 30 | CAT C 40 | TOTAL for CATs B 100% | END OF TERM EXAMS 100% | Total for CATs & End of Term E (50% + 50%) | GRADE | POSN | CAT PROJECTS |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | | 25 | 30 | 35 | 90 | 17 | 53.5 | | 23rd | |
| 2. | | 23 | 19 | 35 | 77 | 18 | 47.5 | | 33rd | |
| 3. | | 25 | 30 | 35 | 90 | 42 | 66.0 | | 5th | |
| 4. | | 25 | 26 | 29 | 75 | 32 | 53.5 | | 23rd | |
| 5. | | 21 | 29 | 30 | 80 | 18 | 49.0 | | 32nd | |
| 6. | | 28 | 30 | 36 | 94 | 52 | 73.0 | | 1st | |
| 7. | | 15 | 15 | 28 | 58 | 18 | 39.0 | | 46th | |
| 8. | | 27 | 14 | 27 | 68 | 43 | 55.5 | | 19th | |
| 9. | | 23 | 30 | 32 | 85 | 34 | 59.5 | | 14th | |
| 10. | | 29 | 28 | 30 | 82 | 38 | 60.0 | | 12th | |
| 11. | | 29 | 28 | 28 | 80 | 12 | 46.0 | | 34th | |
| 12. | | 16 | 13 | 26 | 55 | 09 | 32.0 | | 55th | |
| 13. | | 24 | 28 | 29 | 76 | 30 | 53.0 | | 25th | |
| 14. | | 14 | 15 | 28 | 57 | 31 | 44.0 | | 38th | |
| 15. | | 16 | 18 | 27 | 61 | 21 | 41.0 | | 43rd | |
| 16. | | 19 | 18 | 29 | 66 | 33 | 49.5 | | 30th | |
| 17. | | 29 | 29 | 30 | 88 | 27 | 57.5 | | 18th | |
| 18. | | 28 | 25 | 30 | 83 | 16 | 49.5 | | 30th | |
| 19. | | 17 | 16 | 25 | 58 | 13 | 35.5 | | 51st | |
| 20. | | 18 | 15 | 26 | 59 | 14 | 37.0 | | 49th | |
| 21. | | 26 | 30 | 35 | 86 | 33 | 59.5 | | 14th | |
| 22. | | 26 | 19 | 30 | 70 | 31 | 50.5 | | 28th | |
| 23. | | 12 | 10 | 20 | 42 | 08 | 25.0 | | 62nd | |
| 24. | | 23 | 30 | 35 | 88 | 42 | 65.0 | | 7th | |
| 25. | | 24 | 29 | 35 | 85 | 23 | 54.0 | | 22nd | |
| 26. | | 18 | 23 | 30 | 71 | 12 | 41.5 | | 34th | |
| 27. | | 25 | 30 | 35 | 90 | 36 | 63.0 | | 8th | |
| 28. | | 23 | 28 | 30 | 81 | 30 | 55.5 | | 19th | |
| 29. | | 20 | 28 | 30 | 78 | 10 | 44.0 | | 38th | |
| 30. | | 25 | 28 | 32 | 85 | 38 | 61.5 | | 10th | |
| 31. | | 16 | 13 | 22 | 51 | 17 | 34.0 | | 53rd | |
| 32. | | 20 | 17 | 30 | 67 | 15 | 41.0 | | 43rd | |
| 33. | | 17 | 16 | 23 | 56 | 11 | 33.5 | | 54th | |
| 34. | | 29 | 30 | 35 | 94 | 22 | 58.0 | | 17th | |
| 35. | | 15 | 14 | 22 | 51 | 07 | 29.0 | | 60th | |
| 36. | | 27 | 21 | 21 | 69 | 20 | 44.5 | | 34th | |
| 37. | | 16 | 13 | 23 | 52 | 24 | 38.0 | | 47th | |
| 38. | | 14 | 14 | 21 | 49 | 11 | 30.0 | | 58th | |
| 39. | | 15 | 10 | 20 | 45 | 15 | 30.0 | | 58th | |
| 40. | | 16 | 14 | 24 | 54 | 18 | 36.0 | | 50th | |
| 41 | | 12 | 10 | 20 | 83 42 | 13 | 27.5 | | 61st | |

# REDZI A.M.E. ZION BASIC SCHOOLS
## SCHOOL BASED ASSESSMENT

SUBJECT: ENGLISH LANGUAGE CLASS: F2 TERM: 2 YEAR 2014/5

TEACHER: MR. APPIAH D.A AVERAGE: NO. ON ROLL: 60 BOYS 39 GIRLS 21

NAME "A" GIRLS

| NO. | CAT 30 (A) | CAT 30 GROUP EX. 3 (B) | CAT 40 (C) | TOTAL OF CATs 100% | END OF TERM EXAMS 100% | TOTAL OF CATs & End of Term Exam (50% + 50%) | GRADE | POSN | CAT PROJECTS |
|---|---|---|---|---|---|---|---|---|---|
| 1. | 19 | 29 | 30 | 78 | 26 | 52.0 | | 26th | |
| 2. | 18 | 20 | 35 | 73 | 27 | 50.0 | | 27th | |
| 3. | 29 | 30 | 34 | 93 | 42 | 67.5 | | 4th | |
| 4. | 25 | 29 | 30 | 82 | 27 | 54.5 | | 21st | |
| 5. | 29 | 30 | 34 | 93 | 46 | 69.5 | | 2nd | |
| 6. | 29 | 30 | 35 | 94 | 28 | 61.0 | | 11th | |
| 7. | 22 | 20 | 28 | 70 | — | 35.0 | | 52nd | |
| 8. | 21 | 22 | 24 | 67 | 13 | 40.0 | | 45th | |
| 9. | 25 | 27 | 32 | 84 | 19 | 51.5 | | 27th | |
| 10. | 30 | 29 | 35 | 94 | 23 | 58.5 | | 16th | |
| 11. | 30 | 29 | 40 | 99 | 32 | 65.5 | | 6th | |
| 12. | 26 | 30 | 35 | 91 | 35 | 63.0 | | 8th | |
| 13. | 27 | 26 | 35 | 88 | 48 | 68.0 | | 3rd | |
| 14. | 18 | 14 | 20 | 52 | 11 | 31.5 | | 56th | |
| 15. | 30 | 28 | 36 | 95 | 25 | 60.0 | | 12th | |
| 16. | 23 | 22 | 22 | 67 | 21 | 44.0 | | 38th | |
| 17. | 14 | 15 | 21 | 50 | 11 | 30.5 | | 57th | |
| 18. | 16 | 18 | 26 | 60 | 28 | 44.0 | | 38th | |
| 19. | 18 | 17 | 27 | 62 | 27 | 44.5 | | 34th | |
| 20. | 16 | 17 | 24 | 57 | 27 | 42.0 | | 42nd | |
| 21. | 14 | 16 | 25 | 55 | 20 | 37.5 | | 48th | |
| 22. | | | | | | | | | |
| 23. | | | | | | | | | |
| 24. | | | | | | | | | |
| 25. | | | | | | | | | |
| 26. | | | | | | | | | |
| 27. | | | | | | | | | |
| 28. | | | | | | | | | |
| 29. | | | | | | | | | |
| 30. | | | | | | | | | |
| 31. | | | | | | | | | |
| 32. | | | | | | | | | |
| 33. | | | | | | | | | |
| 34. | | | | | | | | | |
| 35. | | | | | | | | | |
| 36. | | | | | | | | | |
| 37. | | | | | | | | | |
| 38. | | | | | | | | | |
| 39. | | | | | | | | | |
| 40. | | | | | | | | | |

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# KEDZI A.M.E. ZION BASIC SCHOOLS

## SCHOOL BASED ASSESSMENT

SUBJECT: Mathematics CLASS: Eight (2) TERM: 2 YEAR: 2014/15

TEACHER: Mr. Philip Linus Dzaku AVERAGE: NO. ON ROLL: BOYS GIRLS

| NO | NAME "A" | CAT | CAT (GROUP EX.) | CAT | TOTAL for CATs | END OF TERM EXAMS | Total for CATs & End of Term Exam | GRADE | POSN | CAT |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | | 14 | 2.5 | 18 | 28.5 | 7.5 | 36 | E | 25th | |
| 2. | | 30 | 35 | 27 | 46 | 31 | 78 | A | 2nd | |
| 3. | | 22 | 30 | 20 | 22.5 | 16.5 | 39 | C | 23rd | |
| 4. | | 30 | 30 | 25 | 45 | 21.5 | 64 | F | 27th | |
| 5. | | 18 | 25 | 25 | 34 | – | 34 | F | 17th | |
| 6. | | 15 | 30 | 25 | 35 | 16.5 | 51.5 | F | 22nd | |
| 7. | | 10 | 25 | 20 | 32.5 | 10 | 42.5 | F | 16th | |
| 8. | | 28 | 30 | 20 | 39 | 14 | 53 | D | 16th | |
| 9. | | 10 | 29 | 22 | 30.5 | 22.5 | 53 | D | 16th | |
| 10. | | 22 | 28 | 20 | 35 | 16.5 | 51.5 | D | 17th | |
| 11. | | 20 | 30 | 20 | 35 | 12 | 47 | D | 20th | |
| 12. | | 28 | 28 | 20 | 38 | 19.5 | 57.5 | C | 13th | |
| 13. | | 10 | 30 | 22 | 25.5 | 30 | 55.5 | D | 14th | |
| 14. | | 07 | 20 | 20 | 23.5 | 15.5 | 39 | F | 23rd | |
| 15. | | 29 | 31 | 26 | 43 | 27 | 70 | B | 5th | |
| 16. | | 05 | 10 | 21 | 28 | – | 28 | F | 33rd | |
| 17. | | 20 | 28 | 21 | 34.5 | 13 | 47.5 | D | 20th | |
| 18. | | 10 | 20 | 18 | 24 | 14.5 | 38.5 | F | 24th | |
| 19. | | 10 | 30 | 22 | 31 | 20.5 | 51.5 | D | 17th | |
| 20. | | 10 | 25 | 20 | 22.5 | 10 | 32.5 | F | 29th | |
| 21. | | 26 | 28 | 22 | 38 | 15.5 | 53.5 | D | 16th | |
| 22. | | 28 | 32 | 28 | 44 | 25 | 69 | B | 6th | |
| 23. | | 20 | 30 | 20 | 38 | – | 38 | F | 24th | |
| 24. | | 30 | 30 | 20 | 40 | 15.5 | 55.5 | D | 14th | |
| 25. | | – | 30 | 22 | 26 | 8.5 | 34.5 | F | 27th | |
| 26. | | – | 26 | 20 | 23 | 12.5 | 35.5 | F | 26th | |
| 27. | | 25 | 25 | 18 | 24 | 10.5 | 44.5 | F | 25th | |
| 28. | | 10 | 30 | 15 | 27.5 | 09 | 36.5 | F | 22nd | |
| 29. | | 08 | 30 | 15 | 29 | 13 | 42 | F | 26th | |
| 30. | | – | 29 | 22 | 25.5 | 10 | 35.5 | F | 4th | |
| 31. | | 29 | 32 | 27 | 44 | 27.5 | 71.5 | B | 11th | |
| 32. | | 30 | 32 | 20 | 41 | 21 | 62 | C | 25th | |
| 33. | | 09 | 30 | 15 | 27 | 09 | 36 | F | 1st | |
| 34. | | 27 | 30 | 26 | 41.5 | 39 | 80.5 | A | 27th | |
| 35. | | – | 28 | 15 | 21.5 | 12.5 | 34 | F | 3rd | |
| 36. | | 26 | 30 | 24 | 44 | 31 | 75 | A | 8th | |
| 37. | | 27 | 27 | 20 | 37 | 30.5 | 67.5 | B | 11th | |
| 38. | | 27 | 29 | 20 | 38 | 24.5 | 62.5 | C | 12th | |
| 39. | | 24 | 30 | 24 | 39 | 21.5 | 60.5 | C | 24th | |
| 40. | | – | 28 | 20 | 24 | 08 | 32 | F | | |

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# KEDZI A.M.E. ZION BASIC SCHOOLS

## SCHOOL BASED ASSESSMENT

SUBJECT: Mathematics CLASS: Eight (1) TERM: 2 YEAR: 2014

TEACHER: Mr. Philip Linu Dzo AVERAGE: NO. ON ROLL: BOYS: GIRLS:

| NO | NAME "A" | CAT | CAT (REDUCED) | CAT | TOTAL for CATs | END OF TERM EXAMS | Total for CATs + End of Term Exam | GRADE | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | | 30 | 35 | 34 | 44.5 | 34 | 78.5 | A | 2nd |
| 2 | | 10 | 30 | 10 | 25 | 10 | 35 | F | 36th |
| 3 | | 20 | 28 | 18 | 38 | 13 | 51 | D | 18th |
| 4 | | 10 | 30 | 20 | 30 | 17 | 47 | E | 26th |
| 5 | | 7 | 30 | 10 | 20 | 10.5 | 30.5 | F | 32nd |
| 6 | | 15 | 30 | 15 | 30 | 09 | 39 | F | 33rd |
| 7 | | 22 | 28 | 20 | 35 | 19 | 54 | D | 15th |
| 8 | | 28 | 28 | 28 | 41 | 24.5 | 65.5 | C | 6th |
| 9 | | 30 | 26 | 26 | 41 | 28.5 | 69.5 | B | 4th |
| 10 | | 12 | 28 | 20 | 30 | 11 | 41 | E | 29th |
| 11 | | - | 30 | 20 | 25 | 8.5 | 33.5 | F | 35th |
| 12 | | - | 25 | 20 | 22.5 | 09 | 31.5 | F | 34th |
| 13 | | 07 | 20 | 18 | 22.5 | 9.5 | 32 | F | 31st |
| 14 | | 05 | 20 | 18 | 16.5 | - | 16.5 | F | 37th |
| 15 | | 08 | 22 | 20 | 25 | 08 | 33 | F | 28th |
| 16 | | 28 | 30 | 28 | 42 | 26 | 68 | B | 7th |
| 17 | | 21 | 26 | 22 | 34.5 | 13 | 48.5 | D | 19th |
| 18 | | 13 | 28 | 21 | 31 | 19.5 | 50.5 | C | 18th |
| 19 | | 10 | 20 | 20 | 25 | 10 | 35 | F | 36th |
| 20 | | 10 | 10 | 10 | 15 | 9.5 | 24.5 | F | 34th |
| 21 | | | | | | | | | |
| 22 | | | | | | | | | |
| 23 | | | | | | | | | |
| 24 | | | | | | | | | |
| 25 | | | | | | | | | |
| 26 | | | | | | | | | |
| 27 | | | | | | | | | |
| 28 | | | | | | | | | |
| 29 | | | | | | | | | |
| 30 | | | | | | | | | |
| 31 | | | | | | | | | |
| 32 | | | | | | | | | |
| 33 | | | | | | | | | |
| 34 | | | | | | | | | |
| 35 | | | | | | | | | |
| 36 | | | | | | | | | |
| 37 | | | | | | | | | |
| 38 | | | | | | | | | |
| 39 | | | | | | | | | |
| 40 | | | | | | | | | |

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# KEDZI A.M.E. ZION BASIC SCHOOLS

## SCHOOL BASED ASSESSMENT

SUBJECT: Basic Design & Technology CLASS: JHS 2 TERM: 2 YEAR: 2014

TEACHER: Ashigbi Faustina AVERAGE: NO. ON ROLL: 61 BOYS: 40 GIRLS: 21

| NO. | NAME "A" | CAT 30 | CAT 30 Group Ex | CAT 40 | TOTAL for CATs | END OF TERM EXAMS | Total for CA's & End of Term Exam | GRADE | POSN | CAT PROJECTS |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | | 07 | 24 | 20 | 51 | 28 | 39.5 | 6 | 32nd | |
| 2. | | 12 | 10 | 18 | 40 | 36 | 38.0 | 7 | 35th | |
| 3. | | 10 | 18 | 12 | 40 | 65 | 52.5 | 4 | 15th | |
| 4. | | 10 | 20 | 12 | 42 | 34 | 38.0 | 7 | 36th | |
| 5. | | 02 | 22 | 12 | 36 | 16 | 26.0 | 8 | 50th | |
| 6. | | 08 | 26 | 22 | 56 | 76 | 63.0 | 2 | 9th | |
| 7. | | 10 | 14 | 18 | 42 | 21 | 36.5 | 7 | 39th | |
| 8. | | 18 | 22 | 20 | 60 | 48 | 54.0 | 4 | 14th | |
| 9. | | 04 | 18 | 22 | 44 | 48 | 46.0 | 5 | 21st | |
| 10. | | 08 | 24 | 18 | 50 | 41 | 45.5 | 5 | 22nd | |
| 11. | | 04 | 24 | 12 | 40 | 09 | 24.5 | 8 | 54th | |
| 12. | | 08 | 26 | 16 | 50 | 13 | 31.5 | 7 | 46th | |
| 13. | | 06 | 22 | 18 | 46 | 41 | 43.5 | 6 | 25th | |
| 14. | | 08 | 20 | 16 | 44 | 53 | 48.5 | 5 | 20th | |
| 15. | | 07 | 26 | 16 | 49 | 38 | 43.5 | 6 | 26th | |
| 16. | | 07 | 24 | 18 | 49 | 53 | 51.0 | 4 | 18th | |
| 17. | | 15 | 28 | 22 | 65 | 70 | 67.5 | 3 | 4th | |
| 18. | | 04 | 22 | 12 | 38 | 13 | 25.5 | 8 | 52nd | |
| 19. | | 06 | 18 | 16 | 40 | 48 | 44.0 | 6 | 23rd | |
| 20. | | 06 | 24 | 10 | 40 | 07 | 23.5 | 8 | 55th | |
| 21. | | 08 | 22 | 16 | 46 | 65 | 55.5 | 4 | 13th | |
| 22. | | 09 | 22 | 20 | 51 | 47 | 49.0 | 5 | 19th | |
| 23. | | 04 | 10 | 06 | 20 | 07 | 13.5 | 9 | 61st | |
| 24. | | 18 | 26 | 20 | 64 | 75 | 69.5 | 3 | 3rd | |
| 25. | | 15 | 20 | 16 | 51 | 27 | 29.0 | 7 | 33rd | |
| 26. | | 09 | 14 | 12 | 35 | 19 | 27.0 | 8 | 49th | |
| 27. | | 13 | 28 | 18 | 59 | 53 | 56.0 | 4 | 12th | |
| 28. | | 13 | 24 | 16 | 53 | 52 | 52.5 | 4 | 16th | |
| 29. | | 15 | 26 | 22 | 63 | 64 | 63.5 | 3 | 8th | |
| 30. | | 04 | 12 | 06 | 22 | 14 | 18.0 | 7 | 60th | |
| 31. | | 08 | 16 | 12 | 36 | 35 | 35.5 | 7 | 42nd | |
| 32. | | 05 | 20 | 10 | 35 | 12 | 23.5 | 8 | 56th | |
| 33. | | 06 | 18 | 12 | 36 | 31 | 33.5 | 7 | 45th | |
| 34. | | 02 | 18 | 10 | 31 | 20 | 25.5 | 8 | 53rd | |
| 35. | | 06 | 12 | 04 | 22 | 23 | 22.5 | 8 | 58th | |
| 36. | | 06 | 24 | 12 | 42 | 29 | 35.5 | 7 | 41st | |
| 37. | | 08 | 18 | 14 | 40 | 37 | 38.5 | 7 | 34th | |
| 38. | | 09 | 16 | 10 | 35 | 26 | 30.5 | 7 | 47th | |
| 39. | | 08 | 18 | 10 | 36 | 09 | 22.5 | 9 | 57th | |
| 40 | | — | — | — | — | 27 | 18.5 | 9 | 59th | |

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# KEDZI A.M.E. ZION BASIC SCHOOLS

## SCHOOL BASED ASSESSMENT

SUBJECT: Basic Design & Technology CLASS: JHS 2 TERM: 2 YEAR: 2014

TEACHER: Ashigbi Faustina AVERAGE ..... NO. ON ROLL: 61 BOYS: 40 GIRLS: 21

| NO. | NAME "A" | CAT 20 | CAT 20 GROUP EX | CAT 40 | TOTAL OF CATs | END OF TERM EXAMS | Total for CATs & End of Term Exam | GRADE | POSN | CAT PROFICIN |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | | 07 | 24 | 20 | 51 | 32 | 41·5 | 6 | 31st | |
| 2. | | 03 | 26 | 18 | 47 | 27 | 37·0 | 7 | 38th | |
| 3. | | 18 | 22 | 16 | 56 | 71 | 63·5 | 2 | 7th | |
| 4. | | 06 | 26 | 14 | 46 | 38 | 42·0 | 6 | 29th | |
| 5. | | 14 | 28 | 22 | 54 | 72 | 63·0 | 3 | 10th | |
| 6. | | 09 | 24 | 18 | 51 | 68 | 59·5 | 3 | 11th | |
| 7. | | 06 | 26 | 16 | 48 | 28 | 34·0 | 7 | 44th | |
| 8. | | 04 | 26 | 14 | 44 | 32 | 38·0 | 7 | 37th | |
| 9. | | 05 | 28 | 14 | 50 | 36 | 43·0 | 6 | 27th | |
| 10. | | 06 | 26 | 6 | 48 | 55 | 51·5 | 4 | 17th | |
| 11. | | 21 | 24 | 18 | 63 | 65 | 64·5 | 3 | 6th | |
| 12. | | 20 | 28 | 24 | 72 | 71 | 71·5 | 3 | 2nd | |
| 13. | | 16 | 24 | 18 | 56 | 75 | 65·5 | 3 | 5th | |
| 14. | | 06 | 22 | 08 | 36 | 33 | 34·5 | 7 | 43rd | |
| 15. | | 22 | 30 | 16 | 68 | 77 | 72·5 | 3 | 1st | |
| 16. | | 02 | 14 | 10 | 26 | 32 | 29·0 | 8 | 48th | |
| 17. | | 10 | 16 | 08 | 34 | 18 | 26·0 | 8 | 51st | |
| 18. | | 07 | 18 | 14 | 39 | 49 | 44·0 | 6 | 24th | |
| 19. | | 09 | 16 | 14 | 39 | 45 | 42·0 | 6 | 30th | |
| 20. | | 08 | 20 | 14 | 42 | 31 | 36·5 | 7 | 40th | |
| 21. | | 15 | 24 | 16 | 55 | 30 | 42·5 | 6 | 28th | |
| 22. | | | | | | | | | | |
| 23. | | | | | | | | | | |
| 24. | | | | | | | | | | |
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| 37. | | | | | | | | | | |
| 38. | | | | | | | | | | |
| 39. | | | | | | | | | | |
| 40. | | | | | | | | | | |

83

SCHOOL BASED ASSESSMENT [illegible]

SUBJECT BASIC DESIGN & TECHNOLOGY CLASS JHS TWO (B) YEAR 2015

TEACHER Miss. Attakpah Rosemond TERM 2 NO. ON ROLL 24

| No. | Name | Task 1 Individual Class Test 20 | Task 2 Group Class work 25 | Task 3 Individual Quiz Test 22 | Task 4 Project/ Home work 35 | Total Class Score 100 | Total Class Score 50% | Term Exam 100 | Term Exam 50% | Overall Total 50+50 (%) | Position |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 16 | 19 | 17 | 27 | 78 | 39 | 34 | 17 | 56 | 15 |
| | | 10 | 19 | 11 | 25 | 63 | 31.5 | 38 | 19 | [illegible] | 22 |
| | | 10 | 15 | 13 | 20 | 58 | 29 | 48 | 24 | 53 | 23 |
| | | 17 | 19 | 17 | 27 | 80 | 40 | 41 | 20.5 | [illegible] | [illegible] |
| | | 14 | 19 | 13 | 24 | 70 | 35 | 37 | 18.5 | 54 | 21 |
| | | 17 | 19 | 16 | 27 | 80 | 40 | 48 | 24 | 64 | 10 |
| | | 18 | 19 | 18 | 29 | 84 | 42 | 50 | 25 | 67 | 7 |
| | | 12 | 19 | 19 | 29 | 86 | 45 | 60 | 30 | 73 | 2 |
| | | 15 | 19 | 14 | 27 | 75 | 37.5 | 44 | 22 | [illegible] | 13 |
| | | 16 | 19 | 16 | 27 | 77 | 38.5 | 50 | 25 | [illegible] | 9 |
| | | 17 | 19 | 19 | 29 | 78 | 39 | 62 | 31 | 70 | 5 |
| | | 11 | 12 | 12 | 20 | 55 | 27.5 | 34 | 17 | 44 | 24 |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
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| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | 15 | 19 | 12 | 29 | 82 | 41 | 48 | 24 | 65 | 9 |
| | | 15 | 19 | 14 | 27 | 75 | 37.5 | 36 | 18 | 55 | 17 |
| | | 18 | 19 | 14 | 25 | 77 | 38.5 | 46 | 23 | 63 | 11 |
| | | 15 | 19 | 16 | 25 | 82 | 41 | 57 | 28.5 | [illegible] | 6 |
| | | 16 | 19 | 17 | 27 | 78 | 39 | 34 | 17 | 56 | 17 |
| | | 13 | 19 | 14 | 26 | 72 | 36 | 42 | 21 | [illegible] | 15 |
| | | 16 | 19 | 17 | 26 | 79 | 39.5 | 62 | 31 | [illegible] | 2 |
| | | 12 | 19 | 13 | 25 | 68 | 34 | 32 | 16 | [illegible] | 13 |
| | | 17 | 19 | 16 | 26 | 77 | 38.5 | 48 | 24 | 62 | 12 |
| | | 15 | 19 | 14 | 29 | 77 | 38.5 | 36 | 18 | 57 | 15 |
| | | 14 | 19 | 14 | 31 | 74 | 37 | 25 | 17.5 | [illegible] | [illegible] |
| | | 15 | 19 | 14 | 30 | 79 | 39.5 | 52 | 31 | [illegible] | 4 |
| | | 10 | 11 | 9 | 20 | 50 | 25 | 50 | 25 | [illegible] | 22 |

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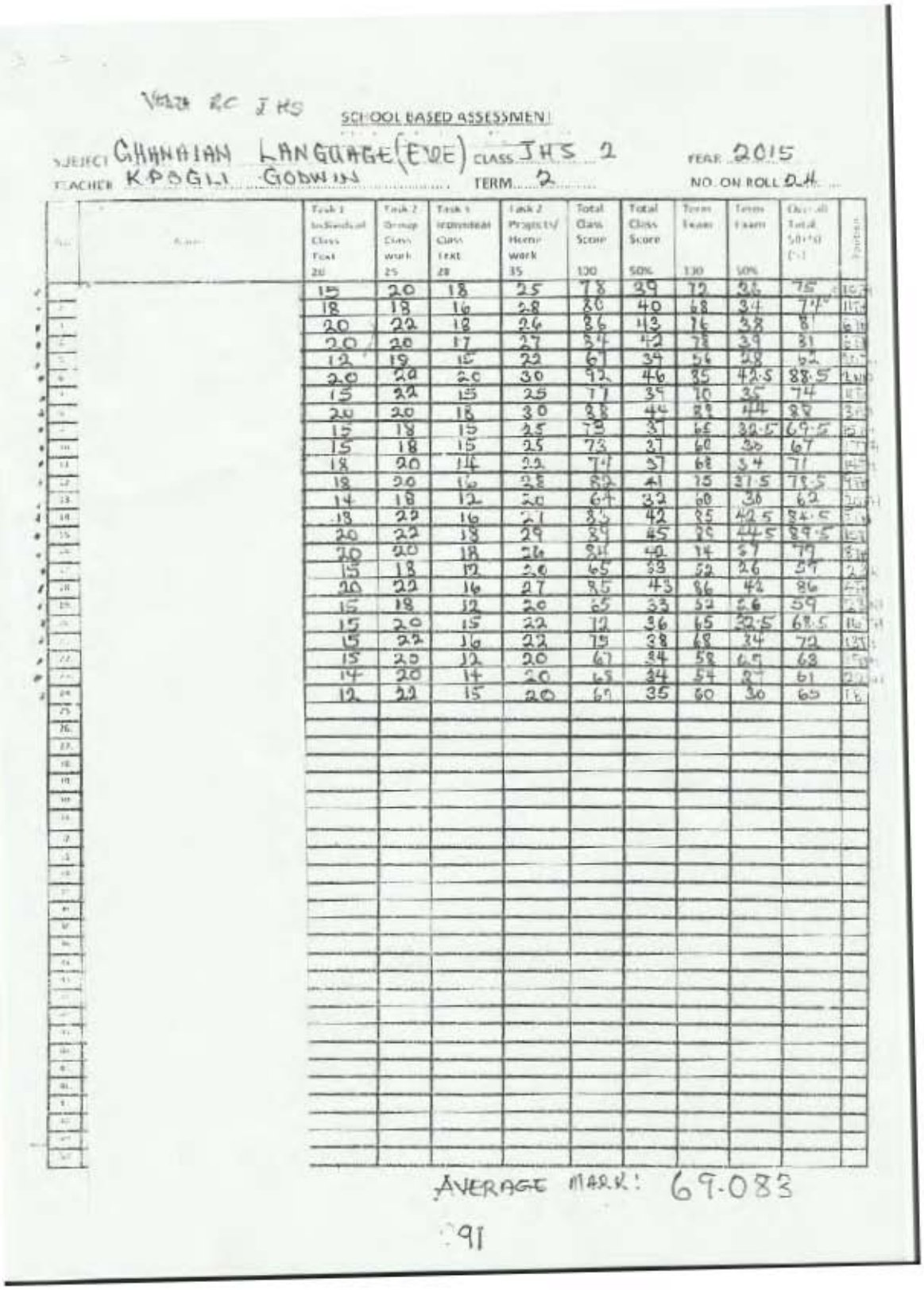

VOLTA RC JHS

SCHOOL BASED ASSESSMENT

SUBJECT GHANAIAN LANGUAGE (EWE) CLASS JHS 2 YEAR 2015

TEACHER KPOGLI GODWIN TERM 2 NO. ON ROLL 24

| | Name | Task 1 Individual Class Test 20 | Task 2 Group Class work 25 | Task 3 Individual Class Test 20 | Task 4 Project/ Home work 35 | Total Class Score 100 | Total Class Score 50% | Term Exam 100 | Term Exam 50% | Overall Total 50+50 (%) | Position |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | 15 | 20 | 18 | 25 | 78 | 39 | 72 | 36 | 75 | 10th |
| 2 | | 18 | 18 | 16 | 28 | 80 | 40 | 68 | 34 | 74 | 11th |
| 3 | | 20 | 22 | 18 | 24 | 86 | 43 | 76 | 38 | 81 | 6th |
| 4 | | 20 | 20 | 17 | 27 | 84 | 42 | 78 | 39 | 81 | 6th |
| 5 | | 12 | 19 | 15 | 23 | 69 | 34 | 56 | 28 | 62 | 8th |
| 6 | | 20 | 20 | 20 | 30 | 92 | 46 | 85 | 42.5 | 88.5 | 2nd |
| 7 | | 15 | 22 | 15 | 25 | 77 | 39 | 70 | 35 | 74 | 8th |
| 8 | | 20 | 20 | 18 | 30 | 88 | 44 | 82 | 41 | 85 | 3rd |
| 9 | | 15 | 18 | 15 | 25 | 73 | 37 | 65 | 32.5 | 69.5 | 9th |
| 10 | | 15 | 18 | 15 | 25 | 73 | 37 | 60 | 30 | 67 | 9th |
| 11 | | 18 | 20 | 14 | 22 | 74 | 37 | 68 | 34 | 71 | 4th |
| 12 | | 18 | 20 | 16 | 28 | 82 | 41 | 75 | 37.5 | 78.5 | 5th |
| 13 | | 14 | 18 | 12 | 20 | 64 | 32 | 60 | 30 | 62 | 12th |
| 14 | | 18 | 22 | 16 | 21 | 84 | 42 | 85 | 42.5 | 84.5 | 5th |
| 15 | | 20 | 22 | 18 | 29 | 89 | 45 | 89 | 44.5 | 89.5 | 1st |
| 16 | | 20 | 20 | 18 | 26 | 84 | 42 | 74 | 37 | 79 | 8th |
| 17 | | 15 | 13 | 12 | 20 | 65 | 33 | 52 | 26 | 59 | 12th |
| 18 | | 20 | 22 | 16 | 27 | 85 | 43 | 86 | 43 | 86 | 4th |
| 19 | | 15 | 18 | 12 | 20 | 65 | 33 | 52 | 26 | 59 | 12th |
| 20 | | 15 | 20 | 15 | 22 | 72 | 36 | 65 | 32.5 | 68.5 | 10th |
| 21 | | 15 | 22 | 16 | 22 | 75 | 38 | 68 | 34 | 72 | 7th |
| 22 | | 15 | 20 | 12 | 20 | 67 | 34 | 58 | 29 | 63 | 11th |
| 23 | | 14 | 20 | 14 | 20 | 68 | 34 | 54 | 27 | 61 | 13th |
| 24 | | 12 | 22 | 15 | 20 | 69 | 35 | 60 | 30 | 65 | 11th |

AVERAGE MARK: 69.083

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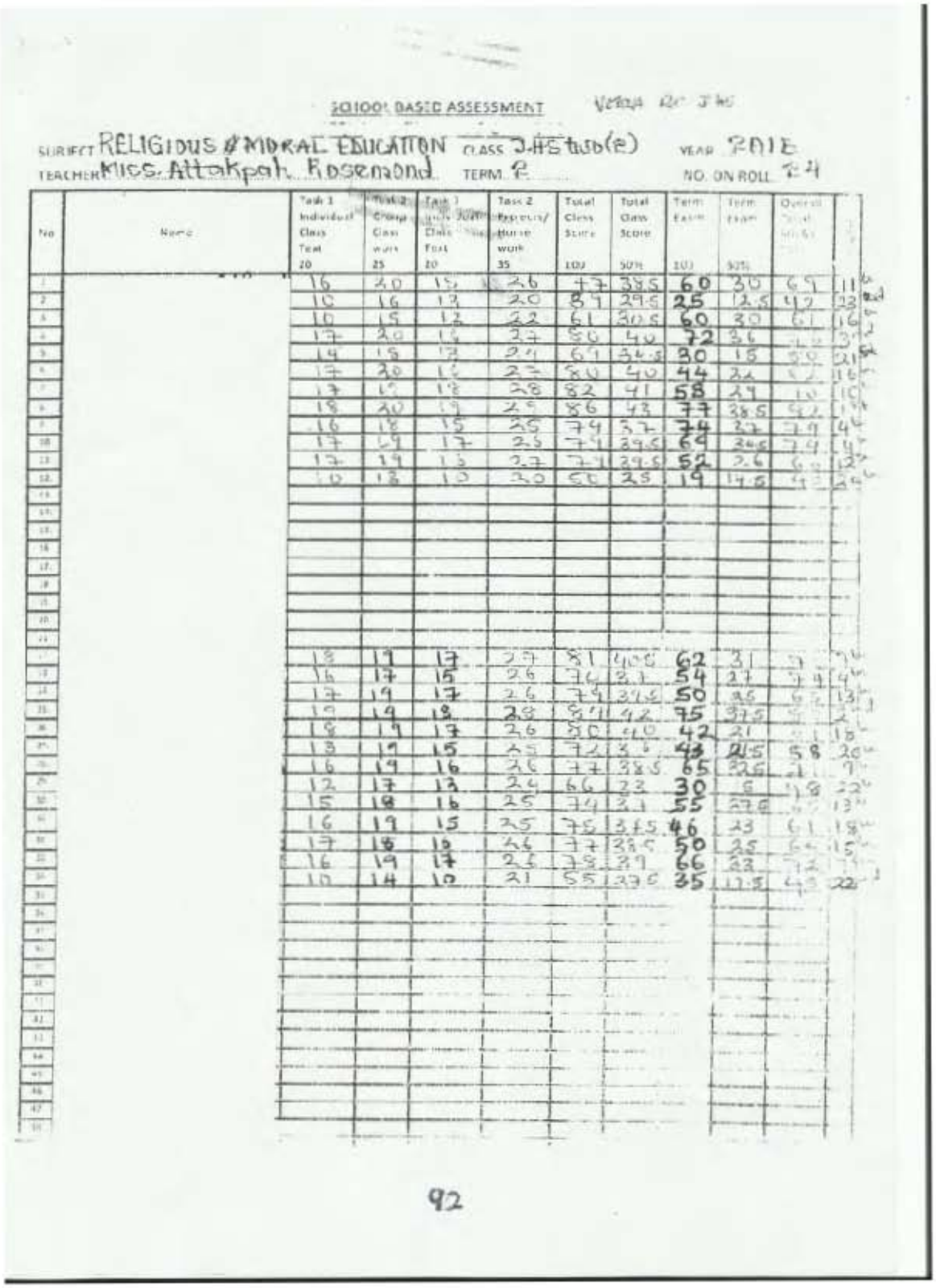

SCHOOL BASED ASSESSMENT

SUBJECT RELIGIOUS & MORAL EDUCATION CLASS J.H.S 3 (2) YEAR 2018

TEACHER Miss. Attakpah Rosemond TERM 2 NO. ON ROLL 24

| No | Name | Task 1 Individual Class Test 20 | Task 2 Group Class work 25 | Task 3 Class Test 20 | Task 2 Project/ Home work 35 | Total Class Score 100 | Total Class Score 50% | Term Exam 100 | Term Exam 50% | Overall Total 100% | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | 16 | 20 | 15 | 26 | 77 | 38.5 | 60 | 30 | 69 | 11 |
| 2 | | 10 | 16 | 13 | 20 | 59 | 29.5 | 25 | 12.5 | 42 | 23 |
| 3 | | 10 | 15 | 12 | 22 | 61 | 30.5 | 60 | 30 | 61 | 16 |
| 4 | | 17 | 20 | 16 | 27 | 80 | 40 | 72 | 36 | 76 | 3 |
| 5 | | 14 | 18 | 17 | 21 | 69 | 34.5 | 30 | 15 | 50 | 21 |
| 6 | | 17 | 20 | 16 | 27 | 80 | 40 | 44 | 22 | 62 | 16 |
| 7 | | 17 | 17 | 18 | 28 | 82 | 41 | 58 | 29 | 70 | 10 |
| 8 | | 18 | 20 | 19 | 29 | 86 | 43 | 77 | 38.5 | 82 | 1 |
| 9 | | 16 | 18 | 15 | 25 | 74 | 37 | 74 | 37 | 74 | 4 |
| 10 | | 17 | 19 | 17 | 26 | 79 | 39.5 | 64 | 32 | 71.5 | 4 |
| 11 | | 17 | 19 | 16 | 27 | 79 | 39.5 | 52 | 26 | 65.5 | 12 |
| 12 | | 10 | 18 | 10 | 30 | 68 | 34 | 19 | 14.5 | 48.5 | 24 |
| 13 | | | | | | | | | | | |
| 14 | | | | | | | | | | | |
| 15 | | | | | | | | | | | |
| 16 | | | | | | | | | | | |
| 17 | | | | | | | | | | | |
| 18 | | | | | | | | | | | |
| 19 | | | | | | | | | | | |
| 20 | | | | | | | | | | | |
| 21 | | | | | | | | | | | |
| 22 | | 18 | 19 | 17 | 27 | 81 | 40.5 | 62 | 31 | 71.5 | 7 |
| 23 | | 16 | 17 | 15 | 26 | 74 | 37 | 54 | 27 | 64 | 4 |
| 24 | | 17 | 19 | 17 | 26 | 79 | 39.5 | 50 | 25 | 64.5 | 13 |
| 25 | | 19 | 19 | 18 | 28 | 84 | 42 | 75 | 37.5 | 79.5 | 2 |
| 26 | | 18 | 19 | 17 | 26 | 80 | 40 | 42 | 21 | 61 | 10 |
| 27 | | 13 | 19 | 15 | 25 | 72 | 36 | 43 | 21.5 | 58 | 20 |
| 28 | | 16 | 19 | 16 | 26 | 77 | 38.5 | 65 | 32.5 | 71 | 9 |
| 29 | | 12 | 17 | 13 | 24 | 66 | 33 | 30 | 15 | 48 | 22 |
| 30 | | 15 | 18 | 16 | 25 | 74 | 37 | 55 | 27.5 | 64.5 | 13 |
| 31 | | 16 | 19 | 15 | 25 | 75 | 37.5 | 46 | 23 | 61 | 18 |
| 32 | | 17 | 18 | 19 | 26 | 77 | 38.5 | 50 | 25 | 64 | 15 |
| 33 | | 16 | 19 | 17 | 27 | 79 | 39 | 66 | 33 | 72 | 7 |
| 34 | | 10 | 14 | 10 | 21 | 55 | 27.5 | 35 | 17.5 | 45 | 22 |
| 35 | | | | | | | | | | | |
| 36 | | | | | | | | | | | |
| 37 | | | | | | | | | | | |
| 38 | | | | | | | | | | | |
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| 48 | | | | | | | | | | | |

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# KEDZI-HAVEDZI A.M.E. ZION BASIC SCHOOL

## SCHOOL BASED ASSESSMENT

SUBJECT: SOCIAL STUDIES CLASS/FORM: 1182 YEAR: 2015

TEACHER: MR K ES KPODO TERM: TWO NO. ON ROLL: 33

| NO. | Name of Pupil | Task 1 Individual Class Test 20 | Task 2 Group Class Work 25 | Task 3 Individual Class Test 20 | Task 4 Project/ Home work 15 | Total Class Score 100 | Total Class Score 50% | Term Exam Score 100 | Term Exam Score 50% | Overall Total 50% + 50% | Position |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | 15 | 19 | 18 | 29 | 81 | 41 | 29 | 15 | 56 | 15th |
| 2 | | 16 | 17 | 16 | 27 | 76 | 38 | 41 | 21 | 59 | 8th |
| 3 | | 14 | 20 | 14 | 24 | 72 | 36 | 33 | 17 | 53 | 16th |
| 4 | | 17 | 21 | 18 | 30 | 86 | 43 | 28 | 14 | 57 | 11th |
| 5 | | 16 | 20 | 15 | 29 | 80 | 40 | 35 | 18 | 58 | 10th |
| 6 | | 12 | 15 | 15 | 26 | 71 | 36 | 25 | 13 | 49 | 23rd |
| 7 | | 14 | 17 | 12 | 22 | 65 | 33 | 14 | 7 | 40 | 32nd |
| 8 | | 18 | 19 | 18 | 33 | 88 | 44 | 67 | 34 | 78 | 1st |
| 9 | | 14 | 15 | 13 | 24 | 66 | 33 | 42 | 21 | 54 | 20th |
| 10 | | 17 | 15 | 16 | 29 | 80 | 40 | 36 | 18 | 58 | 11th |
| 11 | | 14 | 16 | 15 | 27 | 72 | 36 | 27 | 14 | 50 | 24th |
| 12 | | 17 | 18 | 16 | 27 | 78 | 39 | 50 | 25 | 64 | 6th |
| 13 | | 14 | 16 | 16 | 27 | 73 | 36 | 38 | 19 | 57 | 14th |
| 14 | | 13 | 16 | 12 | 25 | 66 | 33 | 29 | 15 | 48 | 28th |
| 15 | | 15 | 17 | 15 | 28 | 75 | 38 | 41 | 21 | 59 | 8th |
| 16 | | 15 | 16 | 14 | 28 | 73 | 37 | 37 | 19 | 56 | 16th |
| 17 | | 16 | 21 | 15 | 33 | 85 | 43 | 63 | 31 | 75 | 3rd |
| 18 | | 13 | 16 | 13 | 28 | 70 | 35 | 22 | 11 | 46 | 29th |
| 19 | | 15 | 17 | 14 | 29 | 75 | 38 | 28 | 14 | 52 | 22nd |
| 20 | | 17 | 21 | 19 | 30 | 87 | 44 | 66 | 33 | 77 | 2nd |
| 21 | | 17 | 20 | 18 | 32 | 87 | 44 | 54 | 27 | 71 | 5th |
| 22 | | 16 | 18 | 16 | 30 | 80 | 40 | 39 | 20 | 60 | 17th |
| 23 | | 14 | 17 | 16 | 28 | 75 | 38 | 29 | 15 | 53 | 21st |
| 24 | | 16 | 18 | 15 | 29 | 78 | 39 | 39 | 20 | 59 | 8th |
| 25 | | 14 | 17 | 15 | 27 | 73 | 37 | 41 | 21 | 58 | 11th |
| 26 | | 13 | 15 | 14 | 24 | 65 | 33 | 16 | 8 | 41 | 31st |
| 27 | | 15 | 17 | 14 | 26 | 72 | 36 | 40 | 20 | 56 | 16th |
| 28 | | 15 | 14 | 14 | 25 | 68 | 34 | 30 | 15 | 49 | 25th |
| 29 | | 14 | 15 | 14 | 27 | 70 | 35 | 28 | 14 | 49 | 25th |
| 30 | | 15 | 17 | 15 | 27 | 74 | 37 | 27 | 14 | 51 | 23rd |
| 31 | | 13 | 16 | 14 | 26 | 69 | 35 | 28 | 14 | 49 | 25th |
| 32 | | 16 | 18 | 14 | 27 | 75 | 38 | 36 | 18 | 56 | 13th |
| 33 | | 12 | 13 | 10 | 23 | 58 | 29 | 6 | 3 | 32 | 33rd |

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# KEDZI-HAVEDZI A.M.E. ZION BASIC SCHOOL

## SCHOOL BASED ASSESSMENT

SUBJECT: MATHEMATICS CLASS/FORM: 1 HSZ YEAR: 2015

TEACHER: MR. K.E.S Kpodo TERM: TWO NO. ON ROLL: 33

| No. | Name of Pupil | Task 1 Individual Class Test 20 | Task 2 Group Class Work 25 | Task 3 Individual Class Test 20 | Task 4 Project/ Home work 35 | Total Class Score 100 | Total Class Score 50% | Term Exam Score 100 | Term Exam Score 50% | Overall Total 50% + 50% | Position |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | | 18 | 22 | 17 | 30 | 87 | 44 | 40 | 20 | 64 | 5TH |
| 2. | | 16 | 20 | 15 | 29 | 80 | 40 | 17 | 8 | 48 | 24TH |
| 3. | | 15 | 20 | 17 | 27 | 79 | 39 | 19 | 10 | 49 | 21ST |
| 4. | | 18 | 23 | 18 | 32 | 91 | 46 | 25 | 13 | 59 | 7TH |
| 5. | | 19 | 24 | 19 | 32 | 94 | 47 | 24 | 12 | 59 | 7TH |
| 6. | | 15 | 18 | 16 | 28 | 77 | 39 | 21 | 11 | 50 | 19TH |
| 7. | | 14 | 17 | 13 | 26 | 70 | 35 | 14 | 7 | 42 | 31ST |
| 8. | | 18 | 25 | 19 | 34 | 96 | 48 | 57 | 28 | 76 | 1ST |
| 9. | | 14 | 18 | 14 | 22 | 68 | 34 | 20 | 10 | 44 | 30TH |
| 10. | | 16 | 19 | 16 | 30 | 83 | 42 | 18 | 6 | 48 | 24TH |
| 11. | | 17 | 17 | 17 | 29 | 82 | 41 | 14 | 7 | 48 | 24TH |
| 12. | | 18 | 20 | 18 | 31 | 87 | 44 | 41 | 21 | 65 | 4TH |
| 13. | | 18 | 19 | 14 | 30 | 84 | 42 | 20 | 10 | 52 | 17TH |
| 14. | | 16 | 18 | 15 | 27 | 76 | 38 | 35 | 18 | 56 | 14TH |
| 15. | | 17 | 21 | 17 | 30 | 85 | 45 | 27 | 14 | 59 | 11TH |
| 16. | | 16 | 20 | 15 | 28 | 79 | 40 | 15 | 8 | 48 | 24TH |
| 17. | | 19 | 23 | 18 | 31 | 91 | 46 | 43 | 22 | 68 | 2ND |
| 18. | | 15 | 18 | 14 | 26 | 73 | 37 | 26 | 13 | 50 | 19TH |
| 19. | | 16 | 19 | 14 | 28 | 80 | 40 | 33 | 17 | 57 | 12TH |
| 20. | | 19 | 21 | 19 | 32 | 91 | 46 | 25 | 13 | 59 | 7TH |
| 21. | | 19 | 23 | 18 | 33 | 93 | 47 | 42 | 21 | 68 | 2ND |
| 22. | | 18 | 22 | 18 | 32 | 90 | 45 | 19 | 10 | 55 | 18TH |
| 23. | | 17 | 21 | 17 | 31 | 86 | 43 | 30 | 16 | 59 | 10TH |
| 24. | | 17 | 20 | 18 | 30 | 85 | 43 | 23 | 12 | 55 | 15TH |
| 25. | | 15 | 19 | 14 | 28 | 76 | 38 | 20 | 10 | 48 | 24TH |
| 26. | | 17 | 17 | 15 | 25 | 71 | 36 | 12 | 6 | 42 | 31ST |
| 27. | | 18 | 19 | 16 | 28 | 81 | 41 | 36 | 18 | 59 | 7TH |
| 28. | | 19 | 18 | 17 | 28 | 80 | 40 | 18 | 9 | 49 | 21ST |
| 29. | | 16 | 18 | 16 | 27 | 77 | 39 | 20 | 10 | 49 | 21ST |
| 30. | | 16 | 18 | 15 | 27 | 76 | 38 | 20 | 10 | 48 | 24TH |
| 31. | | 15 | 19 | 17 | 29 | 80 | 40 | 21 | 11 | 51 | 18TH |
| 32. | | 17 | 21 | 18 | 31 | 87 | 44 | 39 | 20 | 64 | 5TH |
| 33. | | 13 | 16 | 13 | 24 | 66 | 33 | 16 | 8 | 41 | 33RD |

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# KEDZI-HAVEDZI A.M.E. ZION BASIC SCHOOL

## SCHOOL BASED ASSESSMENT

SUBJECT: B. D. T CLASS/FORM: JHS 2 YEAR: 2015

TEACHER: F. M. ATTISOGBUI TERM: TWO NO. ON ROLL: 33

| No. | Name of Pupil | Task 1 Individual Class Test 10 | Task 2 Group Class Work 25 | Task 3 Individual Class Test 20 | Task 4 Project/ Home work 35 | Total Class Score 100 | Total Class Score 50% | Term Exam Score 100 | Term Exam Score 50% | Overall Total 50% + 50% | Position |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 01 | | 12 | 20 | 13 | 23 | 68 | 34 | 24 | 12 | 46 | 9th |
| 02 | | 10 | 20 | 11 | 14 | 55 | 27.5 | 20 | 10 | 38 | 28th |
| 03 | | 11 | 20 | 10 | 22 | 63 | 31.5 | 24 | 12 | 44 | 11th |
| 04 | | 10 | 19 | 09 | 29 | 67 | 33.5 | 39 | 19.5 | 54 | 1st |
| 05 | | 11 | 19 | 08 | 25 | 63 | 31.5 | 24 | 12 | 44 | 11th |
| 06 | | 08 | 19 | 10 | 21 | 57 | 28.5 | 11 | 5.5 | 35 | 30th |
| 07 | | 09 | 21 | 10 | 20 | 60 | 30 | 17 | 8.5 | 39 | 25th |
| 08 | | 14 | 21 | 13 | 30 | 78 | 39 | 30 | 15 | 54 | 1st |
| 09 | | 11 | 21 | 12 | 24 | 68 | 34 | 17 | 8.5 | 43 | 16th |
| 10 | | 12 | 21 | 14 | 28 | 75 | 37.5 | 21 | 10.5 | 49 | 7th |
| 11 | | 11 | 21 | 12 | 27 | 71 | 35.5 | 16 | 8 | 44 | 11th |
| 12 | | 08 | 21 | 11 | 20 | 60 | 30 | 23 | 11.5 | 42 | 18th |
| 13 | | 08 | 22 | 09 | 24 | 63 | 31.5 | 15 | 7.5 | 40 | 24th |
| 14 | | 08 | 22 | 09 | 21 | 60 | 30 | 22 | 11 | 41 | 22nd |
| 15 | | 11 | 23 | 12 | 27 | 74 | 37 | 33 | 16.5 | 54 | 1st |
| 16 | | 10 | 19 | 09 | 20 | 58 | 29 | 26 | 13 | 42 | 18th |
| 17 | | 11 | 19 | 12 | 29 | 71 | 35.5 | 27 | 13.5 | 50 | 5th |
| 18 | | 09 | 19 | 11 | 25 | 64 | 32 | 22 | 11 | 43 | 16th |
| 19 | | 10 | 19 | 10 | 28 | 67 | 33.5 | 19 | 9.5 | 44 | 11th |
| 20 | | 10 | 22 | 11 | 23 | 66 | 33 | 33 | 16.5 | 50 | 5th |
| 21 | | 11 | 22 | 13 | 22 | 68 | 34 | 34 | 17 | 51 | 4th |
| 22 | | 10 | 21 | 08 | 25 | 64 | 32 | 14 | 7 | 39 | 26th |
| 23 | | 08 | 21 | 18 | 24 | 71 | 35.5 | 20 | 10 | 46 | 9th |
| 24 | | 09 | 21 | 09 | 23 | 62 | 31 | 20 | 10 | 41 | 20th |
| 25 | | 10 | 21 | 11 | 26 | 68 | 34 | 26 | 13 | 47 | 8th |
| 26 | | 08 | 21 | 08 | 21 | 58 | 29 | 16 | 8 | 37 | 30th |
| 27 | | 09 | 21 | 08 | 20 | 58 | 29 | 26 | 13 | 42 | 18th |
| 28 | | 08 | 19 | 10 | 20 | 57 | 28.5 | 18 | 9 | 38 | 28th |
| 29 | | 09 | 19 | 10 | 21 | 59 | 30 | 13 | 6.5 | 37 | 30th |
| 30 | | 12 | 19 | 08 | 27 | 66 | 33 | 17 | 8.5 | 42 | 18th |
| 31 | | 10 | 20 | 10 | 25 | 65 | 32.5 | 12 | 6 | 39 | 25th |
| 32 | | 11 | 20 | 11 | 25 | 67 | 33.5 | 20 | 10 | 44 | 11th |
| 33 | | 05 | 20 | 05 | 19 | 49 | 24.5 | 13 | 6.5 | 32 | 33rd |

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# KEDZI-HAVEDZI A.M.E. ZION BASIC SCHOOL

## SCHOOL BASED ASSESSMENT

SUBJECT: English Language CLASS/FORM: JHS 2 YEAR 2015

TEACHER: F M ATTISOGBUI TERM: 1st NO. ON ROLL 32

| No. | Name of Pupil | Task 1 Individual Class Test 20 | Task 2 Group Class Work 25 | Task 3 Individual Class Test 20 | Task 4 Project/ Home work 35 | Total Class Score 100 | Total Class Score 50% | Term Exam Score 100 | Term Exam Score 50% | Overall Total 50% + 50% | Position |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 01 | | 12 | 19 | 14 | 28 | 73 | 36.5 | 19 | 10 | 47 | 11th |
| 02 | | 10 | 19 | 10 | 25 | 64 | 32 | 23 | 12 | 44 | 18th |
| 03 | | 08 | 22 | 10 | 20 | 60 | 30 | 14 | 7 | 37 | 30th |
| 04 | | 14 | 22 | 12 | 22 | 70 | 35 | 30 | 15 | 50 | 6th |
| 05 | | 11 | 21 | 10 | 21 | 63 | 31.5 | 31 | 16 | 48 | 9th |
| 06 | | 10 | 21 | 09 | 20 | 60 | 30 | 15 | 8 | 38 | 28th |
| 07 | | 09 | 20 | 11 | 19 | 59 | 29.5 | 14 | 7 | 37 | 30th |
| 08 | | 16 | 20 | 14 | 34 | 84 | 42 | 41 | 21 | 63 | 2nd |
| 09 | | 10 | 19 | 12 | 21 | 62 | 31 | 18 | 9 | 40 | 26th |
| 10 | | 12 | 20 | 11 | 29 | 71 | 35.5 | 27 | 14 | 50 | 6th |
| 11 | | 11 | 15 | 13 | 25 | 64 | 32 | 21 | 11 | 43 | 21st |
| 12 | | 10 | 15 | 12 | 23 | 60 | 30 | 23 | 12 | 42 | 22nd |
| 13 | | 11 | 18 | 10 | 24 | 61 | 30.5 | 16 | 8 | 39 | 27th |
| 14 | | 09 | 18 | 10 | 22 | 59 | 29.5 | 22 | 11 | 41 | 23rd |
| 15 | | 14 | 20 | 12 | 27 | 73 | 36.5 | 26 | 13 | 50 | 6th |
| 16 | | 08 | 20 | 11 | 21 | 60 | 30 | 27 | 14 | 44 | 18th |
| 17 | | 14 | 20 | 13 | 31 | 78 | 39 | 57 | 29 | 68 | 1st |
| 18 | | 11 | 20 | 11 | 30 | 72 | 36 | 29 | 15 | 51 | 5th |
| 19 | | 10 | 20 | 11 | 29 | 70 | 35 | 22 | 11 | 46 | 13th |
| 20 | | 11 | 18 | 10 | 28 | 67 | 33.5 | 43 | 22 | 56 | 4th |
| 21 | | 12 | 18 | 10 | 30 | 70 | 35 | 50 | 25 | 60 | 3rd |
| 22 | | 10 | 15 | 12 | 30 | 67 | 33.5 | 28 | 14 | 48 | 9th |
| 23 | | 09 | 15 | 13 | 28 | 65 | 32.5 | 23 | 12 | 45 | 17th |
| 24 | | 12 | 19 | 10 | 26 | 67 | 33.5 | 20 | 10 | 44 | 18th |
| 25 | | 14 | 19 | 10 | 28 | 71 | 35.5 | 22 | 11 | 47 | 11th |
| 26 | | 09 | 20 | 10 | 20 | 59 | 29.5 | 21 | 11 | 41 | 23rd |
| 27 | | 08 | 20 | 09 | 20 | 57 | 28.5 | 23 | 12 | 41 | 23rd |
| 28 | | 04 | 21 | 09 | 22 | 61 | 30.5 | 13 | 7 | 38 | 28th |
| 29 | | 08 | 21 | 08 | 20 | 57 | 28.5 | 11 | 6 | 35 | 32nd |
| 30 | | 11 | 22 | 11 | 25 | 69 | 34.5 | 22 | 11 | 46 | 13th |
| 31 | | 12 | 22 | 07 | 23 | 64 | 32 | 28 | 14 | 46 | 13th |
| 32 | | 11 | 19 | 10 | 26 | 66 | 33 | 26 | 13 | 46 | 13th |
| | | 05 | 19 | 08 | 19 | 51 | 25.5 | 10 | 5 | 41 | 23rd |

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# KEDZI-HAVEDZI A.M.E. ZION BASIC SCHOOL

## SCHOOL BASED ASSESSMENT

SUBJECT: INTEGRATED SCIENCE CLASS/FORM 2 YEAR 2015

TEACHER: Jor Jote-C TERM: 2 NO. ON ROLL 23

| No. | Name of Pupil | Task 1 Individual Class Test 20 | Task 2 Group Class Work 25 | Task 3 Individual Class Test 20 | Task 4 Project/ Home work 35 | Total Class Score 100 | Total Class Score 50% | Term Exam Score 100 | Term Exam Score 50% | Overall Total 50% + 50% | Position |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | 18 | 20 | 7 | 34 | 87 | 43.5 | 23 | 11.5 | 56 | 20th |
| 2 | | 20 | 22 | 18 | 34 | 94 | 47 | 35 | 17.5 | 64.5 | 12th |
| 3 | | 18 | 22 | 17 | 33 | 90 | 45 | 31 | 15.5 | 60.5 | 13th |
| 4 | | 20 | 24 | 20 | 35 | 99 | 49.5 | 55 | 27.5 | 77 | 5th |
| 5 | | 20 | 22 | 20 | 34 | 97 | 48.5 | 47 | 23.5 | 72 | 6th |
| 6 | | 18 | 20 | 18 | 30 | 86 | 43 | 19 | 9.5 | 52.5 | 25th |
| 7 | | 16 | 19 | 17 | 30 | 82 | 41 | 14 | 7 | 48 | 30th |
| 8 | | 20 | 24 | 20 | 35 | 99 | 49.5 | 81 | 40.5 | 90 | 1st |
| 9 | | 16 | 19 | 15 | 24 | 74 | 39.5 | 38 | 19 | 58.5 | 16th |
| 10 | | 19 | 21 | 20 | 33 | 93 | 46.5 | 40 | 20 | 66.5 | 10th |
| 11 | | 19 | 21 | 18 | 30 | 91 | 45.5 | 18 | 9 | 54.5 | 22nd |
| 12 | | 18 | 22 | 20 | 31 | 91 | 45.5 | 46 | 23 | 68.5 | 8th |
| 13 | | 16 | 21 | 18 | 32 | 87 | 43.5 | 28 | 14 | 57.5 | 17th |
| 14 | | 16 | 20 | 18 | 30 | 84 | 42 | 23 | 11.5 | 53.5 | 24th |
| 15 | | 18 | 24 | 18 | 30 | 90 | 45 | 30 | 15 | 60 | 14th |
| 16 | | 16 | 19 | 17 | 28 | 80 | 40 | 34 | 17 | 57 | 18th |
| 17 | | 19 | 23 | 19 | 32 | 94 | 47 | 71 | 35.5 | 82.5 | 2nd |
| 18 | | 15 | 18 | 18 | 28 | 79 | 39.5 | 79 | 14.5 | 54 | 23rd |
| 19 | | 18 | 22 | 19 | 33 | 92 | 46 | 41 | 20.5 | 66.5 | 10th |
| 20 | | 19 | 24 | 20 | 33 | 96 | 48 | 65 | 32.5 | 80.5 | 3rd |
| 21 | | 20 | 24 | 20 | 35 | 99 | 49.5 | 58 | 29 | 78.5 | 4th |
| 22 | | 20 | 23 | 20 | 34 | 97 | 48.5 | 41 | 20.5 | 69 | 7th |
| 23 | | 14 | 20 | 17 | 30 | 81 | 40.5 | 20 | 10 | 50.5 | 27th |
| 24 | | 15 | 21 | 18 | 30 | 84 | 42 | 26 | 13 | 55 | 21st |
| 25 | | 14 | 19 | 16 | 29 | 78 | 39 | 36 | 18 | 57 | 18th |
| 26 | | 13 | 18 | 16 | 29 | 76 | 38 | 17 | 8.5 | 46.5 | 31st |
| 27 | | 18 | 21 | 16 | 31 | 86 | 43 | 32 | 16 | 59 | 15th |
| 28 | | 15 | 20 | 16 | 29 | 80 | 40 | 24 | 12 | 52 | 26th |
| 29 | | 13 | 19 | 16 | 29 | 77 | 38.5 | 15 | 7.5 | 46 | 32nd |
| 30 | | 14 | 20 | 17 | 30 | 81 | 40.5 | 16 | 8 | 48.5 | 29th |
| 31 | | 13 | 19 | 15 | 29 | 76 | 38 | 24 | 12 | 50 | 28th |
| 32 | | 17 | 22 | 18 | 32 | 89 | 44.5 | 46 | 22.5 | 67 | 7th |
| 33 | | 13 | 18 | 15 | 29 | 75 | 37.5 | 7 | 3.5 | 41 | 33rd |

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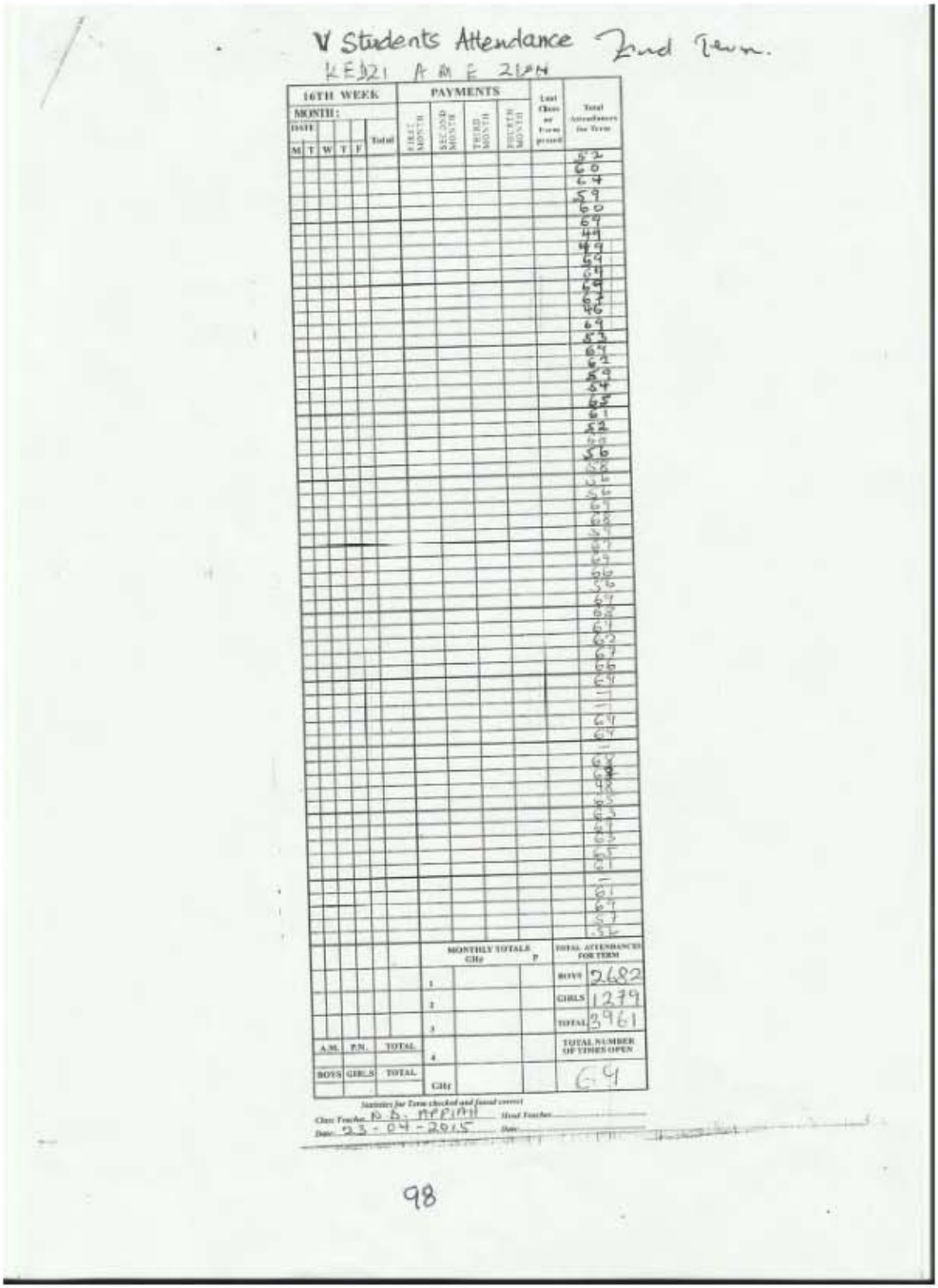
**APPENDIX E :V PUPILS ATTENDANCE**



V Students Attendance 2nd Term.

KEJ21 A M E 21#M

| 16TH WEEK | PAYMENTS | | | | | |
|---|---|---|---|---|---|---|
| MONTH: | | | | | | |
| DATE: M T W T F Total | FIRST MONTH | SECOND MONTH | THIRD MONTH | FOURTH MONTH | Last Class or Form passed | Total Attendance for Term |
| | | | | | | 52 60 64 59 60 69 49 49 54 64 57 56 69 53 62 59 64 65 61 52 56 56 56 61 62 57 56 69 62 61 62 67 66 64 64 64 63 63 63 61 61 61 67 57 56 |

| MONTHLY TOTALS GHz P | | | TOTAL ATTENDANCES FOR TERM | |
|---|---|---|---|---|
| | 1 | | BOYS | 2682 |
| | 2 | | GIRLS | 1279 |
| | 3 | | TOTAL | 3961 |
| A.M. P.M. TOTAL | 4 | | TOTAL NUMBER OF TIMES OPEN | |
| BOYS GIRLS TOTAL | GHz | | 64 | |

Statistics for Term checked and found correct

Class Teacher N. B. MPEIAH Head Teacher

Date 23-04-2015 Date

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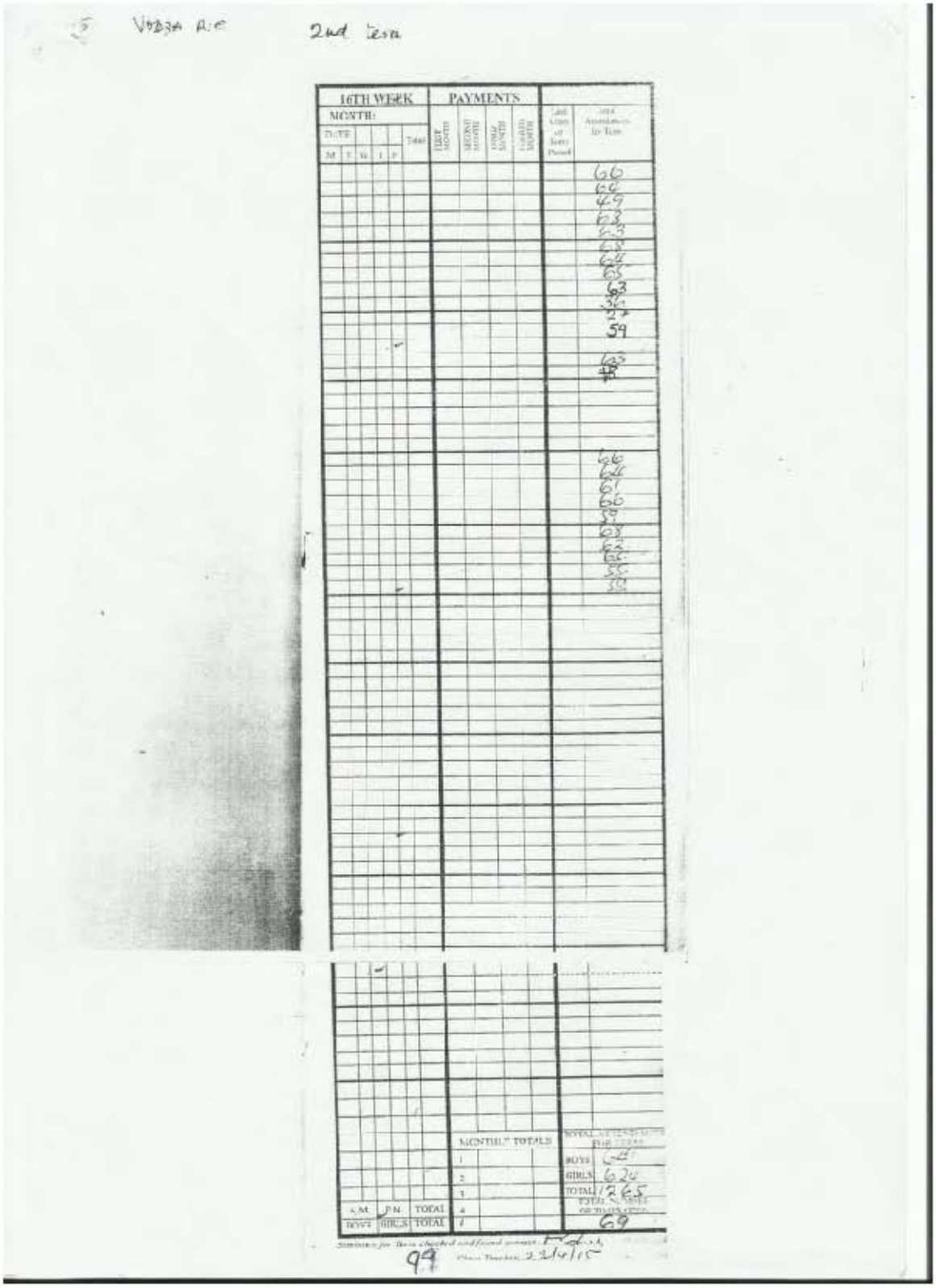

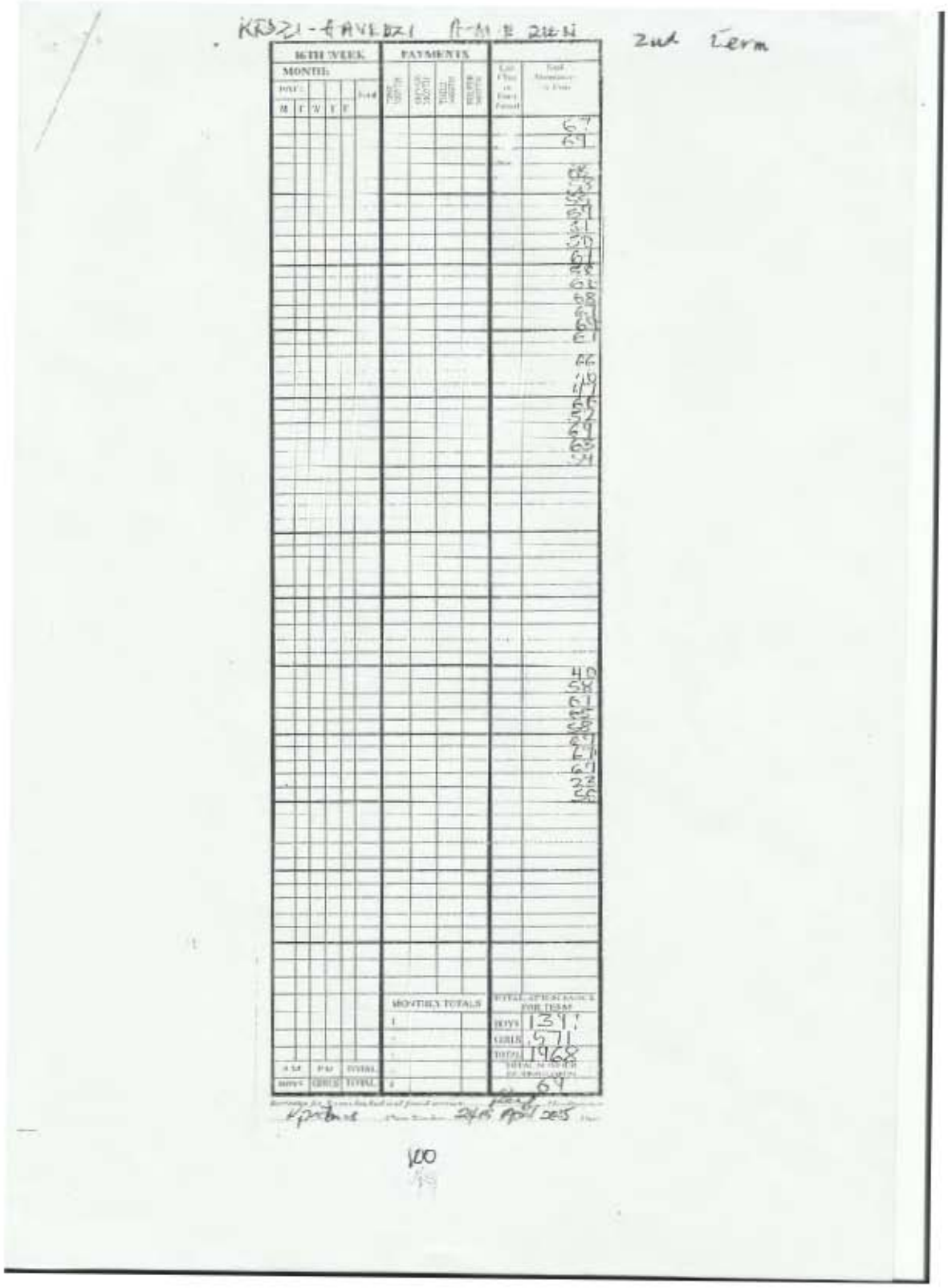

## APPENDIX F: VI. ITEM VALIDITY

| Questionnaire | Total no of items | No. of items declared valid | (CVI) |
|---|---|---|---|
| Pupils | 14 | 12 | 0.86 |
| Teachers | 7 | 6 | 0.86 |
| Parents | 14 | 10 | 0.71 |

Formula for Content Validity Index (CVI) computation:

$$CVI = \frac{\text{No. of items declared valid}}{\text{Total no. of items}}$$

## VII. ITEM STATISTICS FOR RELIABILITY

a. **Pupils' questionnaire**

i. Item Statistics

| | Mean | Std. Deviation | N |
|---|---|---|---|
| Who is responsible for your education and basic needs? | 3.87 | 0.516 | 15 |
| Time of fishing | 3.87 | 0.516 | 15 |
| Do you get to school early? | 3.87 | 0.352 | 15 |
| Money do you earn a day engaging in fishing activities | 3.93 | 0.258 | 15 |

ii. Summary item statistics

| | Mean | Min. | Max. | Range | Max. / Min | Variance | N of Items |
|---|---|---|---|---|---|---|---|
| Item Means | 3.883 | 3.867 | 3.933 | 0.067 | 1.017 | 0.001 | 4 |
| Item Variances | 0.181 | 0.067 | 0.267 | 0.200 | 4.000 | 0.010 | 4 |
| Inter-Item Correlations | 0.353 | -0.105 | 1.000 | 1.105 | -9.539 | 0.219 | 4 |

iii. Reliability statistics

| Cronbach's Alpha | N of Items |
|---|---|
| 0.76 | 4 |

**b. Teachers' questionnaire**

i. Item Statistics

| Item | Mean | Std. Deviation | N |
|---|---|---|---|
| Do you have some pupils in your class/school who engage in fishing activities | 3.67 | 0.516 | 6 |
| What do you think are the reasons why pupils engage in fishing activities | 3.83 | 0.408 | 6 |
| School hold staff meeting to discuss the issue of pupils engaging in fishing activities as child labourers | 3.67 | 0.816 | 6 |

ii. Summary item statistics

| | Mean | Min | Max. | Range | Max./Min. | Variance | N of Items |
|---|---|---|---|---|---|---|---|
| Item Means | 3.722 | 3.667 | 3.833 | 0.167 | 1.045 | 0.009 | 3 |
| Item Variances | 0.367 | 0.167 | 0.667 | 0.500 | 4.000 | 0.070 | 3 |
| Inter-Item Correlations | 0.755 | 0.632 | 1.000 | 0.368 | 1.581 | 0.036 | 3 |

iii. Reliability statistics

| Cronbach's Alpha | N of Items |
|---|---|
| 0.86 | 3 |

**c. Parents' questionnaire**

i. Item Statistics

| Item | Mean | Std. Deviation | N |
|---|---|---|---|
| Does he/she study at home? | 3.87 | 0.352 | 15 |
| He/she help you in your occupation? | 3.87 | 0.352 | 15 |
| He/she engage in any fishing activity to earn an income | 3.87 | 0.352 | 15 |
| Able to care for all his/her school needs? | 3.87 | 0.352 | 15 |
| Think your ward should stop his education and engage in fishing activities | 3.87 | 0.352 | 15 |
| Your occupation give you enough income to take care of the family | 3.87 | 0.352 | 15 |
| Think your work has some influence on your ward's academic performance? | 3.87 | 0.352 | 15 |
| Have time to monitor your ward's education? | 3.87 | 0.352 | 15 |
| Think your level of education has some influence on your ward's academic performance? | 3.87 | 0.352 | 15 |

ii. Summary Items Statistics

| | Mean | Min. | Max | Range | Max/ Min | Variance | N of Items |
|---|---|---|---|---|---|---|---|
| Item Means | 3.867 | 3.867 | 3.867 | 0.000 | 1.000 | 0.000 | 9 |
| Item Variances | 0.124 | 0.124 | 0.124 | 0.000 | 1.000 | 0.000 | 9 |
| Inter-Item Correlations | 0.455 | -0.154 | 1.000 | 1.154 | -6.500 | 0.074 | 9 |

iii. Reliability Statistics

| Cronbach's Alpha | N of Items |
|---|---|
| 0.88 | 9 |