

# UNIVERSITY OF CAPE COAST

**THE EFFECTS OF FISHING INDUSTRY ON  
ACADEMIC ATTENDANCE AND PERFORMANCE OF  
JUNIOR HIGH SCHOOL STUDENTS  
(A CASE STUDY OF ANOMABO)**

**BY**

**JOSEPH ARTHUR-GYAN**

**2009**

**UNIVERSITY OF CAPE COAST  
CENTRE FOR CONTINUING EDUCATION**

**THE EFFECTS OF FISHING INDUSTRY ON  
ACADEMIC ATTENDANCE AND PERFORMANCE OF  
JUNIOR HIGH SCHOOL STUDENTS  
(A CASE STUDY OF ANOMABO)**

**BY**

**JOSEPH ARTHUR-GYAN**

**PDE/05/CE/0048**

**A PROJECT WORK PRESENTED TO CENTRE FOR CONTINUING  
EDUCATION, UNIVERSITY OF CAPE COAST IN PARTIAL  
FULFILMENT OF THE REQUIRMENTS FOR THE AWARD OF POST  
DIPLOMA IN BASIC EDUCATION**

**SEPTEMBER, 2009**

**DECLARATION**

**Candidate's Declaration**

I hereby declare that, this project work is the result of original research and that no part of it has been presented for another degree of this university or elsewhere.

Candidate's Name:.....

Signature:.....

Date:.....

**Supervisor's Declaration**

I hereby declare that the presentation of this project work was supervised in accordance with the guidance in project work laid down by the University of Cape Coast.

Supervisor's Name:.....

Signature:.....

Date:.....

## DEDICATION

This research work is dedicated to Almighty God for his unmerited favour, blessing, guidance and direction in all my ways, Gyan's family and Clauda who pushed me through the academic ladder up to this level.

## ACKNOWLEDGEMENT

I will lift up eyes unto the hills, from whence cometh my help, my help cometh from the Lord who made heaven and earth. My sincere thanks go to God Almighty for seeing me through.

It wouldn't have been possible without his abundant GRACE.

The contribution of my supervisor, Mrs. Sarah Angyagre to the writing of this project cannot be quantified.

Her invaluable guidance, constructive criticisms and suggestion is most appreciated. I can also not forget the good work of the lecturers of the Centre for Continuing Education.

My special thanks also go to Mrs. Clauda Arthur-Gyan, who spent so much time and money in typing the manuscript it is my prayer that her dreams and aspiration come to pass.

## ABSTRACT

This study sets out to find the effects of fishing industry in academic attendance and performance of Junior High School. Students in selected schools in Anomabo the main objective is to identify the effects, problems and find solutions to them in order to help teachers improve their teachings, enhance pupils learning school attendance and performance in fishing community especially Anomabo.

Tables of percentages were used to present and analyze the data collected. Qualitative was also made.

Based in the finding, recommendation made include admonishing teachers to apply theories and concept to real world situation. This is from known to the unknown. Teachers are also encouraged to have patient in teaching fish folks and vary the teaching materials they use.

There is also the need to concentrate on chalkboard illustration as evident in the study.

**LIST OF TABLES**

<b>Table</b>		<b>Page</b>
1	Age Distribution of Respondents	
2	Class of Teaching	
3	Marital Status	
4	Years of Teaching	
5	Number of Pupils in Class	
6	Number of Pupils Whose Parents are Fishermen	
7	Number of Students Engage in Fishing	
8	Attendance Rate During Bumper Season of Fishing	
9	Parents Remove Students out of Class	
10	When Do Guardian Pay School Fees?	
11	Students' View on Education	
12	Teacher and Student Relationship	
13	Impact of Fishing on School Attendances	
14	Sex Engage More in Fishing	
15	Causes of Students Involving in Fishing	
16	Attendance Rate During Bumper Season	
17	Activities Students Perform During Fishing	
18	Reasons for Fishing	

## TABLE OF CONTENTS

<b>Table</b>	<b>Page</b>
DECLARATION	
DEDICATION	
ACKNOWLEDGEMENT	
ABSTRACT	
LIST OF TABLE	
<b>CHAPTER</b>	
INTRODUCTION	
Background	
Statement of the Problem	
Research Questions	
Purpose of the Study	
Significance of the Study	
Delimitation of the Study	
Limitation of the Research	
REVIEW OF LITERATURE	
Introduction	
Development of Fish Production	
School Attendance Rate of Students	
Societal Attitude Towards Education	
Effects of Fishing on School Attendance and Performance	
Government Policy on School Attendance and Performance	



METHODOLOGY

Research Design

The Population

Sample

The Questionnaire

Data Collection Procedure

Analysis of Data

FINDING AND DISCUSSIONS

Analysis of Students Data

Analysis of Teachers Data

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary of Finding

Conclusion

Recommendation/Suggestions

References

APPENDIX: QUESTIONNIARE



## CHAPTER ONE

### INTRODUCTION

#### Background to the Study

The fishing industry is one of the primary economic activities of the people along the coastal towns of the Mfantseman District. This implies that the fishing plays a very significant role in the life of the people in Anomabo. Since the introduction of formal education into Ghana about 1529, successive governments have been aware of the effect of this industry on education in terms of academic performance.

The fishing industry in Anomabo town dominated is by small scale operators who form majority of the population is about eighty six-thousand (86,000) thirty-five thousand (35,000) people engage in the fishing industry. Even though in the fishing industry in Anomabo town contributes significantly to the socio-economic development of the Mfantseman District. Past and present government had paid a little attention to the way it affects school attendance and the performance within the district. It is however pertinent to note that those employed in the fishing industry in this area are either illiterate or semi-literate. These fishermen appear to draw their young ones of school age into the fishing activities either as a means of offering a helping hand or as a form of training them to be able to take up from them when they retire. Despite the important role that fishing industry plays in Anomabo and the country as a whole, it has had diminishing effect on school attendance and the performance. It has therefore become a prime concern to look into the impact of the fishing industry on school performance at the basic level in this community.

### Statement of the Problem

Over the years falling standards in education have been a matter of great concern for all stakeholders in education. There numerous opinions on the causes of the falling standards of education, whilst some blame teachers for not putting in much effort other think absenteeism of students is the problem. Another group believes that both parents and students do not pay particular attention to education and for that matter school performance is not taken onto serious consideration. Again it is believed that people are not given opportunity to deal with financial constraints on the part of parent. Others are made to start paying their own school fees at all tender age because they engage in fishing activities alongside schooling. Hence Anomabo which is regarded as the cradle of education, the home of the late Dr. Aggrey has the problem of falling standard of education.

One cannot underestimate the great impart education would have brought to the fishing industry but that not withstanding it appears stakeholders have paid little attention to the negative effect fishing has no school attendance and performance of the people of Anomabo. Besides, it is alleged that some of the children who become dropouts as a result of truancy grew up to become a menace to the society practicing all forms of social vices such as drug abuse, armed robbery among others.

To compound the problem, it appears the students themselves have concluded that whether they attend school or not they would end up in the fishing industry. They also have the quest for money and riches.

### **Research Question**

The researchers seeks to find answers to the following:

1. What are some of the causes of high illiteracy rate in the Anomabo community?
2. What are some of the general attitude of parent/guardian towards education in the Anomabo community?
3. Why parent/guardian push their young ones of school going age into the fishing activities?
4. Factors usually kill the interest of the children towards education to fishing industry.
5. How is school climate encourage school attendance and the academic performance?

### **The Purpose of the Study**

The purpose of the study is to find out the impact of the industry in school attendance and the performance of the basic levels among some selected schools in Anomabo. This town has been used because of proximity and location. The research could easily mingle with town folks to get information and get access to them in terms of data collection.

The purpose of the study again to find out why the children intend prefer to stay out of school to take up the fishing industry.

### **Significance of the Study**

By embarking on this research, it is intended to highlight and unveil through recommendation a path, which can lead students, teachers and the community of large towards the full study, of the influence of fishing on school attendance. The creation of awareness and appreciation of the need of education to the society would be unraveled to those who lack such knowledge specially, the study is designed to: unearh number of pupils whose parents are in the fishing industry, the number of children of school age who attend school and those who do not attend school.

### **Delimitation of the Study**

This work is initially intended to focus on teachers in the Mfantseman District in the Central Region, but it was not possible to visit all thirty-eight villages in the District as a result of financial constraints and limited time period within the study had to be carried out.

### **Limitation of the Research**

The research could have all the schools in Mfantseman District and all the schools in Anomabo, however, a number of constraints hindered such venture the major problems that the researchers had to contend with in administering the questionnaire include cost as well as other miscellaneous expenditure ran into hundreds of new Ghana cedis, while therefore necessitated limiting the scope of the research to a rather area to beat down cost.

The constraint was the non-availability of the selected respondents on first contract which necessitated several call slow completion of the instrument on the part of some teachers and uncompleted questionnaires.

Finally, it becomes difficult to obtain information from certain schools because they did not like their weakness to be exposed to the public. Due to this vital information that might facilitate the generalization of the study was not forthcoming. Consequently, the conclusion of the study might be affected.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Introduction

This chapter is designed to review related literature on the issues under study. The effects of fishing on school attendance and performance on Junior High Students. The purpose is to review the literature of some scholars in the field of education. We have therefore chosen to review literature on the following:

1. The development of the fishing industry in Ghana
2. The school attendance rates of students
3. The societal attitude towards education
4. The effect of fishing on school attendance
5. Government's policy on school attendance

#### Development of the Fishing Industry

The significance of the fishing industry to the development of a nation's economy cannot be under estimated. In 1965, it recorded 1.6.% towards Gross Domestic Product (G.D.P) of the nation's economy (Ghana Commercial Bank, 1992). This is not a mean achievement on the economic of Ghana.

According to Otoo, (1992) Africa has a large stock of fish in its waters. He further explain that Africa contributed about 4% of the world's total output. If Africa has such fishing seashores, then Ghana cannot be separated from it.

Fishing does not play mean a role in the nation's economy. Many people along the coastal towns depend directly or indirectly on it for their livelihood.



The fishers department report, from October to December 1991, the Anomabo fishing community alone contributed about 4% which is approximately 16000 metric tones of the nation's total output. This is an indication that, the fishing industry in Anomabo is well established and forms the basic of the economic life of the people.

### **School Attendance Rate of Students**

The new Webster's Dictionary (1976) defines attendance as "the act of habitual practice of attending or being present" p. 60. School attendance therefore refers to the habitual practice of act of being present at school.

According to the united states congressional report number 106-116 of September 1999, the "gross" school attendance rate represent the number of children (regardless of age) in a given country that are in attendance in a specific school level, such as primary or secondary, divided by the total number of children in the country that are of official age of that level of schooling. As such 'gross' attendance rates can exceed 100 percent. The generally suggests that either those children are not in school at the official age or that children are repeating years of schooling.

The 'net' school attendance rate according to the same 1999 congressional report is the number of children of the official age of a schooling level who are in attendance at that level, divided by the total number of children in the country that are of the official age for that level of schooling. Unlike 'gross' attendance 'net' attendance cannot exceed 100 percent

Mortimore (1962) states, attendance rates are often used as indications of positive a tool for monitoring. Whilst truancy is frequently a feature of pupil's debate, there is a lack of available data on its frequency. It is possible to infer over all trends

that showed a gradual increases in attendance rates from the dip experienced in the year following the raising of the school leaving age p. 26.

According to him, these surveys, however, were not able to distinguish between absence due to illness and absence due to truancies and therefore, can only provide a general indication of improved 'average' attitude such as the proportion of pupils chosen to remain beyond statutory leaving age or a further education college, however, is available p. 27.

Under the new system of education in Britain, attendance has been made compulsory for children in the age group of 6 to 18. It is the responsibility of guardians to send their wards to school. Mortimore explains, the food for education programme (2002) is promoting attendance and reducing dropout rate. At the same time, distributing staple foods to families in return for their children's school attendance and this improve household security.

### **Society Attitude Towards Education**

Canagarajah and coulomb (1998) state the family characterize have a role to play in a child's decision to school or work. Father's education has a significant negative effect on child labour the effects is stronger for girls than boy" to them estimations also show that father's with very high level of education are likely to have a negative effect on the livelihood of working while mothers education seems to influence only schooling participations than working.

Canagarjah and coulomb (1998) further emphasis that "the presence of at home is likely to effect the child's likelihood of going to school as opposed to work".

Chernichously (1985) state that “it has been argued in the past that the age, presence of gender of siblings has a strong effect on schooling and work pattern of members of the household”.

In a survey conducted by lioyd cage Brandon (1994) It was found that in the school equation, there is a positive marginal effect on school participation. If there is one another female or elderly people in the households. Smith (1995) through a survey found out that, many people in a fishing community in Namibia wished to school as they could afford. If there are in insufficient finds, the younger children in the family are most likely not to attend school. Even though parents (fishermen) indicated that they would have preferred the child at school they saw value in child working rather than ‘getting up to mischief’. According to Smith’s survey, 28% of the fishermen and 33 percent of other workers in the fishing industry saw lack of money as the primary reasons for non-attendance, 18 percent saw lack of clothing whre as 25 percent saw transportation as reasons for not sending their children to school. May parents believed that, the negative impact on children leaving the family unit was a major reason for not encouraging greater child attendance. Further, parent in the survey cited issues such as loss of respect to the parent, potential for crime becoming homeless. This suggests factors determinants and attendance patterns are not only economical in nature but also that families or cultural imperative play a role in determining child school attendance and enrolment.

### **Effects of Fishing on School Attendance**

The economic situation the world over has brought a situation such that, children do now fend for themselves. The state of affairs is supported by an international labour organization database (year book, 1999) on the economically

active population, which state that, 13.8 percent of children between the ages of 10 and 14 in Thailand were working in 1998. It went further to state that this percent (13.8) came down from 16.2 percent in 1995. In another development, the ILO's years book of labour statistics indicated that 8.6 percent of children between age 13 to 15 were in labour force. In 2005 year book also reported that children work in many sectors, and are exposed to hazardous pesticides and other chemicals and those in the fishing sector work with sharp knives whiles preparing seafood. The activities the children are engaged in may take place after school hours or during holidays more intensively and are probably inevitable in rural areas. It further gave the declaration about the ILO's minimum age convention on the employment of children above 12 or 13 years in certain condition. On the other hand, children labour is defined as the participation of school aged children on regular basis in the labour force in order to earn a living for themselves or to supplement household income.

Engaging children in the fishing industry therefore is a form of child labour which according to ILO's minimum age convention, prevents school participation and possible exposes them to health hazard.

According to Patrionos and Psycharapolons (1995) the empirical studies reveals that children contribute as high as one third of household income drive. Children living in the fishing communities get involved in fishing at the expense of attending school. This states of affairs is supported by the convention on the rights of the child impart (1998) study on education which indicates that, school drop outs is common in Ghana, with children getting out of the classroom onto the shores to earn and income to supplement the household budget thereby denying the child opportunity to go to school. This school dropout can be closely linked to the problem of child labour in the form of working in the fishing industry.

One of the major constraints in Ghana's growth challenge has been the lack of human capital developments. In this context, it is important to understand the dynamics of household decision making of whether to send children to school or engage them in fishing to benefit from investment in education, if not, colossal public investments in education are not likely to get children into classroom. It has been noted that inconsistency between minimum age for employment in most countries makes the implementation of laws such as Ghana's labour decree (1961) which prohibits the employment of children under the age 15 although the law permits undefined light work by children and education act (1961) which makes education in Ghana free and compulsory complicated (ILO 1996).

Based on the Ghana living standard survey in 1992, it is estimated that, out of the total number of children who are involved in fishing, 66% were going to school while 90% were involved in household chores. Male participation for 7 – 14 years group is 33.4% compared to 27.6 for girls, although if domestic chores were included the participation rate will change to 88% for girls and 75% for boys. These trends are similar to what has been observed in other developing countries where data is available (ILO. 1996). On the other hand, the Ghana living standard survey in another development stated that school participation rate will change to 88% for girls and 75% for boys. These trends are similar to what has been observed in other developing countries where data is available (ILO. 1996). On the other hand, the Ghana living standard survey in another development stated that school participation rate for 7 – 14 year age group has increased from 68.0 percent to 83 percent while rural rates increased from 53 percent to 67 percent. All this indicated the positive trend in school participation rate despite the existence of children working in the fishing industry (child labour). Incidence and depth of poverty in rural coastal areas are lower than

forest. Yet, the incidence of child labour (children working in fishing industries) is not lower than rural forest. From this, it is clear that school participation is highly correlated with household's welfare, indicating that households are willing to send their children to school as long as they have enough resource to do so. Children working in fishing would remain a threat as long as poverty lingers in this household, pushing 27 percent into fishing while the corresponding figure for schooling were 54.2 and 56.7. Canagarajah and welfare is related to school participation on trend. Though the same survey it was found out that, of 182 schools age children visited in a fishing community 49 were not attending school (27%) of these, 24 had never attended school whilst 25 had attended for various period and stopped or left school. On the average, there are two children not attending school.

The Canagaraja had Coulombe (1998) survey did not make data available to analyze children involved in fishing and schooling. Simultaneously, most past studies have assumed child labour in the fishing industry and schooling as mutually exclusive.

### **Government Policy on School Attendance**

Government of Ghana over the years has made efforts to promote school attendance in the country. These have taken the form of ordinance until 1961 when an education act was enacted to promote free compulsory education (Baafi-Frimpong and Yarquah (n.d).

The 1998 convention on right of the child impact study stated that, "the governments of Ghana is the principal finding source of the education sector, providing 65 percent of the cost of basic education, civil society, parents and donors meet the rest". This is the fulfillment of the government policies on making education

free and compulsory by the year 2005. Apart from funding, government is also the initiator of the policy constitution clearly states what the national framework on education should be:

- ❖ All persons shall have the right to equal education opportunities and facilities and a view of achieving the full realization of that right.
- ❖ Basic education shall be free, compulsory and available
- ❖ Secondary education in its different forms including technical and vocational education shall generally be available to all by every appropriate means and in particular, by the progress introduction of free education.
- ❖ The development of a system of schools with adequate facilities at all levels shall be actively pursued.

The government's policy further emphasizes article 38 of the constitution under directive principles of state policy, what the role of the state could be in implementing the national education policy.

Article 39 (1) stated that the state shall provide educational facilities at all levels and in all regions of Ghana, and shall to the greatest extent feasible make these facilities available to all citizens. Articles 38 (3c) also indicates government intension of providing a life long education. The over objective education policy as spelt out by the vision 2020 document is: "to ensure that all citizens regardless of gender or social status are functionally literate and productive at the minimum" to provide relevant education to all Ghanaians to make them functionally literate, productive and acquire the necessary skills to cope successfully in the modern world". This, the government believes would productively increase the earning of labour force and literate population, increase female literate, employable skills population able to cope with modern trends in science and technology and increase stakeholders participation in

education. The above measures taken by government in 1992 indeed increased attendance growth rates by 2001 as indicated below:

From 2.3 percent to 4.2 percent for primary school

From 2.5 percent to 4.0 for junior secondary school

From 6.5 percent to 2.4 percent for senior secondary school

The growth rates for technical institutions were projected as 0.83 percent annually, 5 percent from polytechnics and 2 percent for the university (the international convention on right of the child, 1998).

The 1998 convention on the rights of the child further states that the ministry of education is chosen approach for achieving this particularly for pre-tertiary education is the 'whole school development concept'. This concept consists of activities and policies planned with schools, communities in response to their expressed needs. Ghana is signatory to the international convention of the rights of the child that declared education a right of every child of school age. The ministry of education has long been aware that education is a basic right in Ghana. The ministry of education policy is therefore in line with the child right convention; nevertheless, lacks of funds and inadequate inspectorate system have hindered its realization.

The child right convention (1998) in another development indicated that the 1980 education act of Thailand made education compulsory for children between the ages of 8 and 15, or until the successful completion of grade six.

The Thailand National Education Act of 1999, which took effect in 2002, extends this compulsory period to nine years of schooling. The convention further indicates that, the government has focused over the period of 1990 – 1999, an average of 44% of the total education budget to primary education recognition that is compulsory and will provide a strong foundation for students.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter deals with the research methodology and employed in the study. It indicates the population, the sample and procedures and the instrument used to collect the data. It also describes how the questionnaires were administered and the limitation associated with the research.

#### **The Research Design**

Descriptive survey was used to this study. This involved the use of questionnaire in an attempt to collect data for answer the research questions formulated for the research observations which form a vital component of descriptive survey also used. The researches use this design because it has the advantage of producing good amount of responses from wide range of teachers and students.

It also provides more accurate picture of events. The main disadvantage was that the design was time and money consuming. All the same, it suited the research more than any other design.

#### **The Population**

As stated in the objectives in chapter one of the study, the primary aim of this work is to find out how fishing activities affect children education as may be reflected in school attendance and performance. The target population consists mainly of male and female students and teachers in junior high school in the Anomabo. In all, three Junior High Schools were selected with a total population of 502 students because it was realized that the others bore the same characteristics.

### Sample

The sample for the study was made up of three (3) government assisted junior high school in the Anomabo, out of the 502 students of these three schools, only 167 pupils were sampled for the study. The samples of the teachers' were 30 from the three selected school. The researcher used simple random technique was used to select the three schools. The teachers were selected through sampling technique. This was because specific answers were needed and could only be provided by the teachers in fishing communities. The schools were Anomabo Methodist Junior High School, Anomabo Catholic Junior High School and Anomabo Anglican Junior High School where sampled respectively.

### The Questionnaire

The instruments used in the study and collection of the data were questionnaire. The questionnaire which was designed for students could be found in Appendix A and consist of 25 items.

The questionnaire is divided into four sections.

Section A consist of item 1 – 3 eliciting background information of the students. Items 4 – 6 sought to find out students interest in schooling. Section C of Appendix A also tries to find out parents contribution to education and this is found in items 7 - 10. Items 11 – 14 teachers relationship with the students to elicit the students knowledge of the importance of education and the request pupils to state their roles in the fishing industry. The questionnaire for teachers is Appendix B and this is made of 20 items. These items are divided into three (3) parts.

Part one (1) consist of items 1 – 5 eliciting background information of the teachers. The 6-9 items sought to find out student's interest in schooling from respondents.

Part 3 of the Appendix B also seeks how parents contribute to schooling and is made of items 10 – 20.

The items would help to find out the effect of fishing on school attendance and performance in the Anomabo.

### **Data Collection Procedure**

The administration of the instrument took place in October and lasted for four month in Anomabo township. The researcher went to the various schools with an introductory letter from G.E.S. Saltpond, which also spelt out the purpose of the research and further assured them that any information would be given the needed confidentially. The heads of the schools were very cooperative and readily accepted the researcher. The objectives of the study were explained to the students and teachers before the questionnaires were distributed to the respondents after having established good rapport with them. The researcher assisted few of the students who had difficulties with some aspect of the items. Out of the 167 copies of questionnaire administered only 125 completed questionnaires were returned and out of the 30 teachers sampled only 20 completed questionnaires were returned.

### **Analysis of Data**

For the analysis, descriptive and analytical methods were used. The major arrears of the questionnaire were considered one after the other. Teacher's responses to each item were worked out into percentage out of which table were drawn. By working to get the percentage, the total numbers of all respondents form the denominator. The number of all the respondents of each objectives item forms the numerator for that response. By getting the numerator, percentage is easily calculated

by this method. From the table drawn, one can easily ascertain the general standpoint of respondents of each question. The tables also give the opinion of all the respondents from the various schools in the study area. Having presented the results in this manner, each item in the questionnaire was taken and discussed to bring out how varying views were put up on each item.

## CHAPTER FOUR

### FINDING AND DISCUSSION

This study is intended to unearth the effects of fishing industry on selected that the finding under the following sub-headings.

- a. The development of the fishing industry in Ghana
- b. The school attendance rate of student
- c. The societal attitude towards education
- d. The effect of fishing on school attendance
- e. Governmental's policy on school attendance

#### Demographic Data

Demographic information of pupils and teachers is represented under gender and qualification.

**Table 1**

#### **Age Distribution of Respondents**

Age (years)	Frequency	Percentage (%)
10 – 12	25	20
12 – 14	30	24
14 – 16	50	40
16 – 18	10	8
18 and above	10	8
Total	125	100

Table 1 indicate that majority of the respondents were teenage since they fall within age 14 – 16 years forming 40% of the total percentage. Age 12 – 14 had 24%, whilst 10 – 12 formed 20% and the other having a smaller percentage.

**Table 2****Class Absenteeism**

Class	Frequency	Percentage (%)
J.H.S. 1	20	16
J.H.S. 2	35	28
J.H.S. 3	70	56
Total	125	100

A look at table 2 shows that 56% of the respondents were in J.H.S.1, 28% and 16% in J.H.S. 1, this means that more students from J.H.S. 3 were sampled for the study as compare to other classes.

**Table 6****Father's Occupation**

Category	Frequency	Percentage (%)
Civil servant	5	4
Fisherman	95	76
Other	25	20
Total	125	100

**Table 7****Mother's Occupation**

Category	Frequency	Percentage (%)
Civil servant	8	6.4
Fishermonger	102	81.6
Other	14	12
Total	125	100

Table 7 seeks to find out mother's occupation. 8 by civil servant and other having 12% and consist of kenkey sellers, traders, seamistress etc. this is obvious and affirms the fact most parents indulge in fishing activities.

**Table 8****Period Sponsors Pay School Fees**

Category	Frequency	Percentage (%)
Beginning of Term	10	8
Middle of Term	9	7.2
When sacked	90	72
Others	6	4.8
Total	125	100

Table 8 elicits information on periods sponsors pay schools fees of their wards. Out of 125 respondents 90 which represent 72% said when sacked. 8% said of the beginning of the term whilst 4.8 named others.

**Table 9****Teachers Relationship with Student**

Category	Frequency	Percentage (%)
Cordially	62	49.6
Strictly	25	20
Normally	30	24
Other	8	6.4
Total	125	100

From table 9, according to the respondents 49.6% said that there is cordial relationship between teachers and students. 24% held the view that it is normal, 20% believe the relationship is strict whilst the smallest percentage being 6.4% was held by other groups.

**Table 10****Are Teachers Deal with Students Fair**

Category	Frequency	Percentage (%)
Yes	80	64
No	45	36
Total	125	100

Table 10 shows that majority of respondents forming 64% have stated that teachers deal with students fairly as compared with 36% who said no.



**Table 11****Forms of Punishment**

Category	Frequency	Percentage (%)
Canning	95	76
Weeding	15	12
Other	15	12
Total	125	100

Table 11 reveals the forms of punishment that exist on various schools. 76% help the view that canning dominates very well. 12% also mentioned weeding. Whilst 12% again also said other forms of punishment pertain in their school.

**Table 12****School Climate**

Category	Frequency	Percentage (%)
Excellent	34	29.2
Good	40	32
Fair	32	25.6
Bad	19	15.2
Total	125	100

Table 12 seeks to find out the school climate of respondents. 32% held the view that their school climate is good. 29.2% also said the school climate is excellent for them. Whilst 25.6% said it was fair with 15.2% saying their climate was bad. One therefore concludes that better school climate would definitely encourage school attendance and academic performance.

**Table 13****Pupil's Roles on Fishing Activities**

Category	Frequency	Percentage (%)
Helping in pulling the net	49	39.2
Helping in selling the fish	53	42.4
Others	23	18.4
Total	125	100

From the above table 13, 42.4% said they help in selling the fish, another 39.2% also mentioned that most at time they help in pulling the net whilst another group 18.4% mentioned other activities.

**Table 14****Pupil's Just Take Delight in Fishing**

Category	Frequency	Percentage (%)
Strongly Agree	5	4
Agree	10	8
Disagree	75	60
Other	35	28
Total	125	100

As indicated in table 14, 4% strongly agree that pupils just delight in fishing, 8% said they agree with the notice. Disagree and strongly disagree represented 88%.

**Table 15****Reasons for Going Fishing**

Category	Frequency	Percentage (%)
Gain Experience	11	8.8
Get Some Money	84	67.2
Bad Performance	30	2.4
Other	-	-
Total	125	100

Table 15 shows that 67.2% of the respondents involve in fishing because of money, those who believe that the bad performance represent 2.4 whilst 8.8% said that they gain experience from going fishing.

**Table 16****Periods of Going to School**

Category	Frequency	Percentage (%)
Before school hours	7	5.6
During school hours	82	65.6
After school	36	28.8
Total	125	100

Table 16 seeks to find out from respondents periods of the day students go fishing. 65.6% said during school hours 28.8% said after school hours whilst 5.6% held the view that they go fishing before school hours. This is a clear indication that majority of the students go fishing during school hours and this intend affects school attendance.

**Table 17****Activities**

Category	Frequency	Percentage (%)
Going to School	53	42.4
Fishing	49	39.2
Other	23	18.4
Total	125	100

From the above table, 42.4% said they prefer to go school, 39.2% also prefer to go fishing activities; another group 18.4% mentioned other activities.

**Table 18****School Activities**

Category	Frequency	Percentage (%)
Boring	41	32.8
Interesting	81	67.2
Total	125	100

Table 18 shows that majority of the respondents forming 32.8% find the school activities interesting as compared with the 67.2% who said school activities are boring.

**Table 19****Father's Occupation**

Category	Frequency	Percentage (%)
Yes	100	80
No	25	20
Total	125	100

Total 19 indicates that majority of respondents have friends in school representing 80% of the 100% whilst 20% represent the No group they have friends at home or elsewhere.

**ANALYSIS OF TEACHERS DATA**

**Table 1**

**Age Distribution of Respondents**

Age (Years)	Frequency	Percentage (%)
18 – 20	-	-
20 – 22	2	10
22 – 24	6	30
24 and Above	12	60
Total	20	100

A look of table one shows that none of the respondents fell within the ages of 18 – 20 years, which represent 0%. Those who were between the ages of 20 – 22 were 2 representing 10% with 6 teachers within the ages of 22 – 24 representing 30%. Teachers above 24 years were 12 representing 60%. This means that majority of the teachers were above 24 years.

**Table 2****Class of Teaching**

Category	Frequency	Percentage (%)
J.H.S.1	4	20
J.H.S.2	8	40
J.H.S.3	8	40
Total	20	100

Table 2 indicates that most of those who responded to the items teaching of junior high school 2 and 3. Especially 20% of the respondents were teachings at the J.H.S. 1, with 40% teaching at J.H.S. 2 and another 40% teaching at J.H.S. 3

**Table 3****Marital Status**

Category	Frequency	Percentage (%)
Married	12	60
Single	6	30
Divorced	2	10
Total	125	100

A look at table three (3) shows that majority if the teachers were married and this constitutes 60% with single and divorced being 30% and 10% respectively.

**Table 4****Years of Teaching**

Category	Frequency	Percentage (%)
Less than one year	1	5
One to two years	8	40
Two to three years	4	20
Other	7	35
Total	20	100

Table 4 shows that 40% of the teachers have taught for one-two years, 20% have taught for two-three years and just 5% have taught less than a year. However, 35% of teachers sampled have taught for more than three years.

**Table 5****Number of Pupils in Class**

Category	Frequency	Percentage (%)
Less than 20	3	15
21 – 25	3	15
30 and above	12	60
Total	20	100

Table 5 depicts that most of the classes teachers sampled are teaching have more than 30 pupils in class, with the frequency being 12 representing 60%. Classes which have 26 – 30 pupils are 2 represent 10% classes with 21 – 25 pupils and less than 20 pupils constitute 15% each.

**Table 6****Number of Pupil Whose Parents are Fishermen**

Category	Frequency	Percentage (%)
Less than 10	2	10
10 – 15	12	60
15 – 20	2	10
20 and above	4	20
Total	20	100

From the 6, according to teacher respondent, majority of students with frequency 12 representing 60% have their parents engage in fishing. This will definitely affect school attendance because such parents will not take the education of their wards very serious, 28.

**Table 7****Number of Students Engaged in Fishing**

Category	Frequency	Percentage (%)
Less than 10	4	20
10 – 15	14	70
15 and above	2	10
Total	20	100

Table 7 indicates that majority of the students with a percentage of 70 are engaged in fishing with a small percentage not engaged in the fishing activities themselves. This shows that because majority of the student engage in fishing themselves, it will affect their school attendance and performance.



**Table 8****Attendance Rate During Bumper Season of Fishing**

Category	Frequency	Percentage (%)
Less than 15	8	40
15 – 20	8	40
20 – 25	1	5
25 and above	3	15
Total	20	100

Table 8 seeks to find out the attendance rate of students during bumper seasons. 40% of the respondents said less than 15 students attend school during bumper seasons with another 40% say 15 to 20 students attend school during seasons. Only one teacher indicates that 5% attend school during that time, then also 15% also said above 25 students. This shows clearly that attendance rate reduces during bumper seasons.

**Table 9****Parents Remove Students Out of Class**

Category	Frequency	Percentage (%)
Yes	10	50
No	10	50
Total	20	100

Table 9 indicates that 50% of parents in Anomabo District remove their wards from the classroom while the teaching is teaching. 50% also say No indicating that parents do not come.

**Table 10****When do Guardian Pay School Fee**

Category	Frequency	Percentage (%)
Beginning of term	4	20
Middle of term	2	10
When sacked	14	70
Total	20	100

Table 10 seeks to find out when guardians pay school fees. From the table, 20% of guardians pay school fees for their wards at the beginning of the term, 10% of guardians pay fees during the middle of the term. 70% of parents or guardians pay school fees when wards are sacked and from the table, others do not pay at all. We can say that majority or most of guardians wait till their children are sacked from school before they pay the fees and this would eventually affect school attendance and performance.

**Table 11****Students View on Education**

Category	Frequency	Percentage (%)
Important	7	35
Necessary	8	40
Other	5	25
Total	20	100

Table 11 depicts how teachers view education in the community, 35% view education in the community as important, 40% of them view education as necessary

and 25% have other views about education. This means that education though seen as necessary some have other views about education.

**Table 12**

**Teachers and Students Relationship**

Category	Frequency	Percentage (%)
Cordially	13	65
Strictly	3	15
Normally	4	20
Other	-	-
Total	20	100

Table 12 seeks to find out the relationship between teachers and students, 65% of teachers indicated that cordial relationship exists between teachers and students. 15% from the table shows teachers students relationship is strict. 20% also indicated that teachers students relationship normal. Whilst none indicated other. This means that teachers students relationship in the community is cordial.

**Table 13**

**Impact of Fishing on School Attendance**

Category	Frequency	Percentage (%)
Very serious	9	45
Serious	6	30
Not serious	3	15
other	2	10
Total	20	100

Table 13 finds out the impact of fishing on school attendance 45% of the respondents state that the problem fishing has on school attendance is very serious, 30% said that the problem is serious. 15% said the problem is not serious and 10% state other reasons. This means that fishing has a great impact on school attendance.

**Table 14**

**Sex Engage More in Fishing**

Category	Frequency	Percentage (%)
Male	10	50
Female	10	50
Total	20	100

Table 14 indicate that 50% of male pupil engage more in fishing in Anomabo circuit and 50% representing 10 of female pupils also involve in fishing activities.

**Table 15**

**Causes of Students Involving in Fishing**

Category	Frequency	Percentage (%)
Financial Constraints parents	9	45
Students desire for money	6	30
Lack of parental care	5	25
Other	-	-
Total	20	100

Table 15 seeks to find out the causes of student involvement in fishing. 45% said students involve in fishing because of financial constraints of their parents. 30%

said students desire for money. 25% said it is lack of parental care. It can be inferred from this that poverty is having an effect on school attendance.

**Table 16**

**Attendance Rate During Bumper Season**

Category	Frequency	Percentage (%)
Less than 10	5	25
10 – 15	7	35
15 – 20	4	20
20 and above	4	20
Total	20	100

Table 16 shows the school attendance rate during bumper season, 25% of respondents said less than 10 students attend school during bumper season. 35% said 10 to 15 students attend school during this season, with a small percentage of 20 responding that above 20 students attend school during bumper seasons. This gain shows that attendance rate reduces during bumper seasons.

**Table 17**

**Activities Students Perform During Fishing**

Category	Frequency	Percentage (%)
Help in pulling the net	7	35
Help in Selling the Fish	9	45
Other	4	20
Total	20	100

Table 17 shows the activities students perform during fishing. 35% of respondents said students help in pulling the net. 45% said the students help in selling the fish and 20% stated that students perform other activities.

**Table 18**

**Reasons for Fishing**

Category	Frequency	Percentage (%)
Gain Experience	8	40
Get Money	8	40
Get Fish	3	15
Others	1	5
Total	20	100

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND SUGGESTIONS

This chapter is the final chapter of the study it outlines and summarizes the major conclusion based on the finding of the study and offers suggestions that would hopefully help to solve the problems of low attendance and low performance of the Junior High School (J.H.S.) in the Anomabo Circuit.

#### Summary

The findings of the study are embodied in the preceding chapter. However, the most important items in the chapter are briefly restated in this chapter.

Chapter one is concreted with the introduction to the study that is background to the study, significance of the study, definition of terms and organization of the study. The background to the study deals with how the fishing activities in the Anomabo affect education in terms of school attendance and academic performance. Even though the fishing industry contributes much to the socio-economic development of the Anomabo past and present government pay little attention to its negative effects on school attendance in Anomabo community.

The purpose of the study is to find out students whose parents are into fishing, hence the school attendance rate of such student who attend school but are engaged in fishing and the overall effects fishing has on school attendance. The significance of the study is to bring to light the issues related to the purpose.

In the second chapter, the researchers review some literature related to the topic. Here some authors examined the causes of low attendance in school, as being the influence of the home, the environment or community and the school in such fishing communities.

Chapter three is about the methodology. It focuses on the way the study was carried out taking into consideration, the population the sample size and the sampling procedure. The population is the total number of schools located in the fishing community where fishing is one of the primary activities of the people living within the community. It involves J.H.S. One, J.H.S. Two and Three students and their teachers in these fishing communities.

The simple random technique researchers to select three schools for the study and the purposive sampling technique were used to select the teachers. One hundred and sixty-seven (167) students and thirty-seven (37) teachers were used for the study. The main instrument used in collecting data was the questionnaire. Two sets of question were used. One for teachers and other for students. The items in the questionnaire were of two categories, the first category was about the background of the respondents and the other was on the subject matter.

Chapter four deals with the presentation and analysis of the data collected and the findings. The analysis is based on the purpose of the study, which relates to both students and teachers' data for instance, it was found out that 76% of fathers and 81.1% of mothers engage in fishing. These parents need the services of these children during bumper seasons and as such about 41% of students absent themselves from school at this time to assist their parents. It was further revealed that, the rate of going fishing thrice in a week and it decreases when the season is over.

The study also found out that school attendance is influenced by forms of punishment in schools 76% of the respondents said canning is one of the serious forms of punishment and as such at times they stay out of school so as not to be canned. It was also realized that the financial background of many parents are not strong enough to support their children's education. 76% said their fathers are fishermen



whilst 81.6% said their mothers are fishmongers. In addition it was observed that low school attendance and absenteeism is high among male students than females.

Nevertheless, the study reveals that not fishing activities alone in this circuit affect school attendance, but others like inability to pay fees, teenage pregnancy, lack of parental control and indiscriminate punishment by teachers at school also contribute to low school attendance.

### **Conclusion**

The study has revealed that indeed fishing and related activities have a great impact on school attendance, but that notwithstanding, there are other causes like teenage pregnancy, bad forms of punishment, inadequate parental control etc. which also have a great impact on school attendance and academic performance.

### **Suggest**

From the conclusion, it can be realized that the fishing industry indeed has some negative effect on school attendance and academic performance. From the research, the following suggests are made Parents must be educated on the value of their wards education so that they will provide basic needs. This would increase their interest in schooling and reduce the rate of absenteeism. Parents must be made aware that it is their responsibility to bear the cost of their children's education.

Teacher should be open and receptive so as to encourage students who face problems at home to approach them. They should also try and find out form students why they absent themselves form school so that they can offer the necessary assistance.

Non-governmental organization (N.G.O.) should come to the aid of children whose parents cannot afford to pay their fees. This can be done when the school head communities to the N.G.O. the problems faced by the needy but brilliant students. This will motivate other students to take their studies serious.

The various districts can also help by setting up education funds which will assist needy pupils and also encourage parents to send their wards to school instead of engaging them in fishing during hours. The chiefs and elders can also assist by enacting bye-laws which prompt parents to see to it that their wards attend school regularly.

The government can also help by providing the needed school materials and subsidize the cost of some of these educational materials for people in such poor communities.

The implementation of the new educational reform and F-CUBE should be continued by the government to assist the education of pupils. The government can also establish small-scale industries to help raise the standard of living in these fishing communities.

## REFERENCES

- Baafi-Frimpong and Yarquah the Development of Education in Ghana.
- Canagarajah, S. Coulombe, H. Child laobur and schooling Ghana: poverty research  
works paper no. 1844 washing.  
DE:1997. On the web:httpwww.
- Ford School. Umich. Edu/research/rise/working paper 451-175/v 474.  
Pdf.www.end.child labour. Org/file store/BAT  
Ghana pdf.
- CEDECOM Newsletter. Issued No. 4 Oct. – Dec. 1991 Department of Fisheries.  
Annual Report Ministry of Agriculture, Accra.
- Chernichorsky D. Socio-Economic and Development Aspects of School Enrolment  
and Attendance in Rural Bostwana: Economic Development and Cultural Change.  
1985 of the web; www.Ford school Umich-Edu/research/rise/working  
Paper 451 – 475/r474/pdf
- Marti More P. Quality Control in Education and Schools London. The University of  
London Press. 1962.
- New Webster's Dictionary and Thesaurus of The English Language. Lexieon  
publication Inc. Damburay 1995.

**QUESTIONNAIRE FOR PUPILS IN JUNIOR HIGH SCHOOLS**

(Please tick (√) the appropriate box or space provided). The purpose of this questionnaire is to obtain information on effects of fishing industry on school attendance and performance in J.H.S. it is hoped that the results of the will help in policy decision concerning teacher education in Ghana. Kindly complete it anonymously.

Please respond to all items and do it honestly. No attempt will be made to associate your name or institution within the completed instrument. All information will be kept confidential.

**SECTION A**

- 1. Sex: Male [    ]  
          Female [    ]
- 2. Age: 10 – 12 [    ]  
          12 – 14 [    ]  
          14 – 16 [    ]  
          16 – 18 [    ]  
          18 and above [    ]
- 3. Class: J.H.S. 1 [    ]  
          J.H.S. 2 [    ]  
          J.H.S. 3 [    ]

**SECTION B**

4. Do you like going to school

Yes [ ] No [ ]

5. Give reason for answer no in item 4

.....

6. How many times do you go to school in a week?

Once [ ]

Twice [ ]

Thrice [ ]

More than thrice [ ]

**SECTION C**

7. Is your father educated?

Yes [ ] No [ ]

8. Father's occupation

Civil servant [ ] other [ ]

Fisherman [ ]

9. Mother's occupation.

Civil servant [ ] fishmonger [ ]

Others [ ] specify:.....

10. At what times of the term does your sponsor pay your fees?

Beginning of the term [ ]

Middle of the term [ ]

When sacked [ ]

Others [ ]

Specify .....

**SECTION D**

11. How do teachers relate to you in school?

Cordially [     ]

Strictly [     ]

Normally [     ]

Others [     ]

Specify .....

12. Are your teachers fair in dealing with students?

Yes [     ]     No [     ]

13. What forms of punishment do your teachers administer to you?

Canning [     ]     other [     ]

Weeding [     ]

Specify:.....

14. How would you grade your school climate?

Excellent [     ]

Good [     ]

Fair [     ]

Bad [     ]

**SECTION E**

15. What do you normally do when you go fishing?

Help in pulling the net [     ]

Help in selling the fish [     ]

Others [     ]

Specify .....

16. Pupils do not have any roles to play but they just like delight in fishing

Strongly agree [    ]

Agree [    ]

Disagree [    ]

Strongly disagree [    ]

17. Students go fishing because they want to

Gain experience [    ]

Get some money [    ]

Bad performance in school [    ]

Canning [    ]

Specify .....

18. Which days of the week do you go fishing?

Weekdays [    ]

Weekends [    ]

19. Which time of the day do you go fishing?

Before school hours [    ]

During school hours [    ]

After school hours [    ]

20. Which of these two activities do you prefer?

Going to school [    ]

Fishing [    ]

21. Give reasons for your answer to item 20

.....  
.....

22. How do you find school activities?

Boring [ ] interesting [ ]

23. If boring state your reasons

.....  
.....

24. Do your close friend attend school?

Yes [ ] No [ ]

25. Which activities do your closes do very often apart from attending school?

.....  
.....



**QUESTIONNAIRE FOR TEACHERS**

**PART I**

1. Sex: Male [    ]  
Female [    ]
2. Age: 18 – 20 [    ]  
20 – 22 [    ]  
22 – 24 [    ]  
24 and above [    ]
3. Class of Teaching
- J.H.S. 1 [    ]  
J.H.S.2 [    ]  
J.H.S.3 [    ]
4. Marital Status:
- Married [    ]  
Single [    ]  
Divorced [    ]
5. For how long have you been teaching?
- Less than one year [    ]  
Two to three years [    ]  
One to two years [    ]  
Other [    ]
- Specify.....

**PART 2**

**Student Interest in Schooling**

6. How many students are in your class?

Less than 20 [    ]

21 – 25 [    ]

26 – 30 [    ]

Above 30 [    ]

7. How many of your students in your class have their parents involved in fishing

Less than 10 [    ]

10 – 15 [    ]

15 – 20 [    ]

Above 20 [    ]

8. How many of your students are involved in fishing themselves?

Less than 10 [    ]

10 – 15 [    ]

Above 15 [    ]

9. How many students come to school during bumper seasons of fishing

0 – 15 [    ]

15 – 20 [    ]

20 – 25 [    ]

Above 25 [    ]

**PART 3**

**Parent Contribution to Schooling**

10. Do parent/guardians sometimes take their ward from the school whilst the teacher is in teaching?

Yes [ ] No [ ]

11. Do parent/guardian pay fees regularly?

Yes [ ] No [ ]

12. How do your guardian pay fees regularly?

Important [ ]

Necessary [ ]

Other [ ]

Specify .....

13. How do you relate to your students?

Cordially [ ]

Strictly [ ]

Normally [ ]

Other [ ]

14. How serious is the involvement of children in fishing a problem on school attendance?

Very serious [ ] serious [ ]

Not serious [ ] other [ ]

Specify .....

15. What sex do you think are more engaged in fishing activities in the town?

Male [ ] Female [ ]

16. In your opinion, what is the major cause of student involvement in fishing?

Financial constraint of parents [ ]

Students desire for money [ ]

Lack of parental care [ ]

Other [ ]

Specify .....

17. During bumper seasons, how many students in your class come to school?

Less than 10 [ ]

10 – 15 [ ]

15 – 50 [ ]

Other [ ]

Specify .....

18. What do students normally do when they go fishing?

Help in pulling the net [ ]

Help in selling the fish [ ]

Other [ ]

Specify.....

19. Students go fishing because they want to

Gain experience [ ]

Get money [ ]

Get food/fish [ ]

Other [ ]

Specify .....

20. Suggest ways by which school attendance can be improved in your

community.....