



Faculty of Social Science and Humanities

**Exploring the Perspectives of Child Victims and Mitigating their
Psychosocial Problems Through Physical Education and Sports: A Case
of Yeji, Lake Volta**

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Exploring the Perspectives of Child labour Victims and Mitigating their Psychosocial
Problems through Physical Education and Sports: A Case of Yeji, Lake Volta

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A thesis submitted

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DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Malaysia Sarawak. Except where due acknowledgements have been made, the work is that of the author alone. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.



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ABSTRACT

Child labour is a growing phenomenon on Volta Lake, Yeji and the victims suffer from psychosocial problems. However, knowledge about factors influencing this phenomenon in the fishing industry in Ghana is limited and the psychosocial problems of child labourers have been given less attention. This thesis examined child labour on Volta Lake by exploring the perspectives of child labour victims and mitigating their psychosocial problems through physical education and sports as a psychosocial tool. This study addressed this issue by employing a qualitative case study design, collecting textual data through face-to-face interviews with 10 active and 10 ex-child labourers, and also three separate Focus Group Discussions with those who are significant in the study. Based on the thematic data analysis, the key socioeconomic factors that have influenced household decision to support child labour were household poverty, and a large family size. Other important sociocultural factors include parental education, incapacitation or loss of the breadwinner, debt settlement and peer pressure. In addition, teamwork and cooperation in aerobics and teamwork in sports were the relevant psychosocial skills enabling child labourers to overcome their psychosocial problems of low self-esteem and social withdrawal and social isolation. Furthermore, child labour has exposed children to behavioural issues, including conduct disorders and anxiety, as well as antisocial attitudes such as aggression and disrespect. The study's findings contribute to the growing empirical literature on child labour in the fishing industry and the field of physical education. They are also valuable for policymakers and stakeholders aiming to reduce child labour in Ghana's fishing sector and beyond.

Keywords: Child labour, psychosocial sports, Lake Volta, socioeconomic factors, sociocultural factors

Meneroka Perspektif Mangsa Buruh Kanak-kanak dan Mengatasi Masalah Psikososial mereka menerusi Pendidikan Jasmani dan Sukan Sebagai Alat Psikososial: Kajian Kes di Tasik Volta, Yeji

ABSTRAK

Buruh kanak-kanak adalah fenomena yang semakin meningkat di Tasik Volta, Yeji dan mangsa mengalami masalah psikososial. Walau bagaimanapun, pengetahuan tentang faktor-faktor yang mengekalkan fenomena ini dalam industri perikanan di Ghana adalah terhad dan masalah psikososial buruh kanak-kanak kurang diberi perhatian. Tesis ini mengkaji tentang buruh kanak-kanak di Tasik Volta dengan meneroka perspektif mangsa buruh kanak-kanak dan mengurangkan masalah psikososial mereka melalui pendidikan jasmani dan sukan sebagai alat psikososial. Kajian ini menggunakan pendekatan kualitatif berbentuk kajian kes untuk mengumpul data melalui temu bual bersemuka dengan 10 buruh kanak-kanak yang aktif dan 10 bekas buruh kanak-kanak, dan juga tiga Perbincangan Kumpulan Fokus berasingan dengan mereka yang berkepentingan dalam konteks kajian. Berdasarkan analisis data tematik faktor sosioekonomi menunjukkan bahawa kemiskinan dan saiz keluarga yang besar mempengaruhi keputusan untuk buruh kanak-kanak. Di samping itu, pendidikan ibu bapa, ketidakupayaan dan kehilangan pencari nafkah, penyelesaian hutang, dan tekanan rakan sebaya adalah faktor sosial-budaya penting yang menyokong buruh kanak-kanak di Tasik Volta. Di samping itu, kerja berpasukan dan kerjasama dalam aerobik dan kerja berpasukan dalam sukan adalah kemahiran psikososial yang relevan yang membolehkan buruh kanak-kanak mengatasi masalah psikososial mereka iaitu harga diri rendah dan penarikan sosial sendiri dan pengasingan sosial. Tambahan pula, buruh kanak-kanak mendedahkan kanak-kanak kepada gangguan tingkah laku termasuk gangguan kelakuan, gangguan kerisauan, dan sikap antisosial seperti agresif, kurang hormat dan lain-lain. Dapatan kajian ini memberi sumbangan dengan menambah

kepada literatur empirikal yang semakin berkembang mengenai buruh kanak-kanak dalam industri perikanan serta literatur pendidikan jasmani dan berguna kepada penggubal dasar dan pihak berkepentingan lain untuk mengurangkan buruh kanak-kanak dalam sektor perikanan di Ghana dan dunia luar

Kata kunci: *Buruh kanak-kanak, sukan psikososial, Tasik Volta, faktor sosioekonomi dan faktor sosiobudaya*

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LIST OF ABBREVIATIONS

ACL	Active Child Labour
AIDS	Acquired Immunodeficiency Syndrome
BMI	Body Mass Index
CCPC	Community Child Protection Committee
CHS	Challenging Heights Shelter
CNN	Cable News Network
DSW	Department of Social Welfare
EX-CL	Ex-Child Labour
FAO	Food and Agriculture Organization
FGD	Focus Group Discuss
GSS	Ghana Statistical Service
GSFP	Ghana School Feed Programme
HBV	Hepatitis B Virus
HCV	Hepatitis C Virus
HIV	Human Immunodeficiency Virus
HO	Health Officer
HCT	Human Capital Theory
ILO	International Labour Organization
JHS	Junior High School
LEAP	Livelihood Empowerment Against Poverty

MGT	Minority Group Theory
MST	Family Socialization Theory
NGO	Non-governmental Organizations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNC	United Nations Convention
PE	Physical Education
PES	Physical Education and Sports
PESA	Physical Education and Sports Activities
OECD	Organization for Economic Cooperation and Development
SCT	Social Capital Theory
TOF	Transnational Organized Fisheries
TgCPFI	Trans-generational Cultural Practice and Family Identity
UN	United Nations
UNIMAS	University Malaysia Sarawak
UNICEF	United Nations Children's Fund
WFCLC	Worse Forms of Child Labour Convention
WHO	World Health Organization

CHAPTER 1

INTRODUCTION

1.1 Study Background

The fishing industry is a major contributor to the global food security, human welfare, and economic development and growth. Fishing is an essential source of livelihood to coastal communities in many developing countries (FAO, 2010; FAO, 2012; ILO, 2012; Lam et al., 2012; Moffitt & Cajas-Cano, 2014; Pauly & Zeller, 2017; Youn et al., 2014). Fishing entails a set of economic activities that include “capturing”, “harvesting”, “processing”, packaging, and marketing of fish. However, the industry has become an arena for child labour in many parts of developed and developing nations with the incidence of forced labour and human trafficking of fishers (ILO, 2013).

The practice of child trafficking and forced labour is not a recent phenomenon, but the current trend in the fishing industry, due to competition, globalization and the mobility of migrant workers, has worsened the problem. Therefore, the fishing industry is widely known for “the worst forms of human rights abuse, forced labour, and human trafficking” (Derks, 2010; Morris, 2000). There is ample evidence that besides child trafficking, the fishing industry has become a transit point for the promotion of other crimes, for example, “transnational organized fisheries” (TOF) and corruption (Chapsos & Hamilton, 2019; Liddick, 2014). Child labour employers are mostly boat owners needing cheap labour. They perceive children as generally vulnerable to deception and coercion into accepting unfair labour practices (Anderson & Rogaly, 2005). These children are usually ‘promised a better life in return for their labour in terms of food, shelter, education or flexible work at the time of their recruitment; nonetheless, these promises were not met’ (Cornell University, 2011).

The tasks undertaken by child labourers vary in terms of scale of fishing operations. As an example, the small-scale operation is most common in which children usually participate because it is a profitable venture as in Ghana's artisanal fisheries where sociocultural practice, cheap labour, poverty and ignorance have driven children into the labour market (Agbenyiga, 2013; Bellwood-Howard & Abubakari, 2023). In El-Salvador, for instance, children work in a small-scale family-based venture or private enterprises in which the children (male and female) harvest shellfish. In addition to the harvesting, girls sell the product. Both sexes start work before the age of 10 (Iversen, 2006).

Some of the children do not either work in the family-based fishing or the traditional based fishing sector. In Philippines, child labourers in Muro Ami fishing works with large vessels, and the profit realized by the group has boosted the enterprises of child labour (Bonnet & Schlemmer, 2009; Daugareilh, 2000; Picard, 1997). These children work as "swimmers and divers for catching reef fish" (Olofson et al., 2000; Olofson & Tiukinhoy, 1992; Pursell, 2002). In southern Thailand, children are engaged as factory workers, fish sorters, and as crew on fishing vessels (Cogliati, 2002; Morin, 2012; Tatto, 2017). They undertake a wide range of activities on board and sometimes away at sea for many months (Pearson et al., 2006; Richter & Ard-am, 1990; Stephen, 2016). Elsewhere in Uganda, child labourers undertake similar activities and work for long hours like adult fishers (Walakira, 2010; Margaret, 2009). These children often work without adequate safety equipment. Younger children (under 14) typically perform supporting activities (Macro, 2011).

In the fishing industry, children of all ages, gender and status, and even orphaned can be found working at landing sites. Girls are mostly victims of forced labour and human trafficking who are particularly involved in off-shore-fish processing (Solidarity Centre,

2008). They are compelled to work for long hours and subjected to several abuses and deaths threats in return for very low wages. The terrible consequences of child labour include irreversible physical, psychological and sexual abuse, moral or spiritual damage. Such conditions make children suffer low self-esteem, isolation, infertility, behavioural problems such as aggression, stigma and alienation. For many children the worst experience is the exploitation through production of pornography, prostitution and pornographic performances (ILO, 2012). A cursory look shows that child labour is indeed extremely evil because it does not allow children to enjoy their childhood rights or human rights (Dubey, 2017). It is also detrimental to children's education, growth and development, and future livelihood (ILO, 2012; Udry, 2003). The utmost concern now is why parents tend to force their children into child labour at the expense of their future in exchange for immediate benefits to the household (Udry, 2003)?

It is assumed that poverty is immediate or the main cause of child labour (Fassa et al., 2000; ILO, 2010). This is because countries that have per capital income of US\$500 or less, have children “between 10-14 years who are child labourers are between 30% to 60%” as compared to 10-30 % in countries that have per capital income of US\$501-1000 (Fallon & Tzannatos, 1998). In this case, less developed countries facing high rate of employment, offering low of wages, and low income are more likely to influence family's decision to consider income from children's labour to address their current needs. Thus, household poverty drives the children into formal employment or labour market to earn extra income to feed or to support the family budget. Moreover, since increasing demand for consumer goods exceed family income; child labour is seen as essential part of house decision to earn more income to meet family expenditure budget. The underlying cause of child labour is linked to lower investment in human capital (education) (Basu & Van, 1998; Ennew, 1982)

because individual levels of income largely depend on their educational attainment or skills demanded by the labour market. Machin (2009) has noted that poor families mostly under-invest in their children's education and thereby reinforcing the vicious cycle (Pemberton et al., 2013).

This is true because poor families tend to trade-off between household income and investment in child human capital (education) (Plug, 2003; Solon, 1999) and perceive that reduced education expenditure for not sending the child would be enough to support the household expenditure (Das & Deb, 2006; Mukherjee & Sinha, 2009; Udry, 2003). Nonetheless, parents should not forget that their children will have fewer job opportunities in the competitive labour market if they are not educated. So, the consequence of supporting child labour is the result of lower earnings of the child for entering the job market with low academic achievements or low-grade skills (Udry, 2003). For this reason, household should be much concern about the long-term benefits of children's work instead of current benefits of child labour. There are strong evidence suggesting that "not investing in one's own skills risks perpetuating low pay and, therefore, poverty" (Pemberton et al., 2013), which also "depresses wages for adult and create poverty" (Basu & Van, 1998). Although poverty is linked to child labour, income shocks for example, unexpected crop loss potentially increase the extent of child labour thereby affecting the stability of household income (Beegle et al., 2006). Moreover, death of chief wage-earner, largeness of family and other significant income shock factors can lead to levels of child labour due to depressed household income (Rowntree, 1901). In child labour decision, a parental education level play a major role (Behrman & Rosenzweig, 2002; Black et al., 2005) determines the education attainment of child, to a large extent. So, children who receive more education as a child may grow up as

parent with higher human capital and may earn higher income. Consequently, such people would like their children to attain their status (Basu & Tzannatos, 2003).

On the other hand, a person who had supplied more labour at the expense of his or her education as a child is more likely to become poor as an adult; as a result, such people may be reinforcing child labour. This situation may lead to “inter-generational child labour trap”. This may suggest that “children whose parents started working at a young age are more likely to start working earlier in their lives” (Basu, 1998; Emerson & Portela, 2006). Evidence is clear that sociocultural factors cause child labour (Naidu, 2003; Nanjunda, 2014; Weiner, 1999). In most cultures traditional socialization is thought to emphasize the importance of children participation of economic activities from an early stage of life (Nanjunda, 2014) while teaching them culturally defined roles, norms, and acceptable behaviour in society (Parke & Buriel, 2007; Putney & Bengtson, 2002). In most developing countries, some societies believe that work has ability to build or and enhances skills development in children (Togunde & Carter, 2006). So, the tradition requires children to learn the trade or occupation (e.g., farming) at early age from their parents (purposely to inherit parents’ business), relatives or non-family member (Adeborna & Johnson, 2015). As an example, in El Salvador, children work in family small scale or private base fishing enterprises (Iversen, 2006).

In other cases, parental roles are delegated to non-family members for child socialization. This arrangement does only involve transfer of parental responsibilities to offer apprenticeship training and maintenance of children, but also the right to benefit from the labour (services) of these children (Bales & Parson, 2014; Parke & Buriel, 2007). Besides the family business inherent and skill acquisition, another strain of cultural practice

promoting child labour is bond labour. This is an enslavement of children to settle the parents' indebtedness to creditors (Adeborna & Johnson, 2015; Fassa et al., 2003) therefore putting the child in debt bondage. Meanwhile some cultural beliefs seem to mislead people concerning children education (cultural preference). In such societies, educating a girl-child is not important so they are forced into child labour as providers of domestic services while boys receive education based on the belief that they are the future breadwinners of the family (Elemond & Povaock, 2002). This gender gap is common in many parts of the world such as Indonesia and Peru and, even in Ghana. In both India and Nepal, girls work to assist parents to pay school fees for sons or boys. In India, if a child does not work, the family will not have enough income to meet the basic household needs. In Kathmandu, Nepal, both girls and boys work as domestic staff, but girls are the majority. Consequently, such children are not given the opportunity to access quality education to acquire the necessary human capital (skills and competences) in order to increase their future earnings. This situation tends to increase the likelihood of sending their children to work, thereby reinforcing "the circle of poverty and child labour in future generations".

Similarly, sociocultural practices have increased child labourers from either the marginalized groups, such as the caste systems in the "South-Asia or indigenous communities in Latin America or from most vulnerable or discriminated groups (girls' orphans and others)" contributing to child labour. Evidence also shows that lowering social values and conditions may warrant a family or community to encourage children to participate in child labour. This way, child labour can be seen as "trans-generational cultural practice and family identity". This is because "child labour is a learned behaviour acquired in the family" influenced by the socioeconomic status (educational background and occupation) (Togunde & Carter, 2006). Once we have a clear understanding that

socioeconomic and sociocultural factors are the cause of child labour in the fisheries sectors (Adeborna & Johnson, 2015; Nanjunda, 2014) the approach to rescue the children from their predators should focus on restoring their dignity and the development of their physical, mental, social and emotional abilities.

These aims can be accomplished through the concept of social capital, which asserts that individual can derive benefits from social relationship based on reciprocity, solidarity, and trustworthiness (Putnam, 2000). So, it is easy to use physical education and sports (PES) to enable children in child labour with psychological experiences to develop social network of trust, self-esteem, confidence, cooperation, reciprocity, solidarity and derive social capital (Delaney & Keaney, 2005; Henley et al., 2007; Lin, 2001). This is because of the strong evidence that sports have positive effects of socializing and to rehabilitate and reintegrate children in/from social problems, and it has been used as tool for social change in the last 15 years (Coakley, 2011; Svenson & Levin, 2017). Considering this, children play is an essential component of learning to develop positive attitude toward self and others, and social values like cooperation, mutual respect, loyalty, teamwork, self-confidence, endurance and others. All these qualities contribute to their social capital and development. Concerning the benefits of physical education and sports, Richard Bailey (2006) notes that PES can significantly contribute to children's physical, lifestyle, effective, social, cognitive development and heal their emotions. Through this process, children develop respect for their own and others, recover from their emotional problems and contribute towards the integrated development of mind and body. This, in turns, children understand the role of physical activity in health, build their self-esteem, and enhances their social, cognitive development and academic achievement (Talbot, 2001).

In conclusion, the study seek to investigate the impact of child labour in the fishing industry. The background of this study is rooted in the widespread prevalence of child labour in hazardous industries, despite existing efforts to eradicate it. However, the fishing industry remains a neglected area of research. This study aims to bridge this knowledge gap by exploring the perspectives of child labourers in the fishing industry. The research objectives are to identify the factors that contribute to child labour in the fishing industry, examine the impact on their health and well-being, and inform strategies for prevention and intervention.

1.1.1 Child Labour in Ghana

Before the discussion on child labour in Ghana, there is a need to present the background of Ghana. Ghana is formerly known as the ‘Gold Coast’; the first African country south of the Sahara to gain political independence from Britain in 1957. The capital city of Ghana is Accra, the administrative seat of government. Overall, Ghana has 16 regions, 6 metropolitans, 260 districts with 275 constituencies in terms of political activities.

In terms of land size, Ghana is about 92,000 square miles (238,000 square kilometres) and shares boundaries with Ivory Coast to the west, Togo on the east, Burkina Faso to the north and the Gulf of Guinea of the Atlantic Ocean serving as a boundary to the southern part. Ghana is situated just above the equator and has a tropical climate of high temperatures with heavy rainfalls. The vegetation in the northern third of the country and a small strip of the coast are classified as Savanna while the middle belt of the country is covered by a heavy forest.

Although English is the official language, Ghana has six main official local languages: Ga-Adanbge, Akan, Ewe, Nzema, Fante and Mole-Dagbani.

Ghana has diversified ethnic groups with a unique identity in terms of language, descent, custom and culture. In all, there are 46 languages spoken by the different ethnic

groups and tribes. Nine (9) of these languages are written and studied in our schools. The nine languages are Dagbani, Dagaare, Kasem, Nzema, Akan (Asante Twi, Akuapim Twi & Fante), Ewe, Gonja, Ga-Dangbe.

The major ethnic groups in Ghana include the Akan as 47.5% of the population, the Mole-Dagbon with 16.6%, the Ewe at 13.9%, the Ga-Dangbe at 7.4%, the Gurma at 5.7%, the Guan at 3.7%, the Grusi at 2.5%, the Kusaasi at 1.2%, and the Bikpakpaam a.k.a. Konkomba people at 3.5% while 4.3% of the population is white.

In Ghana, there are several occupations but fishing and farming are the two major traditional occupations. While the coastal communities such as Central region, Greater Accra region, Tema, Volta region engage in fishing, farming is the occupation of the people of the North, and some parts of Western, Bonos and Ashanti regions.

Child labour is not a new phenomenon in Ghana. It dates back to the then Gold Coast during the reign of the British. According to Van Hear (1992) child labour in Ghana began because of the rapid cocoa production. As a result, there was high demand for people not only to head-load cocoa from the production point to the depots but also to cultivate the crop as well. Labour on cocoa farms started with young unmarried men, but later, women and children became involved, but children were found to be suitable for this job so more children were employed (Van Hear, in White 1982: 500).

Initially, these children solely worked with their families to provide assistance. However, in the 1930s, the children were directly recruited by the farmers to work on their farms (Van Hear, in White 1982: 500). Most of these children were trafficked from the North to the Southern part of the country, with the involvement of their family members who lived in major cities such as Tamale, Kumasi and (Salaga-Slave market serving as a transit point

for slaves from the Northern part of the country before taken to the South for onward transporting to Europe).

The conditions under which children aged around 13 and 14 were transported to the south was appalling and detrimental to their health. Despite the health challenges, some of the children aged 10 and 11 made the journey to the Southern part of the then Gold Coast now Ghana by themselves in search for greener pasture. Yet, the colonial administration never prohibited the migration of children; instead, the government described the phenomena as children wanting to “see the world” (White, 1982).

Pawning was another factor that contributed to the spate of child labour in Ghana. Pawning is the practice of parents “selling” their children’s labour for money. The practice happened with former slaves who still owed their masters a favour. It was the Northern labourers who pawn their children to Ashanti recruiters in exchange for food during famine. These transactions between Northerners and Ashantis led to inter-marriages, and the development of what we call today as “Ashanti-Muslims” (White, 1982) and this practice has lived on to date.

The development of agriculture in Northern Ghana also promoted the menace of child labour in Ghana. During the 1950s, farming became more commercialized and that prevented the migration of young children from the North to the South to work on cocoa farms. The development of agricultural sector and the growth of private rice farms which took place in the 1960s in the Dagomba districts and surrounding areas saw the use of children, both boys and girls as casual labourers on both cocoa and rice farms. Young boys were responsible for the cultivation of rice, while the girls helped older women, mostly their mothers to carry and process the harvested crops. When the older labourers became aware

of the exploitative behaviour meted out to them, they left to start their own farms, leaving rice labouring in the hands of women and children.

In Ghana, there is a common belief among the population that if children work, they will acquire relevant skills for future development, build self-confidence, take responsibility. Therefore, the term child labour does not cover every economic activity undertaken by persons below 18 years (Takyi, 2014).

Millions of such children do mania jobs (light jobs) to earn wages or unpaid work suitable for their maturity and age by assisting parents after school hours and after they completed their school assignments. In this case, light household chores and other light works are permissible for such children to enable them to learn and gain skills for future development. In so doing, they contribute to the families' income and their livelihood.

However, work can also have a negative effect on children's development and well-being because the types of work they undertake at a tender or young age determines whether it is called child labour or not.

In this study, 'child labour' according to Otto (2002) is the engagement of children less than fifteen years in income generating activities other than the usual light domestic and agricultural work within the household of their parents or relatives. Where the work performed by the child is considered harmful and prevents him/her from proper growth and development and assumes adult roles and responsibilities at that tender age. This means, children are deprived of their childhood potentials and dignity and that which is harmful to their physical and mental development. In other wise, any work that is perform by any child that is physically, socially, mentally, morally dangerous and harmful to him or her and in addition interferes with their schooling by denying them of the opportunity to attend school,

forcing them to leave school prematurely, or mandating them to attempt to combine schooling with an excessive long and heavy work.

Presently, child labour in Ghana is widespread (Asuming-Brempong et al., 2007; GSS, 2003). About 40 % of the children are actively involved in economic activities marked as child labour or harmful work. These children are between 9 years to 18 years, and they are about 250 million who are gainfully employed. Of these figures, 88 million are boys and 64 million are girls (ILO, 2010; World Bank, 2017). In addition, the ILO estimates that about one of every five children that work full time in Africa involved hazardous work. As a result, one-fifth of primary school-aged children have not been going to school, and this phenomenon is common in Africa (ILO, 2017).

Despite the fact that child labourers are mostly found in the agriculture, mining, quarrying, and commerce, transportation, construction, and services industries which are full of hazards that affect their health and safety (Fossa et al., 2000; Hagemann et al., 2015; ILO, 2010) and logging, food processing and packaging, restaurant and catering, transportation, domestic services, factory work (mainly textiles and garments) and sex and entertainment” (ILO, 2008); there is less attention to the growing trend of child labour in the fishing industry.

Ghana’s fishing industry, despite being a source of income generating activities for many fishers, is associated with high rate of child trafficking in many parts of the coastal communities, particularly in the Volta Lake.

Estimates showed that between 4,000 and 10,000 children were trafficked by fishermen to Lake Volta annually (Briffett, 2019; Hamenoo et al., 2015; Ratner, 2014; Reid Maki, 2013). These fishermen mostly traffic the children from the communities to work in the fisheries sector for long hours in conditions that are harmful to their health and well-being and are denied access to education.

The children are working in the fisheries sector because of poverty. As their parents are struggling to make ends meet due to low wages, rising household expenditure, coupled with a high rate of unemployment and lack of social insurance, have compelled poor families to push their children into child labour as the only way out (Laid, 2005). Consequently, these children have become victims of forced labour because they were coerced and deceived by their recruiters or employers with promises to earn wages to either improve their welfare or support their families. But they never received the promised income from their employers. This situation has made things impossible for them to escape (Adeborna & Johnson, 2015).

Besides poverty, some of the children found in the Yeji Lake Volta because of cultural practice, which mandates a child to work as a prerequisite in the socialization process. This practice requires children to learn parent's trade and takeover family asset. These skills allow children to perform their social and economic functions very well in their adulthood.

In Tongu households, it is mandatory for children, at young age, to acquire skills and knowledge of fishing and fishing processing. In addition, children are trained how to swim by covering the stipulated distance and to dive into deep the Lake Volta. Whenever children return before the expected time by their masters, the children are whipped to return provided they come with nothing, however, if they come with catch, the opposite becomes the reality (Adeborna & Johnson, 2015).

These kinds of work are regarded as child work because they may not have an adverse effect on their education, health or growth and development. As the children undertake these activities (light work), they are able to fulfil the social and cultural obligation, which have not been enshrined in the constitution of Ghana. Therefore “not all

the estimated number could actually be said to be in child labour” (GSS, 2003). However, this culture practices

seems to be twisted in the fishing industry because the fishermen pay parents “fifty dollars (US\$50) per child” under the guise of teaching these children their trade and subject them to hard labour.

The practice of debt bond, being a heavy financial burden, has put many children in bond labour. A child labourer must pay for their parent’s debt to the boat owners, and they are exploited by the owners (Adeborna, & Johnson, 2015).

Besides bad cultural practices and poverty, illiteracy, unemployment, and other demographic factors, lack of political implementation of regulations and to sanction and prosecute offenders encourage child labour in Ghana (Tonetto, 2017). Trafficked children in Ghana are always taken advantage of by fishermen, desperately to feed their household and make life comfortable to them, along the banks of the Volta Lake. These children are exposed to several degrees of dangers, such as rainstorms, thunderstorms, adverse weather, risk of drowning and constant beating with girls been abused sexually by their masters, which threaten their life.

In the fishing sector, children perform a wide range of activities related to harvesting, smoking, salting, sorting, packaging, mending nets and selling fish to earn wages. They work for long hours, severely abused physically and psychological and threatened to death by drowning (Brennan, 2009; Robertson, 2011). While child labourers perform their task, their masters enforce their authority with violence, physical and psychological abuse. These consequences have long-term effect on the children’s physical, emotional and mental development, and their overall well-being, and therefore require a concerted effort to address the problem. Opoku-Fianko (1985) and Otoo (2014) suggested that physical education and

sports (PES) can mitigate child labour in Ghana. This PES remains a key component of Ghanaian's social life. It is the main leisure activities for socialization and unifying the communities that band the entire nation together irrespective of our political, cultural, religious, and social background when it comes to both internal and external assignments in sporting activities, but not to solve social problem.

Based on the assumptions of social capital, physical education and sports is appropriate (Owusu-Amankwah et al., 2014) used the “concept of social capital” to address child labour in cocoa growing communities in Ghana. Since PES have imbued cooperation, teamwork, sportsmanship, and mutual respect in individual Ghanaians, it could be the best approach to tackle child labour and their psychosocial problems in the fisheries sector by following the assumptions of social network, trust and norm of reciprocity and evidence (Abhishek, 2017; Rowe, 2016) these children in child labour could be healed and restored to normalcy.

While children play and learn, they can develop traits like teamwork, confidence, cooperation and others to enhance their well-being. In this way, it can be assumed that PES can be used as a psychosocial tool to improve the psychosocial problems, economic and social statuses of child labourers in future. Considering the fact some prominent sports personality in Ghana like the former super feather weight champion, Azumah Nelson and others, were once victims. On this note, child labour deserves much attention because fishing is extremely dangerous occupation for even adults, thoughtless of children who are fragile to stand the severe health and safety problems.

1.1.2 Research Problem Statement

In Ghana, child labour is also pervasive in many productive sectors, and estimates show that about 20% of children are in child labour, and more than 242, 074 are involved in

worst forms of child labour (The Ghana Child labour Survey, 2003). The menace of child labour in the fisheries industry has assumed a wide dimension. The Ghana Child Labour Survey Report (2003) reveals that more than “49, 000 children” are in working in the fishing sector, with 87% boys and 13% girls. Ninety percent (90%) trafficked children come from the Central Region, a fishing community in Ghana. There are about 20,000 child labourers working in Lake Volta, particularly Yeji and its Satellite communities in the Pru East District (Iversen, 2006), making Yeji the centre of children trafficking in Ghana. Recent documentaries aired by CNN (Inside the troubled waters: the child slavery trade on Ghana’s Lake Volta, 2019) and United Nation’s (Briffett, 2019; Dzoka, 2010; Hamenoo et al., 2015; Ratner, 2014; Talbot, 2018; UNICEF-Ghana, 1994) has confirmed that child labour in the fishing industry on Lake Volta has assumed international dimension with nearly between 4, 000 and 10, 000 children being trafficked and enslaved annually (Reid Maki, 2013).

Buttressing on why children at that tender age (Agbenya, 2009; Bellwood & Abubakari, 2023; Briffett, 2019), ultimately enter the labour market due to one or two or several of these reasons as poverty, weak economic and social structures, divorce, violence against children and women, unemployment opportunities, corruption, ethnicity and race. Others are, discrimination based on sex/gender, unresolved conflicts, illegal migration and the demand for sexual exploitation, post-conflict situations, illegal labour, and socially unprotected. These can either be said to be sociocultural or socioeconomic with the main trigger being poverty as more than quarter of the population still strive at the poverty line with USD \$1.25 per day as of 2015 (Adeborna & Johnson, 2015; Briffett, 2019; Najunda, 2014).

Poverty, one of the socioeconomic factors and main constituent of the other factors as in the case of Ghana tends to induce many parents and relatives to sacrifice their children education and future development for immediate gains to meet household expenses. Besides, lack of economic opportunities and sometimes death and permanent disability of breadwinners often perpetuate poverty. Since parental income is low to meet both increasing basic household expenditure and educational expenditure of many families, especially the larger families attempt to consider the wages of children engaged in child labour as alternative sources of income. In attempt to fight poverty, parents force their children to work in the fishing sector for extra income just to survive.

Although, child labourers are poorly remunerated their income are indispensable as it usually ranges between 25 and 40% as it is essential for the household to meet their basic necessities of life (Edmonds & Pavcnik, 2005; Fassa et al., 2003). Nonetheless, it is assumed that lowering human capital remains the fundamental cause of child labour. Machin (2009) has noted that poor families often under-invest in their children education and as a result caught up in the trap of vicious cycle (Pemberton et al., 2013). This is true because poor families tend to trade-off between household income and investment in child human capital (Black et al., 2005; Plug, 2003; Solon, 1999) and perceive that reduced education expenditure for not sending the child to school would be enough to support the household expenditure (Das & Deb, 2006; Mukherjee & Sinha, 2009; Udry, 2003).

Moreover, child labour is thriving in Ghana due to sociocultural issues because much attention has not been given in terms of research and policy planning and implementation (Takyi, 2014). Even though recently (Asuming-Brempong et al., 2007; Blunch & Verner, 2000; Twum-Danso, 2009) have indicated the influence of culture on child labour; however,

the issues of sociocultural has not been given considerable research attention, particularly in the fisheries sector.

The cultural practices of skills acquisition at young age aiming to prepare them to be responsible adult in future, or contribute and sustain legacy of the family has been misunderstood and contributing to child labour (Adeborna & Johnson, 2015). Consistent with the tradition, some parents transmit their kids to Lake Volta purposely to learn the fishing trade, instead of putting them in school. Also, several fishermen capitalize on the ignorance of such parents by paying about fifty dollars (US\$50) per child to ostensibly teach them their trade (Adeborna & Johnson, 2015) and exploit them.

Likewise, the cultural practice of bond debt has contributed to child labour. Children whose parents are indebted to boat owners are put in bond labour as means to defray the debt, and are subjected to abuse (Adeborna & Johnson, 2015; Fassa et al., 2003).

These children have left the comfort of their homes for greener pasture in hazardous environment that is threatening their health and safety. This is an unpleasant experience because health and safety hazards for children below 18 years are greater than adult fishers. Because children process of growth and development are prone to occupational hazards; exposure to chemicals, toxic substances, physical strain, that can cause life threatening damage not only to their fragile body but also to their mental or psychological and social well-being.

Children who find themselves in child labour activities during their cognitive development find it difficult to understand the world let alone develop a sense of self around them as compared to their counterparts who are not into child labour because of lack of play activities (Bellwood & Abubakari, 2023; Briffett, 2019). Play which emphasizes a major role in a child's developmental stage would be lacking in these children because of the

situation they find themselves. This means that these child labourers would not be able to grow mentally, psychologically, socially, and spiritually in a sound manner as their friends who are not into child labour. The most worrying aspect of child labour is the long term irreversible physical, psychological, moral, spiritual and emotional damage cause to these children, affecting the growth process and maturity. Thus, the future of these children is very blink and Ghana risk losing potential and responsible future leaders if the phenomenon lingers.

It is disheartening to see young children subjected to abuses that badly affect their social and emotional development. These children are also sexually abused and traumatized with sexual diseases such as HIV/AIDS, syphilis, gonorrhoea, unwanted pregnancies and single motherhood.

Another aspect of physical abuse of children in child labour on the Lake Volta which has not received considerable attention is the effect of the hazardous physical environment on child labourers, specifically post-traumatic stress disorder (PTSD) (Briffett, 2019). Child labourers suffer this kind of disorderliness due to serious or dangerous accidents happening to them or by witnessing such as drowning to death or boat/canoe capsizing while on fishing expedition. This usually the case of the males whereas the females are subjected sexually and harassed or molested and raped, they are also distressed with burns, cuts and the inhaling of smoke during the preservation of the fish (Agbenya, 2009; Briffett, 2019). Additionally, others are equally subjected to trauma through extreme physical, emotional and sexual abuse. The terrible consequences do not only lead to irreversible physical and mental damage but more seriously the self-withdrawal, low self-

esteem, fear, panic with behavioural challenges like stigma, violence, aggression and alienation aspect experienced by these children (FAO & ILO, 2012).

Furthermore, the detachment of children from families and their communities is yet another predicament on the part of the working child on Lake Volta (Agbenya, 2009, Bellwood & Abubakari, 2023). Most often, this disconnects the child from the parents and his/her immediate community entirely and in most cases the child cannot even trace his or her route. This act most often impacts mental or psychological harm and loss of identity to the child as a victim.

Despite numerous studies on child labour in Ghana, significant research gaps remain. One of the primary gaps is the lack of comprehensive understanding of the issue. Existing studies have failed to provide effective solutions, and most research has been conducted by non-Ghanaians focusing on global perspectives rather than local contexts (ILO, 2015; ILO, 2017; Lambon-Quayefio, 2021; Lambon-Quayefio & Owoo, 2018).

Another significant gap is the scarcity of research on specific contexts, such as child labour victims and their psychosocial problems on Lake Volta in the Pru East of the Bono East Region of Ghana. While some studies have examined the issue of child labour in Ghana's fishing industry, few have focused specifically on the experiences of children working on Lake Volta (Boateng & Dako-Gyeke, 2022; Tonetto, 2017).

However, Ghana is known to have ratified several of the United Nations Conventions (UNC) and the International Labour Organization (ILO) on the rights of children and the Worst Forms of Child Labour Conventions (WFCLC) respectively (Windborne, 2006). Besides Ghana's ratification of these conventions, it has other national legal instruments such as the Human Trafficking Act (ACT 694), and the Children's Act

1998 (Act 560) all enshrined in the 1992 Constitution of Ghana (Windborne, 2006). Ghana has equally indicated its desire to better and improve children's welfare by creating other essential interventions including but not limited to the Livelihood Empowerment Against Poverty (LEAP) Programme, the Ghana School Feeding Program (GSFP), and the provision of free school bags, uniforms, pens and books (Briffett, 2019). In spite of all these instruments and initiatives, one would wonder why child labour still thrives in the country and its prevalence on Lake Volta. Thus, it is unclear why child labour is still thriving despite all these numerous government social interventions or it is the laxity on the law enforcement the real cause (Boateng & Dako-Gyeke, 2022; Tonetto, 2017).

Regardless of that, the children must be protected to live their full potentials. Although, it argued that physical education and sports appear to be better alternative, there is paucity of knowledge and explanations of child labour phenomenon in Ghana to guide understanding and informed decision-making process.

According to Abhishek (2017) and Rowe (2016) sport mitigates social challenges such as child labour. This means that physical education and sports can serve as a driving force to mitigating child labour and their psychosocial problems. The value sportsmanship, leadership roles, developing of value and other social networks foster community cohesion and improved competencies, thereby restoring lost pride and dignity of the children for better future (UN, 2006).

The opportunities avail to the children to enhance the learning of psychosocial development skills and behaviours, which will build up their self-esteem, self-confidence, teamwork, moral reasoning and social skills, values and hope in the future.

However, Ghana is yet to capitalize on her immense sports potentials through formal and informal education connect with child labour menace. Adom-Aboagye et al. (2016); Manzo (2012) and Wachter (2014) assert that attention to PES as a psychosocial tool to mitigate the psychosocial problems in institutions in Ghana is nonexistence. This shows that, all programmes are in sports development centred. This also goes to indicate that, there is no personnel trained in this special unit on how physical education and sports could be used as a psychosocial tool to mitigate social issues such as child labour in Ghana despite its numerous advantages. The research is being conducted on Ghana's Lake Volta to give an outline of activities of children's situation in the fisheries sector in the Pru East District of the Bono-East Region of Ghana. Besides the challenges, research on how PES as a psychosocial tool to mitigate the psychosocial problems of child labour victims in the fishing industry of Ghana-the case of Yeji on the Volta Lake remains scarce. In addition, this study has never been conducted in Ghana before using PES as a remedy to child labourer's psychosocial problems in the fishing industry.

1.2 Research Questions

Due to limited understanding about child labour in Ghana from local researchers, this study seeks to examine the causes of child labour in Ghana and why child labour has thrived over the decades in Yeji and its satellite communities and how physical education and sports could be used as a psychosocial tool to resolve their psychosocial problems through the following questions:

1. What are the sociocultural factors that sustain child labour along the Volta Lake in Ghana?
2. What are the socioeconomic factors that sustain child labour along the Volta Lake in Ghana?

3. How does child labour impact the social behaviour and health of children in child labour in the fishing industry along the Lake Volta in Ghana?
4. How do child labour victims along Lake Volta describe their psychosocial problems?
5. How can physical education and sports as a psychosocial tool help mitigate the psychosocial problems of child labourers along the Volta Lake in Ghana?

1.3 Research Objectives

The main objective of the study is to examine why child labour has thrive over the decades in Yeji and its satellite communities in Ghana, while discussing physical education and sports as a psychosocial tool mitigating their psychosocial problems.

The specific objectives therefore are to:

1. Examine the socioeconomic and sociocultural factors such as household poverty, family size, parental education, bond labour, apprenticeship, skill acquisition and gender discrimination that sustain child labour along the Volta Lake in Ghana.
2. Explore the impact of child labour on the social behaviour and health such as emotional, physical and sexual abuses, behavioural disorders and anti-social behaviours of children in child labour along the Volta Lake in Ghana?
3. To evaluate the effectiveness of physical education and sports in mitigating the psychosocial problems of child labour victims along the Volta Lake in Ghana.

1.4 Scope of the Study

The study covers not only Yeji Township as the Pru East District capital but as well as three satellite communities namely, Fante-Akura, Accra Town and Gadakofo along the banks of the Volta basin, all within the Pru East District. The population for the study is 101,

545 and made up of 51, 087 (50.3%) males and 50, 458 (49.7%) females according to the last population and housing census conducted (GSS, 2021) with 36.4% rural as against 63.6% urban and has a significant number of ethnic representations. The study looks at the factors that allow the persistence of child labour to thrive in that part of the country over the decades. It also covers the impact of social behaviour and health of child labourers in the fishing industry of Ghana while discussing physical education and sports as a psychosocial tool to ameliorate the psychosocial problems of child labourers in the fishing industry.

1.5 Significant of the Study

The study “Exploring the Perspectives of Child Labour Victims and Mitigating their Psychosocial Problems through Physical Education and Sports as a Psychosocial Tool” intends to unearth the psychological, mental and emotional experiences associated with children in child labour in the fishing industry especially on Lake Volta in Ghana and their overall well-being. The study would not only be beneficial to Ghana but also the sub-Saharan Africa and even beyond on activities of these children as there are substantially limited studies on child labour and its consequences in the fishing industry.

First, this study will lead to crucial policy guidelines formulation and implementation by government and its development partners. It would also be beneficial to NGOs, and other stakeholders in education and those who have interest in children for strategic planning in making a concrete decision on children’s rights to education and health regarding the various abuses meted out to them at work to drastically reduce the effect of child labour in Ghana if not the entire African continent.

Second, this study will illuminate on the guidelines to government, parents and other organizations to pay keen interest in the socialization of children at all levels to rethink and

pay special attention as most studies (Oetting & Beauvais, 1987; Oetting, 1992; Oetting & Donnermeyer, 1998) argued that an individual learn deviant behaviours mainly through the agents of socialization per the primary socialization theory with the premise that child labour is learned behaviour acquired in the household level during the socialization process (Togunde & Carter, 2006). This would provide insight to government and its development partners to formulate social and economic intervention programmes to curtail poverty and other factors that are known to trigger children into child labour.

Third, the study would be beneficial to both government, stakeholders and curriculum developers in education to the limelight to make child labour a subject on the timetable where the children would not only be taught the dangers associated with fishing but its long irreparable damage to their lives. Furthermore, to solicit for space on both national and private televisions stations with days to air activities of child labourers' maltreatment in Ghana but not only on Lake Volta for governments and her development partners, parents, opinion leaders such as the chiefs, religious leaders and institutions to see the damage done to these children, families and communities when given out for fishing activities on the Lake Volta and other sectors for work to make a consented effort to nip the menace in the bud. Because its effects in later years would be far more disastrous than what it is today.

Furthermore, this study would also be beneficial to government and stakeholders in mental health services since it deals with the mental and psychological behaviours of children in child labour as a result of the various maltreatment experienced at the workplace.

The study is necessary as it would add to existing knowledge by providing substantial evidence that child labourers in the fishing industry on the Volta Lake also suffers from psychological and emotional behaviours as their counterparts in other sectors of the

economy. Additionally, the intricacies in the participation of physical education and sports and other play activities are fundamental to psychotherapy of emotional, psychological and mental challenges of child labourers and other social challenges of children and adults when used psychosocially as a tool.

1.6 Chapter Conclusion

This research is organized into six chapters. Below are the chapter details; Chapter one provides an overview of the research, including the background, research problem, research questions, objectives, significance, and scope of the study. The chapter two reviews the existing literature related to the research topic, including theoretical and conceptual frameworks, and empirical studies. The literature review provides a foundation for the research and identifies gaps in current knowledge.

Chapter three which is the methodology describes the research design, methods, and procedures used to collect and analyze data. It also includes information on the research participants, data collection instruments, data analysis techniques, and ethical considerations. Chapter four presents the findings of the study, including any data visualizations, tables and figures and the demographic of the various research participants. The results are organized according to the research questions or objectives.

The chapter five discusses the findings, relating them to the broader literature and research questions while chapter six (conclusion and recommendation) summarizes the main findings, reiterates the contributions, implications, limitations of the study and provides recommendations for practice, policy, or future research. It also reflects on the research experience and identifies areas for further investigation.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This section presents the conceptual review of child labour and the literature surrounding contending ideas that challenges it and how physical education and sports is viewed as a psychosocial tool to mitigate the psychosocial problems of children in child labour. It involves how child labour first came into existence and the factors that has sustain it until date. The chapter also looks at some of the difficulties these children face during their labourship. Other areas include the role of physical education and sports as a psychosocial tool in tackling child labourers' psychosocial problems and the various theories to guide the study. In view of this, the section has been categorized into three, namely, conceptual review, theoretical review, and the empirical review.

2.2 Concept of Physical Education and Sports

Physical education and sports (PES) are familiar terms, but only few understand the concept and its application (anonymous). Ordinarily one can describe physical education (PE) as any physical exercise or activity and will not be far from the truth as most historians defined physical education. Broadly speaking, from the earliest societies, PE encompasses physical activities, such as walking, running, riding, hunting, dancing, fishing as well as games, athletic events, and other sporting activities (Ainsworth, 1930; Hartwell, 1886, 1905; Leonard, 1905). Historically, PE began in the 19th century when scholars documented “experiences of primitive man”: “The Egyptians, Greeks, and Romans, peoples of the Middle Ages, Renaissance, and Industrial Revolution” (Ainsworth, 1930; Hartwell, 1886; Leonard, 1905, 1915 & 1923; Rice, 1926; Schwendener, 1942). In their writings, these

scholars (Leonard, 1923; Rice, 1926; Schwendener, 1942) observed that PE, similar to every human endeavour, was an important aspect of man's culture development. This is because man has regularly engaged in such endeavours (Siedentop, 1972). So, it was not coincidence that PE was inexplicably linked with the progress of civilization; since, one never existed without the other (Van-Dalen & Bennett, 1971). In view of this, PE was considered as appropriate systematic mode of instruction in the history of man (Siedentop, 1972), and thus became a "cultural heritage" and the foundation that spearheaded the beginning of civilization (Duncan & Watson, 1960). So, PE was one of the most ancient phases of man's education (Duncan & Watson, 1960). The purpose of physical education was to enable the ancient people to be physically active to survive, which they benefited a lot of the same values that affirmed programmes for the PE (Watson, 1960; Siedentop, 1972).

In general, the historical development of physical education consisted of three important aspects, namely "physical training", "physical culture", and "physical education". The physical training is thought to be means to gain bio-psychological health and fitness. While "physical culture" is a means to "social integration", the PE is viewed as the composite of "sporting activities and dance" (Osterhoudt, 1991). In the contemporary times, the term PE is viewed as a course that uses "play or psychomotor search for the impartation of skills and physical knowledge to group or individuals, the exercise of these skills, and their results" (Gallahue & Donnelly, 2007; Renshaw et al., 2010). However, according to McLachlan et al., (2018):

"PE is used to refer to that area of the school curriculum concerned with developing students' physical competence, confidence and their ability to use these to perform in a range of activities" (p. 255).

Meanwhile, the term sport' refers to a range of activities, processes, social relationships, and presumed physical, psychological, and sociological outcomes (Bailey, 2005; Frey & Eitzen,

1991). Nonetheless, there is a significant difference in the use of the term sport in several institutions of learning to reciprocally denote a general description (De Pauw et al., 2013).

To avoid these inconsistencies, the United Nations Educational, Scientific and Cultural Organization (UNESCO) definition of “physical education and sport (PES) will be used which refers to those structured, supervised physical activities that take place during and after school day”. In this way, PES provides the enabling learning environment for students to integrate physical activity into their daily lives and thus come to appreciate the value of active and healthy lifestyle on their personal growth (Wallhead & O’sullivan, 2005).

The purpose of PES is much more than the physically fitness. It also aimed at developing the individual’s well-being; socially, emotionally, and mentally. As children, play is essentially valuable component of learning, regular participation in physical education and sports activities will allow them to enjoy improved memory and enhanced decision making and problem-solving skills (Corbin, 2002; Fairclough & Stratton, 2005). In a study, Bailey (2000) reveals that the areas of necessary for the development of children to include: “physical, lifestyle, affective, social, and cognitive”. Moreover, Talbot (2001), stated that “PES develops in children respect for their body and others while additionally contributing toward the development of mind. It also assists children to develop interest in aerobic and anaerobic physical activity which improve their health and their psychological well-being. As a result, children can gain self-confidence and self-esteem, and improve their social and mental development and academic achievement as well.

2.3 Theoretical Review

This section presents a review of the theories supporting this study: human capital theory, minority group theory, family socialization theory and social capital theory. The primary socialization theory, human capital theory and the minority group theory explains why child labour occurs at the household level. These theories are considered as socioeconomic and sociocultural factors as the important determinants of children's participation in the job market. The social capital theory however gives the explanation as to how child labour and their psychosocial problems could be addressed. This theory holds the view that psychosocial problems of child labourers can be mitigated when children derive social capital through the participation of PES as a psychosocial tool.

2.3.1 Human Capital Theory

Human capital theory is one of the neoclassical economics theories that explain why child labour persists (Becker, 1964; Teixeira, 2014). It follows the assumption of perfect market and market equilibrium establishing an association between wages and productivity. It is believed that the market demand for labour determines the supply of worker's skills set. Thus, the premium attached to the set of skills or competent workers should possess led to the formulation of human capital theory, which was first propounded by Becker (1964). The theory asserts that human capital determines individual's lifetime earnings, and one of the major underlying factors of poverty. Human capital is defined as productive wealth embodied in labour, skills, and knowledge (OECD, 2001). It also refers to any inborn aptitude or acquired potential or characteristics an individual possesses that enables him or her to increase economic output (Garibaldi, 2006). In essence, human capital suggests a person's investment in (education and training) increase the productivity and earning; hence

education is investment. So, the difference in individual's levels of education and skills acquired accounts for most of the variations in his or her' wages (Gonçalves, 1999; Lydall, 1968). Investing in human capital results in both emotional and financial costs. These costs tend to be substantially high for most people willing to incur due to forgone wages or quitting permanent employment with low paid wages and severing family relationship or social ties. For this reason, it assumed that those who choose to invest their human capital will be adequately compensated with higher lifetime wages and will have greater opportunities in the labour market due to their skills.

In contrast, individuals whose skills are less demanded in the labour market will have few jobs opportunity and will have short period of working life and be redundant. Such people include women and other minorities who tend to lower invest in human capital and are more likely to have lower earning and may have a possibility to experience poverty. Meanwhile, Machin (2009) has observed that poor household usually under-invest in education. They face higher risks of obtaining lower earnings and thus "further raises the aforementioned cost of investing in human capital, thereby reinforcing the vicious cycle" (Pemberton et al., 2013). Theory of Human capital further explains the changes in the individual's lifetime wages or earning. It is assumed that the pattern of individual income (earnings) usually starts out low when the person is young, and increases with age (Becker, 1975). However, earnings may be low as the individual approaches' retirement. In this regard, young people may substantially invest in human capital and may forgo wages or quit their permanent jobs. This is because such people may have many years of work life to enjoy the benefits from both investment and forgone wages. Consequently, the young people will have a relatively lower of costs of investing in human capital. Therefore, their wages then increase rapidly with their age as they acquire new set of skills.

However, the level of investment in human capital declines as individual matures and grows older which results in a decrease in level of productivity and a slower wages growth. By the end of retirement, demand for skills may have fallen due to lack of investment in human capital and aging process, which increases the possibility of decreasing “average earnings near retirement age” (Ehrenberg & Smith, 1991). Given this case, it is assumed that poverty follows income, and there is a link between poverty and age such that the tendency to be in poverty may be higher for the elderly and young. In line with this assumption, Bane and Ellwood (1986) stated that:

“a sizable portion of all poverty spells begin when a young man or woman moves out of a parent’s home-an event often associated with getting further education or training-and that these poverty spells are relatively short with an average duration of less than three years” (p.16-17).

While substantial research supports human capital theory, income and education are considered to be the only primary causes of household poverty. However, household poverty may be triggered by income instability, family size and other significant factors that have not been considered by the human capital theory. Given this limitation, theory of human capital cannot be regarded as a complete theory of poverty so there is a need to complement it with Minority group theory.

The implication of human capital theory can shed light on the persistence of child labour in Ghana and the fisheries industry. Most of the families of child labourers have low educational achievements and are unskilled so they are not gainfully employed, therefore, they engage in menial jobs or low paid jobs. Since parents’ earnings are meagre, they are unable to afford the rising household expenditure; couple with the high cost of living in Ghana to adequately provide basic needs of the children.

As poor families cannot afford to educate the child and also provide substance and maintenance for children, they are forced to work alongside school to supplement the family

income. However, families who cannot afford to enrol the child in school, as well as providing their basic necessities due to low income, tend to sacrifice their children's education thereby pushing them into the labour market at early age (Mensah, 2013).

2.3.2 Minority Group Theory

This theory originated in the earliest empirical studies of poverty (Authur, 2005; Chatterjee, 1972; Durlauf, 2001; Espenshade et al., 1982). It is a term used to identify the characteristics of certain group of poor people and argues that the immediate causes of primary poverty or lack of sufficient income to obtain the basic necessities of household can be attributed to factors such as death of chief wage-earner; incapacity of chief wage-earner through accident, illness or old age; chief wage-earner out of work/dismissal; chronic irregularity of work; largeness of family and lowness of wage (Authur, 2005; Chatterjee, 1972; Espenshade et al., 1982). Rowntree (1901) identified a cycle of poverty, which starts from children, young married couples with children and old people ranked highest risk of entering poverty. The basic assumption of minority theory is that external shocks to income can expose household to poverty suggest this theory is adequate to explain how the above factors may influence household decision on child labour. As with the death of a breadwinner, household incomes will be significantly affected. In this circumstance, children will be more willing to participate in the labour market to earn extra income to survive or support the family budget (Macro, 2011; Bjorkman-Nyqvist, 2013).

Other economic or income shocks such as high unemployment may also determine the likelihood that a child becomes a child labourer (Duryea et al., 2007). Various studies have confirmed the empirical validity of this theory and concluded family exposures to income shocks strongly influence family decision to consider child labour as a survival mechanism to livelihood (Loken, 2010; Loken et al., 2010). As a result, this study adopts

this theory to explain the persistent of child labour in Ghana. Human capital theory, minority group theory and primary socialization theory are complementing each other to obtain in-depth understanding of child labour in the fisheries sectors.

The assumptions of minority theory are applicable to child labourers in Ghana. Most Ghanaian consider household poverty as the root cause of becoming a child labourer but not every child enters the labour market due to lack of basic needs. However, there are certain circumstances beyond the family's control triggered by the adverse effects of social and economic conditions on family sources of income might warrant such labour. Typically, the demise of parents tends to affect the livelihood of children. The welfare and well-being of such children can be worsened without any form of financial support from the extended family after the death of the breadwinner of the family. As a result, these orphans may consider the income of child labour to feed and survive. Besides, children might be child labourers because of permanent disability of parent (s) due to ill-health.

2.3.3 Primary Socialization Theory

This theory is one of the social learning theories postulating that “prosocial and deviant behaviours are learned mainly through the agents of socializations” (Oetting & Beauvais, 1987; Oetting, 1992; Oetting & Donnermeyer, 1998). According to this theory, the family is the main agent of socialization (Norella et al., 2002) and it is generally defined as the biological parents, who are directly responsible for raising and nurturing the child, but it may also include kinsmen or other relatives and non-relatives who are also directly involved in the process of socializing the child (Nanjunda, 2014; Norella et al., 2002). The term socialization is referred to as the process of preparing a child into adulthood or adults. It is the primary social process or orientation that ushers an individual into a social group and the larger community. This involves teaching the individual the societal norms and

values in order to function in the social group (Brim & Wheeler, 1966; LeVine, 1969; Parsons, 1955). Thus, the childhood socialization is viewed as the core responsibilities of a family by providing both the basic material and non-material needs of the child.

In the traditional views on socialization in which families are the primary agents of socializing children, the emphasis is on teaching the culturally defined roles, attitudes, customs and values through the social learning mechanism (Goslin, 1969; Norella et al., 2002). Socialization theorists indicate that the socialization of children has crucial due to its lifelong influence on individual functioning and well-being and thus argue that “child labour is learned behaviour acquired in the household level during the socialization process” (Togunde & Carter, 2006). The sociology literature, for instance, suggest that factors such as status inheritance (Biblarz & Raftery, 1993), apprenticeship and skilled acquisition (Adeborna & Johnson, 2015; Nanjunda, 2014) cultural traits at the household (e.g., parental occupation) (Togunde & Carter, 2006) and cultural practices such as gender discrimination, bond debt may influence child labour.

The primary socialization theory again observes that skills acquisition is core aspect of childhood socialization such that the tradition requires children to learn the trade or occupation. Depending on a parent occupation, a child may have to take part in the labour force alongside the parents as a means of vocational training to, in effect, adequately equip the child with the relevant skills to purposely inherit parents’ business or help him or her function well in his/her future adult occupation (Adonteng-Kiss, 2018; Okpukpara & Odurukwe, 2006; Togunde & Carter, 2006). Moreover, if the biological parents are dysfunctional or do not own their business, the extended families, both relatives and non-relatives assume such responsibility (Nanjunda, 2014; Oetting et al., 2006). While offering apprenticeship training and providing maintenance and care for the children, they also reap

benefits, in exchange of their assistance, from the services provided by the children. This arrangement enables them to satisfy the cultural requirements (Adeborna & Johnson, 2015; Biichner et al., 1994; Kornhauser, 1979; Oetting et al., 1998; Sampson, 1986). Besides, the primary socialization theory notes that some cultural practices and norms regarding children education are detrimental and misleading. In such societies, educating a boy is more important than educating a girl because of the notion that boys are the future breadwinners of the family; for girls to provide for the upkeep of the boys, they are forced into child labour as providers of domestic services (Lemond & Povaock, 2002).

It is assumed that if the families strongly support this gender discrimination, this situation may lead to inter-generational child labour trap; as a result, children whose parents started working at a young age are more likely to start working earlier in their lives (Basu, 1998; Emerson & Portela, 2006). Thus, such families may be reinforcing traditional perspective on skills acquisition at early age.

Furthermore, other effect may be the result of bond labour when the cultural practice of bond debt is highly recognized as the only way for the children to settle their parents' indebtedness to creditors; then child enslavement is the consequences of putting the child in a debt bondage (Adeborna & Johnson, 2015; Fassa et al., 2003). In addition, primary socialization theory suggests family background such as education may determine whether a child participate in the labour force or not and if so for how long and in what types of economic activities (Black et al., 2005; Plug, 2003; Togunde & Carter, 2006). Families with good educational background might not encourage children participating in active economic activities as means of preparation for future adult occupation. Instead, they may permit children to undertake light jobs, which might the case of parents with low educational achievement. This argument is inconclusive and thus further studies are required.

Given the importance and the validity of the primary socialization theory as a social learning theory, several have applied it (Bass, 2004; Blunch et al., 2002; Eugene et al., 2002; Francavilla & Lyon, 2002; Grootaert, 1999; Lo´pez-Calva, 2001; Tienda 1979; Togunde & Carter, 2006).

In Ghana, the persistence of child labour in the fisheries sector is not clearly understood. Following the logic and arguments of primary socialization theory, the basic understanding or assertion is that child labour in Yeji and its satellite communities could be a learned social behaviour acquired from household that might influence parents' perspectives on childhood socialization.

These theoretical explanations and empirical evidence from past studies showed that the primary socialization theory is most applicable to this study to provide needed understanding regarding of why child labour persists in Ghana, particularly Yeji and its satellite communities. However, there might be other factors influencing child labour because of the study environment that the theory is yet to identify, and such finding (s) will be the study's contribution.

2.3.4 Social Capital Theory

The term social capital is a multidimensional concept encompassing different perspectives (Bourdier, 1986; Hauberer, 2011 & Lin, 2001). In the simplest term, social capital describes social relationship as resources. In that case, friends, associates, and other forms of interpersonal relationship constitute important resources or assets. From the academic perspective, Lin (2001) defined social capital as “an investment in social relations with expected returns in the marketplace”. Operationally, social capital is referred to as resources embedded in social networks accessed and used by actors for actions (Lin, 2001). Bourdieu (1986, p. 248) defines “social capital as the aggregate of the actual or potential

resources that are linked to the possession of a durable network of institutionalized relationships of mutual acquaintance and recognition in other words, to membership in a group". These resources are the collective investment which first and foremost brought the group or network into existence and bond them. So social capital is not with an individual. The network of relationship can be a formal group constituted based on a formal arrangement or an informal relation, which may stem from mutual acquaintance and recognition. These relationships may only exist for the purpose of material exchange and or symbolic exchange, which help to hold members together. Moreover, such relationships may be socially organized or instituted such as schools, classmates, religious members, families, clubs, and other networks of relationship. The purpose of institutions may be designed to inform those who undergo them (Bourdieu, 1986). Thus, such social institutions are enacted to maintain and reinforce both material and symbolic exchanges (Bourdieu, 1986).

Although Lin and Bourdieu agreed that social capital is resources found in social networks, what constitutes the dimensions of these resources seem unclear. Coleman (1990) provided an elaborated description of social capital as a collection of different entities or individuals with common characteristics, which encourage certain actions of members within the social structure. These entities include expectations, trust, obligations and information flows that are useful resources. These resources are important because they support production and help people to achieve certain goals that would not be attainable if such resources do not exist. Putnam (1993) stated social capital and for that matter social organization with its elements such as trust, norms, and networks can improve the efficiency of society by facilitating coordinated actions. This coordination can be effectively carried out through social networks, the norms of reciprocity and trustworthiness that arise from them (Putnam, 2000). For this reason, networks are essential relationship that can bring

about social obligations or contract on the increase output of individual members with the networks (Putnam, 1993). The number of resources resided in the networks of relations tends to encourage people to invest in social group.

As member's investment in the social network is important resource, it enables the person to collectively own capital and to borrow capital from the group (Bourdieu, 1986). That is, being member in a group can help people to derive social benefits from each of the members. Benefits' accruing to a member from the membership is based on the norms of reciprocity and trustworthiness (Putnam, 2000) and solidarity (Bourdieu, 1986).

The basis of exchange does not necessarily imply that these features are consciously pursued as such. This is because there are certain groups like clubs that are deliberately formed to generate social capital and to derive full benefits of their membership. The benefits can be material benefits and or symbolic benefits. The material benefits include all types of services that can be derived from valuable relationship while symbolic benefits are those obtain from association with a scarce, prestigious group (Bourdieu, 1986). The amount of social benefit derived by an individual member, in most cases, depends on capacity of the person to mobilize resources and the size of the networks he can effectively work with. For this reason, an agent that possesses a social capital as trust; that is the ability of the people to work together for common purposes in groups and organizations (Fukuyama, 1995) can effectively obtain the amount of capital needed from his associates (Bourdieu, 1986). Since trust is considered as a key resource for the existence of social relationships, mutual trust can promote a healthy cooperation between members in a group and that can reduce transaction costs and increases business transactions (Fukuyama, 1995).

Although social capital has multifaceted constructs such as, trust, support, sense of belonging involvement (Lin, 2001) shared norms, trust, cooperation (Fukuyama, 1995)

norms of reciprocity and trustworthiness (Putnam, 2000), solidarity (Bourdieu, 1986), the main assumption is that social relationship brings productive benefits (Bourdieu, 1986; Coleman, 1988; Fukuyama, 1995; Lin, 2001; Putnam, 1993).

The understanding of social capital has been invoked to explain many social outcomes. These include “community participation in enhancing school performance” (Smith, 2007 cited in Hanifan in 1916), urban communities (Seely et al., 1956) studying income distribution (Loury, 1977). Moreover, social capital also has played significant role in “economic advancement and sustainable development” (Knack & Keefer, 1997; Putnam, 1993; Sabatini, 2006). In addition, it has immensely contributed to the improvement in “political participation, government responsive, addressing collective action problems” (Coleman, 1990; Fukuyama, 1995; Lin, 2001; Putnam, 1993) and influenced outcomes of health programmes, social welfare programmes and biodiversity conservation goals (Pretty & Smith, 2004). Thus, given the above evidence, social capital is relevant to addressing the concerns to child labour and their associated psychosocial problems.

This study understands that social capital originates from individual capacity to think about others, to be cooperative and generous towards the community; however, the individual does not possess social but seek membership of a particular community or social network for social benefit (Putnam, 1995). Since the benefits of social capital accrue from a positive relationship among members in a group, it facilitates prosocial action and discourages exploitative behaviours in pursuit of common interest of community (Putnam, 2000). Within sport sociology, social capital embedded in the sport participation which motivate members to be physically active, undertake voluntary community work and enjoy “psychosocial benefits from membership” (Harvey et al., 2007).

Using PES as a psychosocial tool to mitigate child labourers' psychosocial problems become easy based on the assumption of social capital. Consistent with the assumptions of social capital, the study follows the works of Glanville and Bienenstock (2009) who conceptualized social capital in terms of "level of density of social network", "level of trust and/or reciprocity". This framework is appropriate because it encompasses the classical assumptions or perspectives of these authors (Bourdieu, 1997; Coleman, 1990; Lin, 2001; Portes, 1998; Putnam, 2000).

The first construct Glanville and Bienenstock (2009) discuss here is social network density. The network density refers to the connection between group members. That is, the number of links or network each. A closely knitted social network tends to preserve or maintain resources while dispersed networks essentially search for and acquire resources (Lin, 2001). Within social networks, social cohesion plays important role. The two ways to achieve social cohesion are social bonding and social bridging. According to Putnam (2000) and Woodcock (2001) bonding is an important social capital. It strengthens social ties or connection among members in group because they are homogeneous. Classic examples include close friends, and neighbours, immediate family, and others sharing similar background. In contrast, in bridging social capital, the authors (Putnam, 2000; Woodcock, 2001) describe the relationship between members as weak. Because such social connection appears to be distant, they are more or less casual, temporary groups with different backgrounds. Nonetheless, both "bonding and bridging social capital" are important aspects of sports participation, facilitating the creation of social capital.

Bonding social capital that fosters strong ties allows members to derive benefits such as affection, obtain personal support help, solidarity, and knowledge from other members (Erickson, 2004), but may lead to conformity, exclusion of outsiders and anti-social activities

(Putnam, 2000). Thus, bonding social capital is inward-looking. However, bridging social capital is outward oriented. It facilitates collective resolution of community problem. It also enables people to offer help to unknown people, and to develop mutual acquaintance and many others. But bridging weakens ties between people to the broader communities and potential resources are not collectively owned (Erickson, 2004).

Researchers have suggested bonding is more relevant to sports and physical endeavour because people with similar background or interests may be more willing to come together and participate in such activity (Devine & Parr, 2008; Krouwel et al., 2006; Tonts, 2005). Trust and reciprocity are another social capital presented by Glanville and Bienenstock (2009). Trust and reciprocity encourage people to willingly invest in interpersonal relationship. This means social capital can only occur when there is implied social contract or obligation and expected profit (Bourdieu, 1986). The existence of trust ensures fair dealings and allows members obtain the support or cooperation and kindness from each other (Yamagishi & Yamagishi, 1994), and that encourages prosocial actions and appropriate behaviours from members. However, considering the nature of trust, Baier (1995) suggested that trusted relationship is more dependable and makes people reliant that facilitate the relationship that would be impossible in its absence. So, as the level of trust increases, the degree of inter-dependency increases as well.

Resources are another construct discussed by Glanville and Bienenstock (2009). The significant of resources within social relationship have been explained from diverse perspectives. Bourdieu (1986) indicated that economic resources, cultural resources, and symbolic power of the community as the fundamental resources that contribute to the success of the community itself. The support is in form emotional and instrumental (Caplan et al., 1976). Emotional support is intangible form of help that people receive to make them feel

loved and cared for and that enhances the sense of personal value or worth. On the other hand, instrumental support refers to the various forms of tangible assistance that others may provide to support our livelihood as they matter in sports participation. The conceptual framework of Glanville and Bienenstock (2009) serve as a touchstone to examine the role of social capital in sports participation as a means to addressing phenomena of child labour and their psychosocial problems at Yeji and its satellite communities. The social capital theory is relevant for child labourers because all children play and learn together. Although in Ghana, children engaged in PES in the communities which promotes development of social values like togetherness and cooperation, mutual trust, solidarity and derive other social benefits, the concept has not been applied to address child-related social issues like child labour. Thus, the concern is how does social capital (i.e., PES) as a psychosocial tool mitigate child labourers and their psychosocial problems in Ghana?

2.4 Why Child Labour Persist in Ghana

In this section I explained why child labour has thrived over the decades and continue to be more prevalence in Africa and Ghana, its consequences and how the menace could be mitigated through physical education and sports as a psychosocial tool. Under normal circumstance, children should enter the labour market when they attain a majority age, but this is not the case. Some scholars suggest that child labour exists because people have no better alternative to address an extreme situation in which the work done by children becomes a necessary survival strategy (Beneria, 1992; Edmonds, 2008). A significant number of studies have attributed child labour problems mainly to the socioeconomic status of families (Mahmood et al., 2005). Poverty is considered as the main socioeconomic factor driving young children into the labour market or child labour (Ortiz et al., 2012). The extent of household poverty is related to the level of income. Krueger (1996) observed that children

from relatively “low-income households” may have a higher tendency to become a child labour than the children from high-income household. Thus, a poor family may have low level of income, which may be relatively insufficient to meet household expenditure budget. It has been observed that poverty driven household considers child labour income as significant contribution to household income and such families tend to sacrifice the benefits of a child’s education for family survival and thus may support children to work and learn some skills to earn a livelihood (Ajefu, 2018).

In Uganda, more than three-quarters of the children have abandoned school because they lacked the money to pay for school fees. Further, given the nature of fishing, it is very challenging to combine school and fishing work. More than half of the children admitted that engaging in fishing work have in various ways affected their education. As a result, mostly miss lessons and due to the fatigue, they could hardly follow the lessons (ICF Macro, Inc. (2011). The above discussions are consistent with human capital theory which postulates that, “if the household income increases, the need for a financial contribution by the children decreases and families can invest in their children’s education” (Knaul, 2001). The implication is a decreased in the household income tends to increase the cost of attending school which may trigger the cycle of poverty forcing children to seek employment for additional earnings (Beneria, 1992; Chant, 1994; Roberts, 1995). Aside from family income, evidence is also clear that parents’ educational background determines whether a child enters labour market or not (Abou, 2006; Grootaert, 1998; Nkamleu, 2009). Mensah (2013) indicated that parents who have lower human capital (lower level of education) may have higher rates of insufficient income and more likely to be susceptible to poverty, thereby forcing their children to enter the labour market than parents with higher educational status. The findings agree with past studies that observed a significant favourable influence of

parental income on children's outcomes (Akee et al., 2010; Edmonds & Pavcnik, 2005; Edmonds, 2006; Kis-Katos & Sparrow, 2011). However, Ray (2000) reported a strong negative influence of family income on child labour, and a favourable connection between household income and school enrolment in Pakistan.

Based on the level of human capital, multiple studies have suggested a higher level of parental education may also lead to a higher ratio of children education and reduce the possibility of becoming a child labour (Cockburn, 2005; Grootaert, 1998; Zapata et al., 2011). However, the link between parental education and child labour is complex, due to inconsistencies in the operational definition of parental education. In operationalizing parental education, some studies used the length of education to determine whether a child entered the labour market or not (Emerson & Souza, 2003; Ray, 1998) and thus resulting inconsistent evidence across different jurisdictions. In contrast, Chevalier et al. (2013) used "minimum school-leaving age and month of birth of parents" to represent parental education to ascertain the influence of "inter-generational transmission of education and household income on the likelihood of child education. Based on these inconsistencies in the indicators of parental education, Nielsen (1998) argued that parental education did not contribute to child labour in Zambia (Nielsen, 1998). Moreover, much of the studies reported weak influence of parental education on child labour. Souza and Emerson (2003) stated that child labour is also the result of weakness of the parents' education parents combined with income poverty. By extension, Aqil (2012) maintained that child labour is inter-generational issue. This is because parents who worked at their young age may have their children following their steps and will grow up as uneducated individual and unskilled labour.

In addition to parental education and family, income size appears to be contributory factor to the menace of child labour (Dumas & Lambert, 2008; Soares et al., 2012; Patricia,

2016). Children from large family and poor household may have a higher tendency to involve in child labour activities as compared to children that belong to small size families and poor household. The large size poor families tend to struggle to provide the material needs of family members if the family head is the sole breadwinner. This evidence does not necessarily suggest all children less than fourteen (14 years) would be child labourers. But the tendency of being child labourer is higher due to the father's unemployment status (Duryea et al., 2007) that pushes the child to work to earn additional income to support their families and themselves (Abou, 2014).

On the other hand, parents with permanent employment may not approve of their children to seek employment at the tender age at the expense of education. Therefore, stable employment encourages families to enrol their children in school (Abou, 2014). Concerning parental employment status, studies have stated unclear influence of parental employment on child labour. Parents' children that have a lower employment status may have a higher probability of being a child labourer than children's whose parents have a higher employment status (Blunch et al., 2002; Blunch & Verner, 2000; Canagarajah & Nielsen, 2001). There is significant evidence indicating that family circumstances and income shock strongly influence family decision to consider child labour as a survival mechanism to livelihood (Løken, 2010; Løken, Mogstad & Wiswall, 2010). Family exposure to negative shocks, such as death of breadwinners significantly affects household income and thus forces children to work. Macro, I. C. F. (2011) observed that most children who fish in the Lake Victoria Region in Uganda work to support their siblings and themselves due to the demise of the parent (s) or their parents are incapacitated or suffering from prolong or severe ailments (e.g., Tuberculosis and HIV/AIDS). In addition, the researcher ICF Macro (2011) also found that most street children were orphans. In Uganda, Björkman-Nyqvist (2013)

reported significant impact of rainfall shock on household income shocks and children enrolment in school. The unfavourable deviations in rainfall over a long-term period affected girls' enrolment in primary schools, particularly older girls, but did not affect the enrolment of boys and younger children. Other economic shocks resulted in high unemployment adversely affected the children's attendance in school and significantly increased the likelihood that a child would be a child labour (Duryea et al., 2007).

Aside from socioeconomic factors, a growing literature has linked the persistence of child labour to social cultural factors. Mishra (2004) revealed that in a transitional society, the case of child labour is also regarded as an economic practice because of the persistence of tradition-bound occupations and occupational immobility. The cultural practice of skill acquisition and status inheritance which serves as important components of socialization process allows children to obtain life skills to be productive adults. For this reason, Nanjunda (2014) observed that in such societies children are required to undertake apprenticeship and specialist training or learn the trade. Family occupation, particularly farming makes the significant use of child labour as unpaid family assistants in the sense of acquiring basic skills. In this line, Togunde and Carter (2006) revealed that most African societies have taken child labour as preparation ground for building and developing the child's future life skill to assume the family asset or inheritance in the future.

In line with this practice, Tongu community in Ghana regarded fishing as essential part of their cultural identity. The culture insists every child learns the basic skills in fishing occupation (e.g., fish trading, fish processing) no matter the circumstances. So, the adults train these children from childhood to acquire the requisites skills in swimming, handling the fishing net, and diving, through apprenticeship. These children are exposed to health challenges because some of the "training methods are risky and rigorous" (Adeborna &

Johnson, 2015). Similarly, in Tema New Town, a fishing community in Ghana, it is common practice to find children during school hours competing with adults at the Manhean seashore. They battle out over fish catch and strategies how to catch fish the next day. In addition, media reports have suggested that parents of such children supported the practice of child fishing because fishing is regarded as the only means to make some money to support their larger families. Other children decided to go to fishing because their fathers owned the canoes. The children's voyage on the high seas, to a large extent, is a way of learning the trade and assisting the parents to generate more income that would have gone to an outsider who might have been employed by their parents (Adeborna & Johnson, 2015). In Pakistani society, some sub-cultures support young people to work at early age. It is assumed by the family that to get skills of any sort of labour activities at a young age will be useful in the future to earn for family livelihood (Qadeer, 2006).

So many families from different cultures want their children to get skilled labour at an early age. Some parents who have no family occupation to transmit the basic life skills to their children, delegate their roles to non-parental kin to train and maintain the children. This responsibility gives the trainers the right to enjoy the services of these young children who are exploited (Nanjunda, 2014). Moreover, Adeborna and Johnson (2015) observed that some parents bring children as young as four years to Lake Volta, Yeji purposely to learn the fishing trade.

Blechred (1993) has observed that the child is not only exploited by the family only but the common social system. Therefore, the cultural, social, and economic position of the family obviously has serious influence on the child socialization process. Debt bond is another cause of child labour. Children are held responsibility to settle their parent's indebtedness through bonded labour (Adeborna & Johnson, 2015). Gender discrimination is

another factor that is found to promote child labour. Some cultures educating boys is considered more important than educating girls. As it is believed will be the breadwinner of the family. Moreover, gender age also plays a role in determining who must work to support the family. Usually, the eldest child has more economic burden and contribute to the household income than the younger siblings.

2.5 Psychosocial Problems of Child Labour Victims on Lake Volta

Psychosocial deals with mental and emotional issues that affect an individual's feelings or behaviour (Hassan et al., 2016; Quosh et al., 2013). Psychosocial problems occur because of adversity that people experience due to exposure to certain traumatic situations, including but not limited to wars, earthquakes, tragic accidents, deaths, lack of social support and abuses (Conrad, 2016; McDonald et al., 2021; Nopembri & Sugiyama, 2015).

The victims of adversities can become more troubled either mentally, physically, social disorderly, or psychologically with everlasting consequences on their growth and development and later in their entire life if left unattended (Nopembri & Sugiyama, 2015).

2.5.1 Children and Natural Disaster

Children always struggle to cope with issues of psychosocial problems because of volcanic explosions, cyclones, floods, wildfires, abuses and earthquakes. These exposures make children vulnerable and put them in a state of depression, fear, panic, worry, sadness, and nervousness (Nopembri & Sugiyama, 2015; Şalcıoğlu & Başoğlu, 2008; Kumar & Fonagy, 2013). The consequences from these explosions, disasters and abuses make children vulnerable to withstand the effect. Most of these victims expressed emotional feelings such as anger, timidity, sadness and anxiety after such disasters and abuses. Others too find it difficult to cope and build resilient and begin to have difficulties in sleeping or nightmares,

concentrating and making decisions. Some of these children might even withdraw from social gatherings for fear of unusual noise or sound that trigger disaster or “where next disaster will strike” syndrome. McDonald-Harker, et al., (2021) and Nopembri and Sugiyama (2015) stressed that children’s understanding of earthquakes, volcanic explosions, cyclones, floods, wildfires, abuses and wars or conflicts and other forms of natural disasters are different from that of adults. The victims find it difficult to build a resilient for themselves and even to cope or deal with the situation when it happens. Most of these children become traumatized with issues of psychological problems and behavioural disorders.

2.5.2 Physical Abuse of Children in Child Labour

Gelles and Straus (1979); Nopembri and Sugiyama (2015) and Oluremi (2015) revealed that children who are extremely vulnerable to distressing psychological challenges as a result of physical abuse are likely to later have complications with their health and mental acumen. Children turn to have problems regarding their development and psychological welfare which could lead to aggressiveness, fear and anxiety. This can affect the child’s entire social life in future. These effects if not checked, can further exacerbate into chronic health conditions and risk of suicidal.

The nature of severity of physical abuse or maltreatment of children at the workplace was equally emphasized WHO (2020) and cited (Ahad et al., 2021) that a child dies globally in every five minutes as a result of abuse of children physically.

Moylan et al., 2010; Oluremi, 2015; Straus, 1979, stressed that children are subjected to all kinds of abuses not limited to slapping, kicking, punching, hitting with objects, beating up, and other injuries through burns, using of knife or sharp object to inflict pain on the child. This has serious implications on the child as he/she can become permanently disable as a

result of any of the abuses mentioned above. Additionally, children could become deaf, bone fractured, disorderliness in behaviour, constant sicknesses that could lead to death or instant death depending on the magnitude of the abuse. Furthermore, children could experience emotions instantly such as sadness, confusion, fear, anger, feeling of lowness or low self-esteem as well as lack of confidence and trust in those they work for or stay with.

2.5.3 Sexual Abuse of Children in Child Labour

Audu et al., (2009); Fawole and Dagunduro (2014) and Parcesepe et al. (2016) reported high sexual rate among working females. This could be attributed to the impact of economic exploitation on the health and welfare of children. Most of these children are been molested and abused sexually at the workplace either by those who contracted them, among the victims themselves or outsiders (those who sell for their masters). These children are lured, parted with gifts and coerced while others sleeping tablets is put in any drink for the victim to drink and dose off and sleep unnoticed and be abused sexually.

Fossa et al. (2000); ILO (1995) and UNICEF (1997) further elaborated on the sexual abuses of children (females) and those victims often feel shy and would keep away from men, especially their abusers. These victims are prone to risk of drugs and sex addicts with early and unwanted pregnancies, HIV/AIDS and other sexually transmitted diseases. Child prostitutes face hazardous form of exploitation once they suffer extreme physical and mental abuse. Indeed, children in child labour suffer the most precarious life where sexually it is marked by force and underage. Consequently, victims become distressed, frustrated and live under constant fear, panic and lowness.

Generally, extensive academic research has been done on most of these adversities or traumatic experiences (Henley, 2010; Henley et al., 2007; Mundy, 1996; Nopembri & Sugiyama, 2005). However, little is known in the area of child labour and its resultant

consequences as a psychosocial problem in the fishing industry, especially in Ghana on Lake Volta.

Abdalla et al. (2018) and Batomen Kuimi (2018) found that child labour remains a major public health concern in low-middle income countries due to the adverse physical and mental health outcomes. Abuses are life threatening situations where children do not have a say regarding what they do, what not to do, how to do it and what they go through. They live a life of compliance where the outcome is devastated. This kind of situation suffers children and the consequences sometimes become unbearable to the growth and development of the victim.

Other researchers have equally opined that child labourers suffer from psychosocial problems (Ahuja, 2018; Gunter et al., 2009).

These psychosocial problems stemmed from socio-economic and cultural factors. Ahad et al. (2021) and Alem (2020) noted that low level of education and domestic violence such as sexual and physical assault, death of parent (s) or love one, denied of food and other basic necessities, poverty and parental childhood history of abuse. And that, any of these factors could trigger children into child labour and subsequently, the myriad psychosocial problems faced.

It is therefore not surprise to see children in this kind of situation becoming nervous, isolating themselves from public and feeling self-worthless or low self-esteem and exhibiting traits of behavioural disorders. Others also expressed their vulnerability through self-defensive mechanism by acting aggressively and violently depending on the severity of the abuse or adversity based on how it happened (Pandey et al., 2020). This can lead to a

permanent life of hopelessness and struggles in the future life of children in child labour with issues of psychosocial problems.

2.5.4 Emotional Abuse of Children in Child Labour

According to Ahad et al. (2021) and Al-Gamal et al. (2013) emotional abuse of children in child labour is more prevalence than all the other abuses being committed against them at the workplace or at home. Emotionally, child labourers are subjected to threats, beatings, insults, humiliation, stigmatization and teasing. Consequently, because these children have nowhere to go, they have become a subject of ridicule most often. They equally withdraw from social gatherings, feeling of lowness or low self-esteem and timidity. They have no one to complain to neither do they have a chose over the work they do and its associated difficulties with regards to maltreatment.

Alem (2020) emphasized another form of child abuse that, children who have lost their parents or love ones go through some kind of emotions as psychosocial problems. This parent or love one could be the life-wire of the child upon which he/she derives everything from and to lose such a person means the world has come to an end. This usually happens with dare consequences on the victim and may lead to emotional and psychological disturbances of shock, sadness, confusion, despair, poor memory and depression. They also experienced some kind of loneliness and hopelessness, and abandonment. This is consistent with (Kyaruzi, 2022; Moime, 2009) and that children whose parents are dead usually find themselves in sexual exploitation and other forms of abuses. They are abused verbal, abduction, neglect, physical and mental when they do not get proper care and affection from family members. With these worrying experiences which children do not have control over, can lead them into waywardness, isolation, feeling of low self-esteem with mental health problems.

Conclusively, child labourers with psychosocial problems go through a lot of psychological, sexual, mental and physical abuses in the hands of those they work for and within the environment they work. There is the need for these children to be attended to if not, they would one day turn to become a burden on the very society that ignored them when they could have assisted.

2.6 Physical Education and Sports as a Psychosocial Tool to Mitigate the Psychosocial Problems of Child Labourers

The phrase “physical education and sports” are two separate words often used together, but they are distinct. Whiles the former focuses on the major domains such as cognitive, affective and psychomotor (physical, mental, emotional and moral, social) of the child through the use of physical activity (Desal, 2013; Saini, 2019; Shrinivasa, 2018), the latter refers to play/game activities, recreation (fun and enjoyment) or organized competition. Terms such as “sports and play activities”, “sports and games activities” and “exercise activities” are interchangeably used in this study to denote “physical education and sports” related activities.

In this study, I explained physical education and sports as a psychosocial tool (PES) to be those organized/unorganized supervised physical education and sports activities (PESA) that take place at and off the school settings with all forms inclusive of the use of physical activities for the benefit of the individual UNESCO (1978). This is expected to advantage the individual physically, socially, mentally or psychologically and spiritually through sports and play activities (Nopembri & Sugiyama, 2022). These sporting activities could either be locally/traditionally, internationally or both. This is not to say, by merely engaging in PES would automatically guarantee you all the benefits. Much depends on the

aims and objectives and the one in charge of the activities and the instructions been carry out in the course of performing the activities.

However, physical education and sports activities (PESA) as psychosocial sports (PS) has as its primary objectives not on competition but rather to create an enabling environment to improve and restore children who due to maltreatment and abuses suffers mentally, physically and psychologically through engagement and encouragement such as advice, cooperation, and support within and outside the community. Thus, psychosocial sports activities allow children with psychosocial problems to discover the availability of options that are there for them to share their emotions through interactions with their coaches, mentors, teachers or instructors. Psychosocial problems that most children encounter are but not limited to depression, anger, phobias, stress, low self-esteem, alcohol abuse, headache, anxiety, and juvenile delinquency (Gaz & Smith, 2012; Nieman, 2002).

Other studies (Cocke, 2002; Henley et al., 2007; Nopembri & Sugiyama, 2015; Shephard, 1997; Tremblay et al., 2000) also indicated that young children who took extra physical activities during and out of school days can manage their emotions and learn self-control while sharing space, power and ideas with others. Additionally, such children usually demonstrate improved brain function, self-esteem, and confidence while becoming sensitive to other children's needs and values. This means that children who are always involved in physical activities can overcome their psychological problems consciously or unconsciously. Where consciously and unconsciously mean play activities are either structured or unstructured respectively. The studies (Cocke, 2002; Henley et al., 2007; Nopembri & Sugiyama, 2015; Shephard, 1997; Tremblay et al., 2000) went further to state that, children who take part in sports and play activities such as games or artistic activities and exercise can positively impact them by supporting and encouraging them to build their resilience

process. Where resilience means the process of, and capacity for, successful adaptation despite adversity.

On the contrary however (Gaz & Smith, 2012; Talbot, 2001) asserted that, not only do psychosocial sports remedy psychosocial problems but also maintain and increase emotional stability, memory, perception, well-being, self-control, confidence, assertiveness, positive body image, intellectual functioning as well as work efficiency and academic performance of children and adults alike involved in sporting activities. Additionally, it helps individual participants most especially children to gain self-control and self-esteem and enhances their cognitive and academic development as they perform physical activities not limited to only aerobic and anaerobic activities.

Studies on physical activities show that these children could derive psychosocial skills and cognitive benefits from participation in physical endeavours, including sports (McDonald-Harker et al., 2021; Nopembri & Sugiyama, 2015; Sibley & Etnier, 2003; Tomporowski, 2003). Consistent with psychosocial skills benefits, similar studies indicated that PES may improve psychosocial skills and enhance the resilience of victims of child labourers (McDonald-Harker, Drolet & Colvin, 2021; Yuwanto et al., 2017). Children benefiting from physical activities such as psychosocial sports would be able to deal away with their challenging issues of psychosocial problems of anxiety, depression, anger and frustration.

Consistent with psychosocial benefits (Conrad, 2016; Nopembri & Sugiyama, 2022; Nopembri & Sugiyama, 2015; Yuwanto, et al., 2017) emphasize that sports and play activities can assist youth to resolve the myriad issues they face with less confrontational means, they often do not have the capability or emotional capacity to otherwise deal with. Aside from psychological and social benefits, there is strong evidence linking PES and physical activity

to mental health benefits and psychological benefits (Cooper et al., 2004; Henley et al., 2007; Mundy, 1996; Nopembri & Sugiyama, 2022).

Studies on adolescent health have documented several components of mental health benefits of physical activity including self-esteem, and emotional and spiritual well-being. Likewise, (Nopembri & Sugiyama, 2022; Tomporowski 2003; Trudeau & Shephard, 2010) stated the favourable influence of physical activity on anxiety, mood, depression, and well-being. Also, regular physical activity performed by adolescents may significantly improve their self-image and the physical and psychological well-being of children (Kirkcaldy et al., 2002).

Concerning sports participation and social outcomes, the WHO (2010) and Fagaras et al., (2015) reported that young people's participation in physical activity contributes to social development through self-expression and social integration. There is no better way to improve the well-being of individuals, especially child labourers, than using PES as a psychosocial tool to support these children with psychosocial problems. The United Nations Convention on the Rights of the Child (1989) articulate that all children have the right to play and thus participate in any form of organized sports, which globally forms an important aspect of development programmes.

A more recent study by Dubey (2017) noted the influence of PES (Taekwondo) on child labour. It suggested that sports could be used to address social issues such as child labour. However, sports by itself cannot solve all the problems embedded in there but provides an excellent 'hook' for engaging people who may be suffering from disadvantages and providing a supportive environment to encourage and assist those individuals in their social development, learning, and connections through related programmes and services such as play and exercise activities.

To this end, PES as a psychosocial tool would therefore yield the desired impact as indicated above since it engages and encourages the young and the old in the communities more specifically children with psychosocial problems to look at the broader issues affecting them. Therefore, PES as a psychosocial tool would ultimately assist in ameliorating the psychosocial problems of child labourers on the Lake Volta in Ghana

2.7 Conceptual Framework

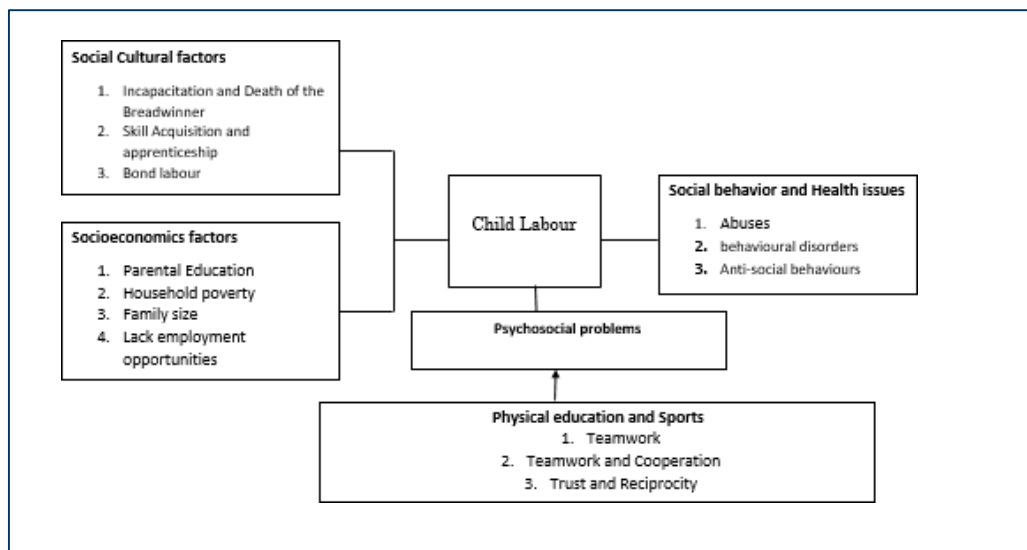


Figure 2.1: Conceptual Framework

The diagram above is the proposed conceptual framework for this study. It guides the researcher to investigate and mitigate the issues of child labour phenomena and their psychosocial problems in Yeji Lake Volta, Ghana. To address child labour on the Lake Volta, the framework asserts that the persistent of child labour in the study area may be caused by both socioeconomic factors and sociocultural factors per the various theories advanced for the study. With this understanding, the researcher can investigate how the socioeconomic factors such as poverty, parental income, and family size drive children into the labour market at that tender age. Moreover, the aspects family socialization that may contributes to child labour may include bond labour, apprenticeship, skill acquisition and

gender discrimination. Because child labour in the fishing sector is very hazardous and life threatening, children's health and emotional status can be badly affected. In this case child labourers may be victims of several abuses including sexual abuse, emotional abuse, physical abuses, and psychological abuses which may lead to several behavioural disorders and anti-social or deviant behavioural. Now that there is clear evidence of the possible causes and implication of child labour is clear, child labour and its psychosocial problems can be mitigated through the use of PES as a psychosocial tool. Bringing the children together based on the derived social capital: trust, reciprocity, teamwork and cooperation. The researcher expects that this framework produces comprehensive, quality, and consistent data to address the research questions to meet the objectives of the study to contribute to the body of knowledge.

2.8 Chapter Conclusion

The literature of the study focused largely on the conceptual review of child labour and the contending ideas influencing its existence and how physical education and sports was viewed as a psychosocial tool to remedy the psychosocial problems of children in child labour. The literature review looks at first how child labour came into existence and the factors that has influenced it until date. It further looks at some of the difficulties these children face during their workmanship. Other areas reviewed included the role of physical education and sports as a psychosocial tool in tackling child labour victims' psychosocial problems and the various theories to guide the study. In view of this, the section was categorized into three, namely, conceptual review, theoretical review, and the empirical review.

The reviewed literature shows that two factors namely, socioeconomic and sociocultural influence the sustainability of child labour in the study area. Household

poverty, parental education, unemployment and large family size emerged as key intricacies within the socioeconomic factors. Consequently, sociocultural factors such as skill acquisitions, bond labour, incapacitation and death of the breadwinner, gender discrimination also contributed to the persistence of child labour in the study area.

Besides the psychosocial problems (social behaviour and health issues) from physical abuse, emotional abuse and sexual abuse of child labour victims; football, volley, aerobic dance and other creative arts can be used as psychosocial tool to mitigate their challenges. The primary socialization, the minority group and the human capital theories provided the basis for understanding the primary factors of child labour in the study area. The social capital theory however, provided the understanding of social network as resources when members in a group come together derive benefits from the individuals. This was also suggested by researchers and that, bonding is more relevant to sports and physical endeavours because people with similar background or interests may be more willing to come together and participate in such activity.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This section presents how I conducted my fieldwork in Yeji in the Bono East Region of Ghana. I explain why I chose qualitative research methods, my worldview and how they helped me in my research journey. I also explain the reasons for using interviews and Focus group discussions (FGD) to collect qualitative data. I also explain how the participants were selected and contacted for the survey. During the fieldwork, I conducted face-to-face interviews with children in active child labour on Lake Volta and ex-child labourers who were also once in child labour on the Volta Lake in Yeji, and three separate groups of Focus Group Discussion (FGD) with five, seven and five members in the group who were informed about the activities of child labour in Yeji. Finally, I describe how the data was managed and analyzed and the reasons for using thematic data analysis. In analyzing the data, I adhered to the following strategies as discussed below.

3.1.1 Research Paradigm

This research is a qualitative study and is underpinned Interpretive or Constructive paradigm, which assumes reality is socially constructed. That is there is no single observable reality; instead, there are multiple realities or interpretations of a single phenomenon or event. Knowledge about this event will be discovered through empiricism (based on the participant's experience or inductive approach (Walliman, 2011) which is associated with the interpretative philosophy (Burel & Morgan, 1979).

3.1.2 Research Methods

I adopted the qualitative research method. This method reflects my view of reality. The qualitative methods allowed me to obtain deeper insight into the nature of the phenomenon. To obtain this knowledge, I reviewed the literature on child labour, the phenomenon or issue requiring understanding. Due to the nature of the phenomenon, I followed Strauss and Corbin's (1998) suggestions that, the feelings, thought, processes and emotions can be through qualitative methods to obtain the intricate details about the phenomena that are difficult to extract or learn about through more conventional methods such as quantitative research.

The use of qualitative methods enabled me to conduct this research in naturalistic environment or participants' own world to obtain data in word form through engagement process (Lietz & Zayas, 2010).

3.1.3 Profile of the Study Area

I conducted a study on child labour in Yeji and its satellite communities along the banks of the Volta Lake in the Pru East District of the Bono East Region of Ghana. I chose this research site because there are many child labourers working on the Lake Volta. Pru East is one of the 11 Districts of the Bono East Region of Ghana with a population of 101, 545 and made up of 51, 087 (50.3%) males and 50, 458 (49.7%) females according to the last population and housing census conducted (GSS, 2021) with 36.4% rural as against 63.6% urban and has a significant number of ethnic representations. The Pru East District is made up of the following ethnic groups, Akan (9, 928), Ga-Dangme (5, 679), Ewe (21, 112), Gurma (18, 785), Mole-Dagbani (7, 628), Grusi (1,060), Mande (4, 857), others (3, 088) with the main indigenous been the Guan as (28, 051) according to (GSS, 2021). The capital of Pru East is Yeji - the major economic activity in the district is agriculture and that is,

farming and fishing and known as the single largest inland supplier of smoked and salted fish, cattle and other food crops with the fish market serving as the main backbone of the district assembly's revenue (GSS, 2021). Means of transportation in the district is by road and water. Boats, canoes, ferry, and other small vessels are used to carry people and goods to and from the Volta Lake and serves as a major linked between the district and the Northern Regions (GSS, 2021). The strategic position of the town is just on the edge of the Volta Lake with a fishing harbour which makes it ideal for trade in general commodities as well which are basic to human survival.

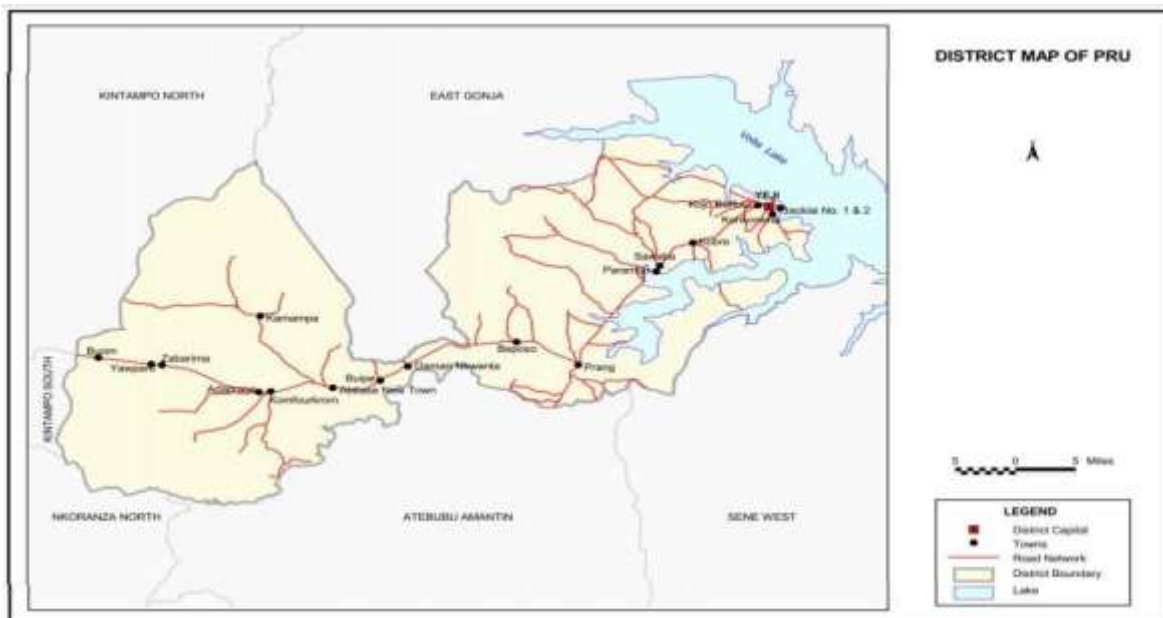


Figure 3.1: Source: Ghana Statistical Service, GIS (2014) Study Area Showing the Volta Lake and the Pru District Capital

3.2 Study Design

I used a case study. Yin (2003) suggests that a case study is an empirical inquiry that investigates a contemporary phenomenon within a real-life context, especially when the boundaries between phenomenon and context are not clear (Yin, 1994; Stake, 2000) as in child labour. I purposely chose a collective case study over a single case study design. Stake

(2000) suggested it can be used to study more subjects or events or study the same phenomenon from different sources. Using this approach, I obtained a deeper understanding of the phenomenon, leading to better theorizing (Brantlinger et al., 2005). This understanding is consistent with Miles and Huberman (1994) suggested that studying multiple cases gives the researcher reassurance that the events in only one case are not “wholly idiosyncratic”. In the end, I had the opportunity to clearly see the pattern in a word or group of words across all cases for in-depth descriptions and outcomes.

3.2.1 Sample Techniques

I used non-probability sampling strategies because of the nature of the research questions. I especially used snowball and purposive sampling because they enabled me to contact the suitable research participants for the study.

I used snowball sampling technique because it helped to reach participants that ordinarily are difficult to locate to participate in the interview and Focus Group Discussion (FGD) (Chaim Noy, 2008; Silverman, 2006). Through this strategy, I identified some key individuals, child labourers, ex-child labourers, parents, chief and elders and others who suggested other potential research participants.

I also used the purposive sampling strategy as suggested by Creswell (2005) who described it as a sampling technique in which the researcher intentionally select individuals based on their experience and knowledge for a study to understand a phenomenon. In this type of sampling, research participants are chosen according to the purpose of the study. Based on this, I purposely chose representatives of Challenging Heights (NGO) from the Head Office and Shelter and potential research participants.

Overall, the use of these strategies helped to locate potential research participants who shared their rich experiences on the study during the interviews and FGD.

3.3 Recruitment and Selection of Research Participants

During my fieldwork, the research participants I contacted were active child labourers and ex-child labourers from Yeji at Challenging Heights Shelter, Department of Social Welfare, representatives from the Source and Destination Communities of Child Labourers, Officers at Challenging Heights - rescuing team (child labour) on the Volta Lake at their Head Office in Winneba and at their Shelter in Swedru, parents at the source and destination communities, representatives of Community Childhood Protection Committee (CCPC) also at the source and destination communities, and the traditional rulers at the study area in Yeji.

Concerning the recruitment of participants, I followed these criteria. For example, children who participated in this study were 14 to 18 years. They have stayed in Yeji for a minimum of 2 years and a maximum of 5 years. These children are actively involved in child labour in the fishing sector at Yeji. Based on these criteria, I also recruited ex-child labourers at the Challenging Heights Shelter. Such persons must be rescued from child labour on the Lake Volta, must be between 14 and 18 years and have spent at least not more than one year at the shelter.

Furthermore, I chose these research participants for the FGD because they met the criteria. They have stayed in these communities, Accra town, Fante-Akura and Gadakope for at least 5 to 10 years and are above 35 years. I used these criteria only for the first FGD. This group consisted of the following members, Chief, assemblyman, parent, social welfare officer and Community childhood protection officer because they have much knowledge about the activities of child labourers on Lake Volta. The second group of the FGD

comprised three Challenging Heights officers, three rescuing team workers from Challenging Heights and one social welfare officer. Those selected have also been working with the Challenging Heights for at least five (5) to ten (10) years. I used these research participants since they were directly involved in rescuing children from child labour on Lake Volta. The third FGD is made up of the following: the coordinator, the health officer and three other instructors/coaches at the Challenging Heights Shelter because of their direct involvement in dealing with issues of rescued child labourers on the Lake Volta.

Concerning how I contacted the research participants, I used purposive and snowball sampling strategies to recruit both active child labourers and ex-child labourers and representatives of the FGDs as suggested by Creswell (2005). For example, I recruited active child labourers on Lake Volta through a snowball process. I first discussed the purpose of my fieldwork in the communities with the assemblyman of the area who introduced me to the traditional Chief of the study communities and his elders, who approved my fieldwork. After that, I contacted two child labourers because of a personal relationship. The two children and the assemblyman assisted me to reach out to other child labourers in the communities within the study area.

Concerning the ex-child labourers at the Challenging Heights Shelter, I discussed the purpose of my study with Mr Stephen, head of the child labour rescue mission team at the Challenging Heights, who introduced me to the Coordinator at their Shelter.

Regarding the research participants for FGDs, the use of the purposive sampling technique enabled me to reach out to the assemblymen, traditional rulers, parents, social welfare officers, coaches and representatives of the Community Childhood Protection Committee members (CCPC).

Regarding the recruitment process of the participants, I used three different stages. During the initial phase of the recruitment of active child labourers on the Lake Volta, I contacted 2 child labourers. Subsequently, the two children and the assemblyman helped me to contact 10 children. In the second stage, 20 children were contacted through the first ten people. At the end of the recruitment exercise, 32 were contacted, but 25 children agreed to participate in the interviews voluntarily after they understood the purpose of the study and the code of ethics.

At the initial stage of recruiting ex-child labourers at the Shelter, I contacted two participants with the help of the coordinator at the Shelter. These two research participants also assisted me to contact 7 research participants. The 7 research participants also helped me to recruit an extra 9 research participants. At the end of the process, 18 children were contacted, but 13 children agreed to participate in the interviews voluntarily after they have also understood the rational and code of ethics of the study.

Concerning the recruitment of research participants for FGDs, I used three stages. In the first, I selected research participants such as assemblymen, traditional rulers, parents, social welfare officers and representatives of the Community Childhood Protection Committee members (CCPC). In the second stage, I recruited officials of Challenging Heights and social welfare officers. In the final phase of the recruitment, I approached the instructors/coaches and the Health Officer at the Challenging Height Shelter. These research participants were chosen because they have much knowledge about the phenomenon of inquiry.

3.4 Number of Participants and Sample Size

At the end of the recruitment and selection of research participants, I had 25 and 13 research participants under active child labourers and ex-child labourers who respectively

agreed to be interviewed but 10 apiece were finally interviewed because of data saturation. Active child labourers are those currently working as child labourers on Lake Volta whereas the ex-child labourers who were once child labourers on the lake and have been rescued. The number of research participants was determined by data saturation during interviews. Data saturation was reached because there was no new information or new emerging themes from the data from one end of an interview to another interview (Boddy, 2016; Guest et al., 2006; Silverman, 2015). Based on the data saturation, I had the assurance that the sample size was sufficient and should be capable to make some degree of generalization through inductive reasoning (Boddy, 2016).

With regards to the FGDs, this study also involved those who are significant in the context of the study, they are the chief, assemblyman, parent, social welfare officer, and community childhood protection committee member (FGD-1=Yeji). Other equally important members were the head of rescuing mission team, two monitoring and evaluation officers, social welfare officer, programme officer and two other rescuing members (FGD-2=Winneba) while the last important research participants (FGD-3=Swedru) were made up of the coordinator, health officer and three instructors (a female and two males). These samples were made up of five research participants as the first focus group in Yeji on the Lake Volta, another seven research participants also from Challenging Heights Head Office as the second focus group while the last focus group came from Challenging Heights Shelter with five members as the third focus group. These samples were ideal for a single focus group because of the nature of the topic to be discussed by the research participants (Krueger & Casey, 2000).

Overall, these 10 active child labourers, 10 ex-child labourers and the three separate FGDs involved in the interviews and FGDs were chosen as research participants based on their rich experiences and knowledge about the phenomenon under study. They were involved as research participants to help make my data collection complete.

In general, the use of these research participants who shared their rich experiences and knowledge on the study helped me gathered rich and needed data for the study

3.4.1 Methods of Data Collection and Instrument

There are several ways by which data can be collected by a researcher. In this study, I used focus group discussions and “face to face” interviews as data collection methods. The detailed discussion had been presented in Section 1.4.6 -1.4.7

3.4.2 Interview Protocol (In-depth Interview Guide)

Before I interviewed research participants, I designed an interview protocol to guide me in the data collection. I used the interview protocol as a tool to gather data relating to the purpose of the research work (Patton, 2015). The interview protocol development process is discussed below.

3.4.3 Aligning the Interview Questions with Research Questions

In the first stage, I developed an interview protocol for this research work by aligning the interview questions with the research questions (Jones et al., 2014). I used the research questions as the basis for constructing the interview protocol, but the empirical and theoretical literature provided the groundwork for designing the interview questions (Jacob & Ferguson, 2012). Since the research questions are abstractions of the theories, I developed interview questions to incorporate emergent topics during the interview process. The

interview questions were constructed based on the research questions which contributed immensely to the interviewing process to obtain thick and rich data to achieve the objectives.

3.4.4 Constructing an Investigative-Based Conversation

In the second stage, I used the interview protocol as an investigative survey. This interview protocol guided me to investigate the phenomenon of child labour. During this process, I administered the interview protocol to solicit responses to questions relating to a particular topic (e.g., the contributory factors on the persistence of child labour and others) that address the research questions of this study (Patton, 2015). I included four types of questions in the investigation process (1) introductory questions, (2) transition questions, (3) key questions, and (4) closing questions (Creswell, 2007; Krueger & Casey, 2009; Rubin & Rubin, 2012).

I used introductory questions to create rapport and set the tone of the interview conversation. Moreover, I used the transition questions to move the interview toward the key questions (Krueger & Casey, 2009) and maintained the conversational tone of the interview. For example, I (the interviewer) referred to the response the research participant (interviewee) gave in the first or follow-up interviews. Each interview I conducted (first or follow-up interviews) had questions transitioning the interviewer slowly from “Key Questions”, also known as core questions, which gathered the most detailed data (Krueger & Casey, 2009; Rubin & Rubin, 2012). For example, based on this response, (i.e., I am working in Yeji because my parents could not provide my basic needs). Based on this I further asked the interviewees, “What could have pushed her to work at this early age at the expense of her education”?

The use of the key questions helped me to obtain the most essential data (Krueger & Casey, 2009; Rubin & Rubin, 2012) which directly relates to the research question). For example, during the conversation, I asked the respondent: What are some of the primary causes or conditions that pushed you to work as a child labour in Yeji?

I concluded the interviews with closing questions. These are straightforward questions that offered the research participants the chance to ask any question yet to be addressed. For instance, I concluded the first interview on the socioeconomic and sociocultural factors sustaining child labour in Yeji as follows: Before we end the interview, is there something that you think might have influenced you to become child labour that we have not discussed. An example of Interview Protocol Guide at appendix B.

3.4.5 Receiving Feedback on the Interview Protocol

In stage three, I received feedback on the designed interview protocol. I obtained feedback on the interview protocol through two main activities: peer review discussion and thorough or close reading of protocol by peers (Maxwell, 2013). Colleagues who did a close reading of the interview protocol examined its structure, wording, length of writing style and comprehension (Castillo-Montoya, 2016). The feedback on the interview protocol improved its reliability as an investigative instrument concerning the correctness of the interview questions and how well research participants comprehended the interview questions and whether their comprehension was what I expected (Patton, 2015).

After that, I practised the interview protocols with people (colleagues) who acted as research participants to find out how they understood and answered the interview questions (Jacob & Furgerson, 2012; Maxwell, 2013). This exercise helped me examine the flow of the interviews and how motivated the participants were to share more about their

experiences. Based on the insight from the peer discussion and close readings, I refined the interview protocol which significantly improved its quality and trustworthiness. Pilot Work (Pre-Interview)

3.4.6 Pilot Work (Pre-Interview)

In the final stage, I conducted a pilot study. This preliminary fieldwork was used to assess the interview protocol and the feasibility of the study. The pilot study enabled me to find out how the interview protocol could gather the correct responses to answer the research questions and to ascertain if the research methods would be feasible in a research setting. The inputs from the participants in the pilot study improved the interview protocol concerning the duration, personal bias, and probing/prompts. The pilot study was conducted with ten (10) child labourers who were not part of the target group (fishing). The group consisted of (6) males and four (4) females because their experiences provided information that helped reviewed the data collection instrument.

3.4.7 Interview with Research Participants

During my fieldwork, I collected data through semi-structured interviews which are described by Fontana and Frey (2000) as one of the most powerful ways in which we try to understand our fellow human beings.

I conducted face-to-face interviews with active child labourers and ex-child labourers by following the interview protocols. The interviews were structured into four segments. In the first segment, I asked research participants questions about their demographic background. This type of interview enabled me to build and maintain rapport with participants.

The second segment of the interviews focused on the core or the key questions which are the research questions. For example, I asked participants to tell me some of the primary

causes or conditions that pushed them into child labour. Next, I asked a follow-up question for clarity and to get in-depth information. For example, I asked participants if assisting the father in his fishing business is worthwhile. In addition, I asked transiting questions to change the course of the interviews. For instance, I observed that you scratched your eyes persistently. Could you tell me why you did that? Finally, I asked concluding questions. This gave the research participants the opportunity to share any issue that has not been discussed. It also gave me the researcher the chance to seek clarity on issues discussed for confirmation. This format was used throughout the interviews.

Most of the interviews conducted on child labourers at Yeji on the Lake Volta took place at their workplace, their homes and at their playing grounds. I recorded the interviews with a video tape recorder which was verbatim transcribed later and stored in a google drive for retrieval and analysis. I used the most common and dominant Ghanaian languages spoken in the area for the interviews. These languages were Akan/Twi and Ewe respectively to conduct the interview. The two interviews took place between June and July 2022.

3.5 Focus Group Discussion (FGD)

During my field work in Yeji, I conducted Focus Group Discussions (FGD) because it was consistent with the suggestion of Powell (1996), who argued that this method is most appropriate to gain an in-depth perspective on social phenomena (e.g., child labour).

I conducted three separate FGDs. The first FGD took place at Yeji, with the chief, assemblyman, parent, social welfare officer, and community childhood protection committee member. The second FGD was held at the Challenging Heights Head Office in Winneba with the head of the rescue team, two rescue members, social welfare officers and two monitoring and evaluation officers. The final FGD was however held at the Challenging Heights Shelter in Swedru with the coordinator, health officer and three instructors.

I structured the FGD into three segments. Before the discussion started, I introduced myself and spelled out the rules of the FGD to members and equally assured them of whatever they would share with me would remain confidential. So, participants freely expressed their opinions since there was no right or wrong answer or answers to whatever was discussed.

The first segment focused on demographic issues which helped me to set the tone of the conversation and to rapport with research participants.

I later introduced the main topic to research participants to commence the second interviews. During the second segment of the discussion, I solicited participants' responses on the key questions. For example, I asked the discussants the meaning of child labour and the causes of the phenomena in the fishing industry in Yeji. I also asked them how child labour could affect the social behaviour and health of the child labourers. During the discussion, I also probed for in-depth understanding on emergent issue. For example, I asked participants how and why peer pressure could lead children to engage in child labour. In addition, I asked research participants (1) "Where do these children on the Lake Volta come from"? (2) "Could there be a reason (s) why these children are on the Lake Volta working as child labourers"? (3) What are some of the reasons that necessitated the migration of these children from the Coastal regions to work in Yeji on the Lake Volta"? (4) "Do these children go through some kind of challenge (s) while working on the Lake"?

The last segment of the discussion was meant for reflection. This gave the discussants the opportunity to make any changes or elaborate more on something they have already said to conclude their responses. I also used this opportunity to seek clarification and confirmation of the accuracy of their responses.

The recorded FGDs and interviews were later transcribed verbatim and stored in a google drive to be retrieved later for analysis. All the interviews and FGD were digitally video/audio recorder with a camera (Danderson & Tallo, 1993) and in addition to taking notes.

Indeed, the use of the interview guide facilitated and enhances the flow of the conversation and that helped me to obtain thick and rich data capable to address the research questions. On average, the face-to face interviews, FGD lasted 45mins. After this, I thank all the research participants for participating in the survey.

3.6 Data Management

Data management in qualitative research is a process which involves collecting, organizing, storing and preserving information collected during fieldwork to make it easily retrievable for the purpose for which it was collected (Cypress, 2018 & 2015; Knafl et al., 1988; Lin, 2009; Williams & Moser, 2019).

Effective data management practices as noted (Cypress, 2018; Endacott, 2005; Lin, 2009) are vital to ensuring research results' integrity, maintaining confidentiality, prevent error and data loss, and increases the analysis's quality.

As part of ensuring trustworthiness, credibility and quality of my data collection, I conducted two to three interviews per day, with each lasting between 45 minutes and 1 hour while taking an interval of 1 to 2 hours to reflect on my observations and nonverbal cues. I verified data collected instantly by going through with research participants whether the initial information provided was correct and also what I documented was same as was provided by research participants.

I organized the data in two folds namely face-to-face interview and focus group discussion (FGD). This was done through familiarization, coding, categorization and

forming of themes from the data (Linneberg & Korsgaard, 2019; Williams & Moser, 2019). This was later labeled according to interview questions under each research question. This was done after each day's work from the fieldwork. To also ensure confidentiality and privacy of my research participants, audio visual tapes transcriptions, notes and other records of research participants were safe kept during and after the interview to prevent any possible negative consequences and also to make a follow up in case of verification of data after personal information of research participants such as names, age, sex, date and place of births, work and place of stay were expunged from the data categorization. I did this because of the vulnerability of my research participants aside my research ethics.

The data collected was later transcribed with regards to audio-video tape recorder, preserved and stored in a google drive to prevent data lost and for retrieval through two folds namely face-to-face interview and focus group discussion (FGD). I later re-categorized the data into interview questions and placed them under each research question in a file folder with each theme and code name:

File-Folder "A" - RQ1-Interview Questions= Socioeconomic and Sociocultural factors of Child Labour along the Volta Lake in Yeji-Ghana.

File Folder "B" - RQ2 - Interview Questions= Social Behaviour and Health of Children in Child Labour along the Volta Lake in Yeji-Ghana.

File-Folder "C" – RQ3 - Interview Question=How PES as a Psychosocial Tool Mitigate Psychosocial Problems of Child Labourers along the Volta Lake in Ghana.

This was done for easily accessibility and for retrieval purpose in google drive. In overall, the data management was essential for my study as it assisted in saving me time in accessing any information needed at each point in time because information gathered was packaged and kept in folder form which could have been otherwise difficult. The data

management was also useful as I can contact research participants with ease in case of loss or clarity of information. Additionally, managing my data assisted me in preventing errors and duplication, and improved the quality of my analysis and allows for validation and replication of the findings.

3.7 Thematic Data Analysis

I analyzed the data using thematic analysis described by Braun and Clarke (2006). Using the thematic analysis helped me to identify findings that pertain to the research questions in section 1.3. The findings are themes highlighting the socioeconomic and sociocultural factors of child labour, the impact of child labour on the social behaviour and health of children and the impact physical education and sports as a psychosocial tool mitigate the psychosocial problems of children in child labour. I adhered to the following process to identify the themes (Braun & Clarke, 2006).

3.7.1 Data Familiarization

The first phase of the thematic analysis is data familiarization. I thoroughly read the transcribed data (Kiger & Lara Varpio, 2020) to understand the meanings of research participants' responses on the sociocultural and socioeconomic factors of child labour, the impact of child labour on the social behaviour and health of children, and the impact of physical education and sports as a psychosocial tool on psychosocial problems of children in child labour.

3.7.2 Searching for Codes

I coded the data to search for codes by making comments and notes. The codes are important portions or segments of the data (participants' responses) which represent any potential finding that answers the research question. I represented these potential findings

with a word, or a group of words spoken by the participants that describe the socio-economic factors of child labour and others (Merriam, 2009).

During the coding process, I coded patterns in words or sequences in participants' responses (Sutton & Austin, 2015). The revealed patterns of words or construct (coded data) within the cases implicitly highlighted the emergent theory inductively (Eisenhardt & Graedner, 2007; Yin, 1994). I used open coding to generate the codes and I coded any data which is useful to the research question. The coded data are in single or multiple extracts or large segment of the participants' responses (Braun & Clarke, 2006).

3.7.3 Search for the Initial Themes

After the coding process, I commenced with the theme search. In searching for themes, I sorted out and collated all the coded data extracts (Braun & Clarke, 2006). To identify themes, I followed DeSaint and Ugarriza (2000, p.362) who described a theme as 'an abstract entity that brings meaning and identity to a recurrent experience and its variants manifestations. As such, a theme captures and unifies the nature and basis of the experience into a meaningful whole'.

In simple terms, Braun and Clarke (2006) suggest that a theme represents a patterned response or meaning' derived from the data informed by the research question. Based on these descriptions, I identified a theme by bringing together all coded data or segments into a meaningful whole or a broader perspective which usually is meaningless when viewed separately or individually (Aronson, 1994). Because themes do not emerge from the data, I constructed the inductive process by analyzing, combining, and determining codes that relate to one another (Kiger & Lara Varpio, 2020; Lorelli et al., 2017) that involves analyzing, combining, comparing, and determining how codes link to one another (Braun & Clarke, 2006).

In line with the process of theme construction, I used the example of Marshall and Rossman (2006) which “visualizes these categories (themes) as “buckets or baskets into which segments or coded data are placed” (p. 159). So, I created a file folder for example to construct a theme and each with a code name.

3.7.4 Review of Themes

I reviewed themes after the theme construction. During this process, I modified and refined the coded data extracts under each theme so that each theme has adequate supporting data and coheres together meaningfully and with the identifiable distinction between themes (Braun & Clarke, 2006; Nowell et al., 2017). Besides, I emerged some of the themes into separate themes to form a broader theme due to overlapping. Finally, the selected themes captured significant ideas and a broader portion of the data (Varpio et al., 2017). I reviewed themes to reduce data into manageable themes that summarize data under each theme to align very well and are distinctive between one theme and another (Braun & Clarke, 2006; Varpio et al., 2017).

3.7.5 Theme Definition

In this stage of the thematic analysis, I renamed sub-themes and themes to create a narrative description of every theme (Braun & Clarke, 2006). I did that to capture a greater part of the data to create a coherent narrative flow to highlight the big idea of the theme that contributes to the overall understanding of the research questions and interacts with other themes (Braun & Clarke, 2006). So, I have included in these reports themes (findings) that give clarity of the descriptive account which tell the overall story of the research participants' experience that addresses the research questions.

3.8 Trustworthiness and Dependability

Trustworthiness is one way to demonstrate the accuracy of qualitative findings. It is the corresponding term used for reliability and validity in qualitative (Riege, 2003; Seale, 2004). The trustworthiness of qualitative data can be established by using four strategies: credibility, transferability, dependability, and conformability which are parallel to the analogous quantitative criteria of internal and external validity, and reliability (Creswell, 1998; Guba & Lincoln, 1981; Krefting, 1991). In short, credibility, transferability, conformability, and dependability all summed up to trustworthy issues (Golafshani, 2003; Riege, 2003; Yilmaz, 2013; Yin, 1994).

To address the reliability and validity issues of this research and ensured the trustworthiness of the data; several strategies adopted included: respondent validation (Creswell, 2002), member checking (Janesick, 2000), self-checking (Folger, Hewes, & Poole, 1984; Hadi & Closs, 2016).

In this study, the data obtained can be confirmed valid and reliable based on the following process and procedures employed to gather data for the present work. First, this study is trustworthy because the data were sourced from the selected research participants whose lived experience on the Volta Lake in Yeji, Ghana that have been duly acknowledged. Secondly, there is systematic and diligent record-keeping, demonstrating a clear audit trail decision through data interpretations are supporting the findings and disclosing the research analysis process (Halpren, 1983; Koch, 2006).

Thirdly, this study utilized participant validation by going through severally with the research participants what was documented during the interview to either correct by adding or subtracting from earlier comments made if they notice that their responses were

represented in any or all the findings, which provided additional insight and established that the themes and concepts developed adequately reflected the phenomena explored.

Fourthly, the current study also used member checks to validate findings. Research participants commented on the “accuracy of verbatim quotes “matched with what they intended and sought permission to use their quotes in the report of this study. The member checks helped eliminated researcher bias in analyzing and interpreting the results. All research participants confirmed that the synopsis of the findings adequately and precisely reflected their responses on “exploring the perspectives of child labour victims and mitigating their psychosocial problems through physical education and sports as a psychosocial tool” and granted approval to cite them (personal quotes).

Additionally, the study has provided a rich and thick description of participants’ direct quotes to support the study findings. The detailed descriptions can help to determine the degree or depth of the overall data collected and findings that can be confirmed as trustworthy and transferability. Moreover, the present study ensured trustworthiness by examining other scholars work through the examination of previous findings on the same or similar research which helped minimize the biasness of study findings and that ensured that the results of this research were congruent with past results. Finally, the study established a comprehensive comparison of accounts by searching for similarities and differences across cases to ensure that divergent perspectives were adequately represented.

3.8.1 Credibility

Creditability in qualitative is synonymous with internal validity which is the confidence that can be placed in the truth of research findings (Holloway & Wheeler, 2002; Macnee & McCabe, 2008).

Credibility establishes that the research findings represent plausible information drawn from the participant's original data and is a correct interpretation of the participants' original views (Lincoln & Guba, 1985; Graneheim & Lundman, 2004). Credibility has been duly ensured by employing the most appropriate qualitative research approaches, such as peer debriefing, negative or deviant cases, member checking, and prolonged engagement with research participants throughout the interview period (Lincoln & Guba, 1985; Patton, 1999).

The peer debriefing session gave the researcher (candidate) opportunity to defend emergent themes and categories to see if they seem reasonable and plausible to a disinterested debriefer. The process also helped the researcher to explore any aspects of the inquiry that might otherwise remain only "implicit within the inquirer's mind" (Lincoln & Guba, 1985, p. 308). In addition, through the process, the researcher (candidate) became conscious of the appropriate posture toward data analysis. Through negative case analysis, aspects of the data that did not confirm or contradicted patterns or explanation data analysis were identified and modified into themes, but those that could not explain most cases were discarded.

Through the member check, the researcher asked research participants to comment on that data, interpretations, and conclusions reflected their views during and after the interview. The researcher (candidate) adhered to the suggestions of Lincoln and Guba (1985, p.315) who indicated that member checks "can be done both formally and informally as opportunities for member checks may arise during the normal course of observation and conv

Finally, the inclusion of prolonged engagement with research participants during the interview period is a method of increasing credibility. Each interview lasted, between forty-five and one hour thirty minutes with intermittent breaks. On average, the interview lasted 45 minutes. It has been recommended that interview duration of 45 minutes and 60 minutes is ideal (Bernard, 2002; Stephens, 2007).

3.8.2 Dependability

Dependability is similar to reliability which refers to “the stability of findings over time” (Bitsch, 2005, p. 86). That is the consistency of observing study findings if the work is repeated under a similar context with similar subjects (Merriam, 1998). Dependability can be evaluated by the research processes or procedures the study followed to conduct the research. It also involves the process followed to analyse data and presentation of findings (Avizienis et al., 2001; Cohen et al., 2013; Lincoln & Guba, 1985).

Dependability has been established using an audit trail. An audit trail involves an examination of the inquiry process and the product to validate the data, whereby a researcher accounts for all the research decisions and activities to show how the data were collected, recorded, and analysed (Bowen, 2009; Li, 2004). Sandelowski (1986) also stated that a study and its findings are auditable when another researcher can follow the decision trail. Thus, the study establishes dependability through these techniques: records of the raw data, transcripts, and a reflexive journal, as well as detailed reporting findings and the research process (Halpren, 1983).

3.8.3 Transferability

The term transferability is similar to external validity which refers to the degree that the research can be transferred to other contexts with other respondents. It is the interpretive

ersation”. equivalent of the generalization of results to other samples from the same population (Lincoln & Guba, 2000; Tobin & Begley, 2004; Bitsch, 2005; Lapan et al., 2012).

Establishing transferability is accomplished by the provision of a detailed description of the research participants and setting (Lapan et al., 2012; Cope, 2014). This allows the reader of the research to note specific details of the inquiry situation to decide as to whether or how the results from the study might relate them to a similar situation or phenomenon or generalize the results to their research setting (Bryman & Bell, 2015; Cope, 2014; Lincoln & Guba, 2002). This study has ensured transferability through “thick description” or sufficient description of the phenomenon (Lincoln & Guba, 1985; Bitch, 2005; Irene & Albine, 2018, p. 85).

3.8.4 Confirmability

Confirmability parallels objectivity, which refers to the absence of personal bias (Lapan et al., 2012; Lincoln & Guba, 1985). Confirmability indicates the neutrality of the study in terms of unbiased information and findings and establishes that data and interpretations of the findings are not fabrications of the researcher’s imagination but are derived from the data (Tobin & Begley, 2004).

To achieve this purpose, a reflexive journal or memo was used to establish evidence to achieve the confirmability of qualitative findings (Bowen, 2009; Koch, 2006; Lincoln & Guba, 1985). Other strategies considered in this current study included member checks and participant validation (Shelden et al., 2010). Through member check, participants were asked to comment on the accuracy of the findings. Through participant validation, the study sought comments from research participants if they found their perspectives accurately captured. Moreover, the confirmability of the results is based on the provision of a chain of evidence

such as sources of data and illustrative examples from the data that support the researcher's conclusions (Lapan et al., 2012) and the confirmation of other researchers' evidence (Baxter & Eyles, 1997).

3.9 Researcher's Role (Reflexivity)

Reflexivity relates to the awareness of the researcher's (candidate's) role in this study. One major concern is how to use researcher's reflexivity that articulates the role of the researcher's subjectivity (Dowling, 2006; Morgan, 2022) simply because inexperienced researchers (students) often think that they do not have any bias and may be unaware of its influence on the data collection process. Nonetheless, interviewees' worldviews or bias may also influence their responses. Thus, in all social inquiry, both the researcher and the interviewees may bring this bias to the data collection process either intentionally or unintentionally (Jootun et al., 2009).

Conducting a qualitative study based on the researcher's reflexivity is dynamic. Central to this study is that the researcher is the main instrument for collecting data (Denzin & Lincoln, 2000). It is through his facilitative discourse, probing, and clarification of truth that unearths hidden knowledge about the phenomenon. For this reason, the researcher cannot detach himself from the research process. Moreover, as listening and understanding the perspectives of interviewees seem to be one difficult challenge the interviewer faces, being reflexive enables the researcher to recognize his values, history, beliefs, and ideologies (Chenail, 2011; Bailey, 2018) to help the researcher to better listen and interpret responses of interviewees and capture them in the textual data gathered (Dibley, 2011).

When acting as a research instrument in the exploratory research process about child labour and their psychosocial problems on the Volta Lake, the researcher operates between two contrasting worlds; the world of the participant's lived experiences and the researcher's

world of his opinion or perspectives and that enriches the research process and the outcome (Palaganas et al., 2017).

In such circumstances, the position of the researcher is an attempt to inform readers about a particular academic work and share with the audience how he meticulously conducts his research interest and how his role in this inquiry contributes to the limited body of knowledge of child labour and physical education and sports, and their psychosocial problems on Ghana's Lake Volta.

Given this awareness, the researcher must transcribe the text verbatim and interpret the phenomena in consistent with the participant's responses. This way of data transcription and interpretation allows the researcher not to misinterpret and fabricate data. In essence, face-to-face and focus group discussion interviews that are conducted through the researcher's reflexivity can lead to rich (quality) and thick (comprehensive) data (Dibley, 2011).

I have no doubt that the perspectives of lived experiences of active and ex-child labourers and opinion and expects in child labour activities in this study had a significant influence on the findings of this study since the basis of the knowledge sought had a direct connection with the phenomena of reality. By this, my knowledge about analysis and interpretations of research participants' lived experiences in child labour activities on Lake Volta has been broadened through participants' responses and with the help of prior scholarly works whose clarity of thought in this study has been an immense guide to know the intricate truth about child labour and their psychosocial problems on Lake Volta.

Since this study is on child labour and their psychosocial problems, as a researcher, I have endeavoured to undergo thorough reflections on my behaviour and reactions to children in child labour by soberly identifying information that relates to their experience (reality) to discover what opinions and assumptions related to the previous experience I have carried into this study. In essence, this study conducted through the researcher's reflexivity has contributed to rich (quality) and thick (comprehensive) data (Dibley, 2011).

3.10 Ethical Consideration

Research ethics refers to “social norms of conduct that distinguishes between acceptable and unacceptable behaviors” (Akaranga & Ongonga, 2013, p. 8; Shah, 2011, p. 205). In this qualitative research, ethical consideration has been duly observed. Active and Ex-Child Labourers, Opinion leaders and other research participants' consent and approval were sought formally in a consent form. In addition, details of the participant's role in the study and the purpose of the study have been included in the consent form (Moore & Savage, 2002). On that note, research participants were fully aware of their right to withdraw from the research at their own will without any fear of threat or intimidation (Babbie, 2015). In addition, research participants' privacy and confidentiality have been protected for fear of providing sensitive information about the activities of child labourers on Lake Volta and their work that might results in loss of work and other valuable items and even the children themselves integrity, and reputation, or any unforeseen consequences have been duly considered.

In addition, the researcher ensured that this thesis is devoid of plagiarism; and acknowledged authors for scholarly work, and thus all quotations and citations have been duly referenced in this work. Moreover, the study ensured a high sense of objectivity and

integrity in reporting the findings from the in-depth interviews and focus group discussions because qualitative research has frequently been questioned for its objectivity and lack of rigorous analysis (Bowen, 2008; Marshall et al., 2013).

3.11 Chapter Conclusion

This chapter outlines the steps followed to address the research questions. This work adopts a qualitative case study design. The research participants were recruited through purposive sampling and snowball sampling techniques. Data were collected through face-to-face interviews, and Focus Group Discussions and analysed using the Thematic Data Analysis methodology. The themes represent the findings on socioeconomic and sociocultural determinants of child labour and the psychosocial problems of child labour victims as well as psychosocial sports and physical education. Several techniques including confirmability, dependability, transferability and credibility were used to ensure trustworthiness of the findings.

CHAPTER 4

FINDINGS

4.1 Introduction

The findings of this research are outlined in this chapter in accordance to answer the following research questions of the study:

1. What are the sociocultural factors that sustain child labour along the Volta Lake in Ghana?
2. What are the socioeconomic factors that sustain child labour along the Volta Lake in Ghana?
3. How does child labour impact the social behaviour and health of children in child labour in the fishing industry along the Volta Lake in Ghana?
4. How do child labour victims along Lake Volta describe their psychosocial problems?
5. How can physical education and sports as a psychosocial tool mitigate the psychosocial problems of child labourers along the Volta Lake in Ghana.

The following are the demographic background of the various research participants for clarity and understanding. Then the concept of child labour, cultural and economic perspectives of research participants. The last section is the findings to the research objectives.

4.1 Demographic of the Various Research Participants Involved in the Study

Table 4.1: The Demographic of Active Child Labourers (ACL) in the study at Accra Town, Fanti Akura and Gadakope in Yeji.

Active Child Labourers Participants	Gender	Age/Year	Hometown	Parent Status	Years of Working in Yeji	Drop Out of School
Active Child Labour-P-1	M	15	Battor	Father-Alive Mother-Dead	3	P-4
Active Child Labour-P-2	M	16	Big Ada	Father-Dead Mother-Dead	3	P-4
Active Child Labour-P-3	F	16	Winneba	Father-Dead Mother-Dead	4	P-0
Active Child Labour-P-4	M	17	Swedru	Father-Dead Mother-Alive	5	P-4
Active Child Labour-P-5	M	14	Senya Breku	Father-Alive Mother-Dead	4	P-3
Active Child Labour-P-6	F	16	Winneba	Father-Dead Mother-Dead	4	P-4
Active Child Labour-P-7	M	16	Winneba	Father-Alive Mother-Alive	4	P-5
Active Child Labour-P-8	M	17	Cape Coast	Father-Dead Mother-Alive	2	JHS-1
Active Child Labour-P-9	F	15	Big Ada	Father-Alive Mother-Alive	3	P-6
Active Child Labour-P-10	M	18	Salpong	Father-Dead Mother-Alive	5	P-5

Source: Interview Guide Section-1)

There are 10 active child labourers as research participants involved in the study at Accra Town, Fanti Akura and Gadakope in Yeji. The research participants who are active child labourers are both boys and girls: 7 boys and 3 girls. Five of the research participants have either lost a father or mother with 2 having their parents alive with 3 being orphans. All the research participants started work at a tender age. They are between 14 to 18 years with most of them being sixteen (16 years) all are not having formal education. They have been working at Yeji for at least two years but most of them have spent more than three years working for their masters (fishermen/canoe owners).

Although these children came from a popular coastal community in the Central Region of Ghana, most came from Winneba, a famous fishing community in the Central Region of Ghana due to poverty and its prevailing cultural practices that insist every child

learns the basic skills in fishing occupation (e.g. fish trading, processing) no matter the circumstances.

In this study the research participants not just involved 10 active child labourers as mentioned before but also included ex-child labourers who were rescued on Lake Volta by the Challenging Heights Rescue Team and brought to their Shelter. The details of their background as shown in Table 4.2 below. They are 10 ex-child labourers as research participants in this context and were interviewed twice.

Table 4.2: The Demographic of Rescued Ex-Child Labourers (Ex-CL) on Lake Volta by Challenging Heights Rescue Team and brought to their shelter

Ex-Child Labourers Participants	Gender	Age (Year)	Hometown	Parents Status	Years at the Shelter	Drop Out of School
Ex-Child Labour-1	M	17	Cape Coast	Father-Alive Mother-Dead	1year	P-6
Ex-Child Labour-2	F	15	Winneba	Father-Dead Mother-Dead	7 months	P-4
Ex-Child Labour-3	M	17	Apam	Father-Alive Mother-Alive	9 months	P-5
Ex-Child Labour-4	M	16	Winneba	Father-Alive Mother-Dead	6 months	P-5
Ex-Child Labour-5	F	15	Apam	Father-Alive Mother-Dead	8 months	P-5
Ex-Child Labour-6	F	16	Battor	Father-Alive Mother-Dead	9 months	P-5
Ex-Child Labour-7	M	16	Big Ada	Father-Dead Mother-Dead	9 months	P-6
Ex-Child Labour-8	M	15	Big Ada	Father-Dead Mother-Alive	9 months	P-5
Ex-Child Labour-9	F	17	Battor	Father-Dead Mother-Alive	9 months	JHS1
Ex-Child Labour-10	F	17	Winneba	Father-Dead Mother-Alive	9 months	P-6

(Source: Interview Guide-Section 2)

The research participants who are ex-child labourers were both boys and girls: 5 boys and 5 girls. All research participants started work at a tender age which ranges from 15 to 17 with most of them being seventeen (17 years). All were school dropped outs. They have been at the Shelter not more than a year per the unit of analysis.

With the exception of two research participants who are orphans, the rest have either lost a mother or father while one has both parents alive. Majority of these children came from Winneba and its neighbouring fishing communities in the Central Region of Ghana. Besides, the research participants - 10 active and 10 ex-child labourers who were interviewed face to face, this study also involved Focus Group Discussions as shown in Table 4.3, Table 4.4, and Table 4.5.

Table 4.3: The Demographic of Focus Group Discussion 1(FGD-1) (Yeji).

FGD-1 (Yeji) Participants	Sex/Gender	Age (Year)	Work Experience	Role/Responsibility in the Study Area
FGD-Y1	M	37	8	Assemblyman of the area
FGD-Y2	M	42	15	Chief of the area
FGD-Y3	F	35	12	Parent (not to any child)
FGD-Y4	M	40	6	District social welfare officer
FGD-Y5	M	35	7	Community childhood protection committee member

(Source: Interview Guide for FGD 1)

The research participants for focus group one (1) in this study are opinion leaders from the study area who were chosen based on their expertise in Child Labour Related activities on the Lake Volta.

Table 4.4: The Demographic of Focus Group Discussion 2 (FGD-2) (Winneba)

FGD-2 (Winneba) Participants	Sex/Gender	Age (Years)	Work Experience	Role/Responsibility in the Study Area
FGD-W1	M	41	9yrs	Head of rescuing team
FGD-W2	F	33	6yrs	Monitoring & evaluation officer
FGD-W3	M	42	5yrs	Social welfare officer
FGD-W4	F	41	7yrs	Programme officer
FGD-W5	F	35	6yrs	Monitoring & evaluation officer
FGD-W6	M	45	7yrs	Rescuing team member
FGD-W7	M	36	5yrs	Rescuing team member

(Source: Interview Guide FGD 2)

The research participants for focus group two (2) are rescued team members. They were selected because of their involvement in rescuing and rehabilitation of child labourers on the Lake Volta in Yeji.

Table 4.5: The Demographic of Focus Group Discussion 3 (FGD-3) (Swedru)

FGD-3 (Swedru) Participants	Sex/Gender	Age (Years)	Work Experience	Role/Responsibility in the Study area
FGD-S1	F	36yrs	6yrs	Coordinator
FGD-S2	F	37yrs	5yrs	Health officer
FGD-S3	M	33yrs	6yrs	Male instructor
FGD-S4	M	30yrs	3yrs	Female instructor
FGD-S5	M	36	7yrs	Male instructor

(Source: Interview Guide FGD 3)

The research participants for focus group three (3) are workers at the Shelter. They were selected based on their experiences working on the challenges of rescued Child Labourers on the Lake Volta.

The study is investigating child labourers, their social behaviour and health, psychological experiences in the fishing industry on Lake Volta in Ghana. In-depth interviews and focus-group discussions were used to obtain data from participants.

4.2 Concept of Child Labour from the Perspective of the Research Participants

The findings through the research participants, reveals two different views on child labour, namely, cultural and the economic perspectives. The following sections present these perspectives, beginning with the cultural perspective, which is illuminated through quotes from the research participants.

4.2.1 Cultural Perspective of Child Labourer

The Ghanaian culture that permits children to work at a tender age and therefore is not regarded as child labour. Children working early are considered a key requirement of cultural practices and a means of socialization for the children to be productive adults in the future. This practice gives the children the opportunity to learn how to fish to help them take over from their relatives and parents' businesses when they are old. It also enables their parents to save the cost of hiring others to assist them in the fishing business.

Nonetheless, this practice seems to be abused lately. Some parents pay \$ 50.00 to these fishermen to teach their children the fishing business. These fishermen see the children as a source of cheap labour and take undue advantage of them through coercive and deceptive labour practices of providing their basic needs and education which never happens. Consequently, such practices are seemingly promoting child labour and require immediate attention as argued by these participants.

Cultural factors can also contribute to child labour. In some societies, gender norms, informal apprenticeship, norms of succession and sustenance as well as obedience may influence children to work and contribute to the family income or to learn a trade. In some cases, this cultural expectation may be reinforced by religious or traditional beliefs. This can make it difficult for parents to resist pressure to send their children to work, even if they know it is harmful to their children's development.

Below were some of the responses from the participants confirming the cultural perspective of child labour when they were asked: "What brought you to Yeji"?

Participant 4 (17years)-active child labour asserted that:

(Mebaa Yeji beyee apɔfodwuma maa me papa adamfo senea ɔbenya sika aboa me ne m'abusuafoɔ).

(I came to Yeji to do fishing business for my father's friend to enable him take care of me and support my family financially).

Another research participant 5 (14years)-active child labour Illustrated with the following response:

(Meboa me papa wɔ apɔfodwumaye mu. Wei beboa me ama mabesɔ apɔfodwumaye no mu daakye. Sɛ mereboa me papa yi, ete eka a anka yede befa apaafɔɔ no so).

(I assist my father in the fishing business. This will prepare me to take over the fishing business in future. Moreover, As I work for my father, he can reduce the cost of hiring people).

In response to the same question, this was what research participant 9 (15 years)-active child labour said:

(Mehyee asee boa m'awofoɔ wɔ nsuomdwumaye mu eberɛ a na madi mfie du. Eyɛ a menwono asau na masan aho enam no bi atɔn. Saa nmoa yi boa ma yete eka a anka yede befa adwumayefɔɔ atua wɔn ka no so).

(I have been assisting my parents with the fishing business since age 10. I normally smoked and sell fish and mend the fishing net as well. Such assistance has been helpful in cutting down the costs of employing others).

Based on the above responses the research participants new exactly why they were in Yeji.

Participants (FGD-1=Yeji) also opined that:

(Ammamere a ema mmɔfra adesua kɔ so no emma ho kwan sɛ wɔde wɔn yɛ adwuimaden. Na mmom, sɛ dwumadie no si mmɔfra no sukuu kɔ ho kwan a, na ekyerɛ sɛ wɔde wɔn yɛ adwumaden).

(The cultural practice that permitted children to learn is not promoting child labour. However, if the practice interferes with the children's education, then it becomes child labour).

4.2.2 Economic Perspectives of Child Labourers

There are several reasons child labourers are on Lake Volta in Yeji (when viewed by the perspective of the research participants in the economic context). Though out of the ten (10) research participants six (6) children are there to acquire fishing skills and assist their relatives. But their main reason was to seek employment or job opportunity to earn income to meet their basic needs and support their siblings, family and friends and relatives who brought them to Lake Volta.

The research participants gave the following responses when they were asked, “Tell me more about child labour”?

Participant 4 (17 years)-active child labour gave the following answer:

(Mpaninfoɔ de mmɔfra yɛ saa adwuma yi de pɛ sika).

(It is the practice of exploiting children for economic gains by adults).

Participant 10 (18 years)-active child labour equally illustrated with the following response as:

(Yɛde mmɔfra a ɔnni mfie dɔnwɔtwe yɛ saa adwuma yi a emmoa wɔn apɔmuden).

(Children under 18 years are used for economic activity that is harmful to their well being).

From another participant 3 (16 years)-active child labour asserted when the same question was asked:

(Wɔn a wɔn nuruu wɔn mpaninfie so hyɛ wɔn ho yɛ saa adwuma yi a ne nsunsuansoɔ de ɔhaw ɛba wɔn apɔmuden ne wɔn nipadua mu).

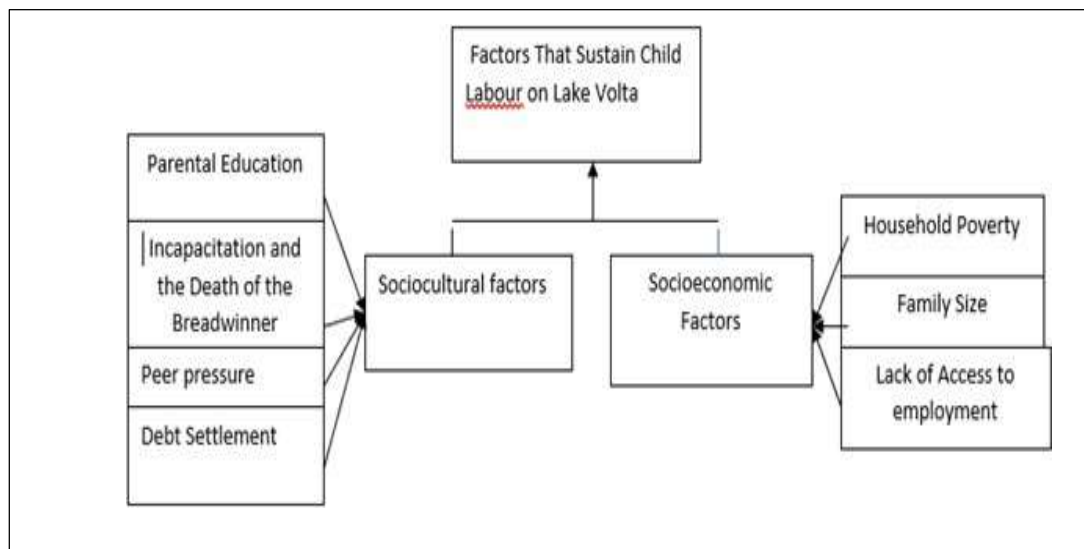
(A young person forced to engage in economic venture which can affect their health and emotion in return for wages).

The economic view on child labour from the perspectives of research participants, is a person below the age of majority working in a hazardous environment for economic benefits. This was the main reason these child labourers are in Yeji and those who have been rescued earlier and sent to the shelter.

Based on the responses of the research participants, the term child labour could be motivated by both culture and economy.

4.3 Socioeconomic and Sociocultural Factors that Sustain Child Labour Along the Volta Lake in the Study

The present study identified and categorized eight factors responsible for the persistence of child labour in Ghana, especially on the Volta Lake in Yeji as summarized in Figure 4.1. These eight factors have further been subdivided into two, namely, social and economic factors.



4.4 Social Cultural Factors of Child Labour

The social cultural factors influencing child labour are discussed in the following subsections.

4.4.1 Parental Education

Parental lack of education motivates children not to either attend or leave school for work. Some had no formal education; those with formal education up to junior secondary never completed. Because such parents lack awareness of their children's rights and the importance of education, they did not pay serious attention to their children's education and were reluctant to spend their limited resources. Such an attitude negatively impacted the attendance of some of their children leading them to drop out of school to engage in labour to make money for their families and relatives. Moreover, some of the parents view their children as sources of income and put them to work at a young age to help support the family. These situations have highlighted by research participants as below:

Participant 8 (17 years)-active child labour illustrated the situation:

(Me maame ye sugyani a ogyae sukuu, Ne saa nti woantumi amfa me anko sukuu amma m'anwie ntoasoso sukuu gyinapen baako mpo (JHS1) enam sika sem nti. Enti osusuu se mensua apofodwuma na me mfa nhwe me ho ne me nuanom).

(My mother is a single parent and a school dropped out. She did not enroll me in school because she couldn't afford the fees at JHS1. So, she suggested I learn the fishing business to make a leaving for myself and help her provide for my siblings).

Another research participant 1 (15 year)-active child labour illustrated by saying:

(Ebere a mewie gyinapen nnan ena me papa de me baa Yeji beyee adwuma. Eisan se wowie sukuu ntoaso ne sukuu pon a wonnya adwuma ye nti, me papa anha ne ho se ne kakra a owo no, ode betoa me sukuu so).

(My father brought me to Yeji to work after completing primary four. He refused to enroll me to continue because he sees that would be a waste of his limited resources since there are limited jobs for senior secondary school and university graduates).

Participant 2 (16 years)-active child labour opined that:

(Eisan se wode me kowaree obi a adwumaden nti woantumi anko sukuu nti, wofanfa me anko bi ebere a m'awofon mmienun no nyinaa nyaa kaa akwanhyia ewuue nso na me pe se meko bi, Na na otae su wo sika sem ho).

(My step parents were uneducated and product of child labour. They did not send me to school after I lost both parents to car accident even though I wanted to, but they always complained of lack of money).

The following research participant 7 (16 year)-active child labour indicated that:

(Me papa gyae sukuu wo ebere a na owo JHS ntoaso sukuu. M'antumi antoa me sukuu so ebere a mewie gyinapen nnum. Na odwen se wo ye adwuma ntem a eye sen se wobeko sukuu akosee ebere ne sika eisan mmabunu dodo a abusu na onya adwuma nye ewo oman yi mu nti).

(My father was a junior secondary school dropped out. I could not continue my education after I completed primary five. He thought working at a younger age was best for work rather than schooling, which would be a waste of time, and money because of the high youth unemployment in the country).

4.4.2 Incapacitation and the Death of the Breadwinner

It is common to find children working in Yeji as child labourers when the breadwinner is incapacitated or dead. The passing away or incapacitation of the breadwinner of the family affected the family finance. The breadwinner (father or mother) was unable to work and provide food, clothing, and other necessities to their children due to permanent disability as a result of illness, injury, or disability. Moreover, the death of breadwinner impacted negatively on the livelihood of these children. Some of them had to depend on their friends, or relatives for food and other daily needs.

The children who had no other means of support were compelled to work to make ends meet and support their family, siblings and other relatives due to the financial burden. In some cases, they had to leave school to work full-time. In an extreme case, they had to drop out of school because of inability to concentrate in class, poor academic performance, and lateness to school and frequent punishments. These children opted to work to fend for themselves and support themselves financially. Here are some excerpts of the interviews that validate the results when research participants were asked the following question: “What brought you to Yeji”?

Participant 4 (17 years)-active child labour had this to say:

(Eberee a na agya tease no, na oboa abusua no ma yen anigye. Ne wuo akyi no, nnooma mu yee den maa abusua no. Esee se na yen nno nto nti, ne maame antumi amma yen nya nnooma nketenkete a ese yen mmofra nsia yi. Na meye bere tiawa adwuma de boa abusua ne me sukuu korɔ enti ehaa m'adesua emaa me gyae yee adwuma no ebere nyinaa ede boa me ho ne m'abusua).

(When father was alive, he provided for the family, and we were all happy. But the family had rough time after his death. As a peasant farmer, my mom couldn't adequately provide for the basic needs of the family of six. I worked on part-time basis to support the family and my education which affected my academic performance but quit to work full time to earn more money to support myself and siblings).

Participant 6 (16 years)-active child labour responded with the following answer:

(Abrabɔ mu yɛɛ den maa me m'awofoɔ wuo akyi, ebaa saa no, na medan ne nnamfonom ansa na me nsa akɔ m'ano. Eduruu baabi no, na wɔn nyinaa aberɛ me. Enam so ma me wɔfa nso sɔɔ me mu wɔ abrabɔ mu mmere kakra bi. Me wɔfa antumi anhwɛ me ankɔ akyiri efiri sɛ akwanhyia a anyaa no kaa no too hɔ koraa a na ɔntumi nye hwee. Na mennya mmoa firi baabiara enti me hyɛɛ aseɛ yɛɛ adwuma sɛnea ebɛyɛ a, metumi ahwɛ me ho ɛwɔ mmoa kakra a na menya firi me wɔfa hɔ na mede ayɛ apɔfodwuma na aboa me nne ne daakye).

(After the death of my parents, life was difficult for me. I depended on friends for my livelihood, but they were fed up supporting me. I had to depend on my uncle for some time but couldn't continue supporting me because the terrible accident paralyzed him permanently. I had no other support so i started working here to make ends meet and complement that of my uncle's meagre income and to acquire the fishing skills to help me in the future).

Participant 7 (16 years)-active child labour recounted that:

(Akorɔmfɔɔ werɛmfɔɔ wiaa me papa ɛwɔ n'apɔfodwumayɛ mu. Ne saa nti no, me maame na na ɔhwɛ mmɔfra nnum a ɔwɔ abusua no mu. Kɔsɪi sɛ ɔno nso kaa dɛɛm. Ansa na no, na meko sukuu eberɛ korɔ no ara mu, na meyɛ adwuma, saa nti berɛ biara na meyɛ leti wɔ sukuu mu. Ne saa nti, na mente adesua no ase ɛsan berɛ a na me berɛ no nti megyae sukuu tɔ kɔɔ so yɛɛ adwuma de boa me maame ene ne nua maa ketewa).

(After my father lost his fishing business to arm rubbers on the lake, my mother provides for the family of 5 until she also became indisposed. Previously, I schooled and worked, and was always late to school. As a result, I could not understand the lesson due to fatigue. I dropped out of school to work to support her and my younger sisters).

Participant 8 (17 years)-active child labour asserted that:

(Kaa akwanhyia a me maame nyaa no maa no bɛyɛɛ abubuani kaa dem, esan sɛ na meyɛ ba panin nti na nea ɛwɔ sɛ meyɛ ara ne sɛ meyɛ adwuma de boa abusua no).

(After my mother had had a serious accident that rendered her crippled for life, as the elder's son, I had no option than to work to support the family).

4.4.3 Peer Pressure

The negative influence from friends had lured many children into child labour on the Volta Lake. The consequences of lack of parental control, divorce, broken homes, and the inability of parents to provide necessities for their children have compelled them to seek the company of friends to enjoy their livelihood. After their friends have provided for their needs, these children become convinced of having a comfortable life. They felt pressured to work to keep up with the lifestyles of their peer. So, they succumbed to the empty promises of their friends that they would be better off working to earn money, buy material possessions and to appear cool or popular among their peers and help their families make ends meet and began working in Yeji.

When research participants were asked about who brought them to Yeji and their mission, they gave the following responses as presented below:

Participant 10 (18 years)-active child labour responded with the following answer as:

(Me maame ye ɔbaakofo a ɔhwe mma. Na ɔpere pe aduane de si yen anim, fira yen ntoma na ɔsan so mma yen nnoɔma ahodoɔ a eba ma yen ho ato yen wɔ abrafo mu. Eto dabi mpo a, ɔbo bosea firi nnamfonom ho de to aduane ma abusua no. mehunuu me nnafonom se wɔtumin to biribiara a wɔpe eno nti emaa mede me ho bɔɔ wɔn. Na nnamfonom yi boa ma menya nea mepɛ nti, meyeɛ se mede meho bebɔ wɔn ewɔ aduma a wɔye no senea menya sika na mede aboa me maame ne me nuanom nson).

(My mother is a single parent. She struggles to put food on our table, buy us clothes and provide us with other necessities of life. Sometimes she had to borrow from friends to buy food for the family. I saw my friends could buy anything they needed so i moved in with them. As they provided for my needs, i wanted to be like them so i joined them in their business to earn income to help my mom and my seven siblings).

When the same question was posed, it was buttressed with the following response from research participant 2 (16 years)-active child labour:

(M'awofo aka nkyene agu na onipa a mete ne nkyen no ntumi nhwe me yie. Eno nti meko tenaa me nnamfonom nkyen senea ebeye a, ɔbeboa me sika sem mu kɔsi se me hyee asee yeɛ adwuma wɔ Yeji se mmɔfra a yede wɔn ye adwuma).

(My parents are dead and the person I was saying with wasn't able to take care of me. So, I stayed with friends who supported me financially until I started working at Yeji as a child labour with them).

Another research participant 3 (16 years)-active child labour responded by saying:

Me nnamfonom daadaa me se menya sika bebreɛ ahwe me ho ne menuanom. Meyee se me ne wɔn beyee adwuma no, mehunuu se na akatua no sua. Na adwuma no nso eye den na

ateetee nso wɔ mu. Na menni biribiara yɛ sɛ ɛwɔ sɛ meye no saa ara, sɛnea menya me daadaa nneɛma a ɛhia me).

(My friends misinformed me that I could earn more money to provide for myself and siblings. When I finally moved in with them to do the same work, I realized that the pay is meagre and the work too very difficult and emotionally stressful. But I had no choice since there was no one to fall on for my daily necessities).

Unfortunately, peer pressure can often lead children into participating in child labour, which can have detrimental effects on their physical, emotional, and psychological well-being.

4.4.4 Debt Settlement

Debt settlement is one-way children were pushed into child labour. These children were given to the fishermen or canoe owners by their parents and relatives as means to pay their debt. These children work for their master for the agreed period until the debt has been cleared.

Moreover, they suffer the worse forms of abuses which affected their physical, emotional and psychological well-being besides working in hazardous and exploitative conditions and long hours for little pay or no wages. They may also feel isolated from their peers and unable to engage in normal childhood activities and perpetuate a cycle of poverty and lack of education. Here are some of the responses supporting the finding through the following question: “What are some of the primary causes or conditions that pushed you to work as child labour in Yeji”?

Participant 1(15 years)-active child labour also illustrated by saying:

(Me papa ka kyereɛ me sɛ, ɔde madwuma mu panin no ka eno nti me mfa mfie mmiensa nye adwuma mma no na ente ka. Menyaa sika efiri som no mu, me panin wɔ adwuma mu ma me aduane di na ɔsan tɔ ntaade mame. Ne nyinaa mu no, mehunuu amane yie efiri sɛ na ɔteetee me wɔ adwuma no mu).

(My father told me he owed my master a lot of money. So, I must work for him for three years to service the debt. I did earn money for my service. My master fed me and sometimes buys me clothes. However, I really suffered during this period because I was maltreated and abused from my master).

Here is a response from a research participant when the same question was asked:

Participant 3 (16 years)-active child labour

(Mewɔ ha sɛ mere som de atua ɛka a na me papa yere de m'adwuma panin no. me papa yere bɔɔ m'adwumamu panin bosea mfie beye mmienu a atwam no, na wantumi antua, mpo mmɔden a ɔbɔɔ sɛ anka ɔbenya sika afiri baabi fɔforɔ no nyinaa ye hweboada anaa ɔkwa. Meyɛ adwuma dabiara a menya da koro mpo mfa nhome. Eduru baabi na meka a, me panin no teetee me na ɔma ɛkɔm de me).

(I am here to serve to pay the debt owed by my step mother to my master. My step mother borrowed some money from my master two years ago and couldn't pay on the due and her efforts to raise from other sources has been futile. I work every day and do not have enough rest. Sometimes when I complain, my master will abuse and starve me).

Another response from a research participant 6 (16 years)-active child labour opined that:

(Yede meye adwumaden wɔ Yeji efiri sɛ me sewaa antumi antua ɛka a na ɔde m'adwuma panin no. na eye suahunu bi a na emu ye den ma me efiri sɛ me panin no dii m'ani yie maa no haa me ma emaa me soroɛ anaa meyeɛ hgyahagya).

(I worked as child labour in Yeji because my Auntie couldn't settle her debt to my master. It was terrible experience because my master maltreated me which affected and made me aggressive and violent).

4.5 Economic Factors of Child Labour

The study identified these economic factors contributing to the migration of children to Yeji for greener pastures to make ends meet which included house poverty, family size and unemployment and lack of access to employment opportunities.

4.5.1 Household Poverty

According to this study, household poverty is one of the key factors that usually pushed children into the labour market prematurely. Their families are struggling to make ends meet. Their parents' meagre income could not meet the high household expenditure and to provide the children with all their basic needs such as food, clothing, and shelter. In some cases, their parents would borrow from friends to cover basic expenses.

As a result of house poverty, their families could not afford to send them to school. So, some children were forced to work to help support their families leading to a cycle of poverty that is difficult to break. Other children were compelled to work to provide for their own basic needs, such as buying clothes or paying for school fees. In some cases, they may also resort to child labour as a means of generating income. Here are some of the responses from three child labourers supporting this finding when they were asked: "What are some of the primary causes or conditions that pushed you to work as child labour in Yeji"?

Participant 1 (15 years)-active child labour had this to say:

(Na me ntumi nya anɔpa, awia ne anwummeɛ aduane nni dakoro na mennya atadeɛ nnhyɛ. Ne nyinaa ne sɛ akorɔmfɔɔ bɛwia me papa ɛwɔ n'apofodwumayɛ mu, ne saa nti na ɔnni sika enti meyeɛ m'adwen sɛ meyeɛ adwuma na mede ahwe meho).

(I hardly have three square meals daily and does not have good clothes. This is because my father lost his fishing business to theft and do not have money so I decided to work to take care of myself).

Research participant 4 (17 years)-active child labour also opined that:

(Me maame bɔ ne ho mmɔden sɛ ɔbɛma yɛn nea ɛhia yɛn wɔ abusua no mu. Na ɔntumi mpɔ ntua ɛka a ne mma de wɔ sukuu mu. Ɛno nti m'antumi anwie sukuu wɔ agyinapɛn nsia ɛfiri sɛ na ɛsɛ sɛ meyeɛ adwuma na mede hwe me ho ne abusua no).

(My mother has been struggling to provide for the family. She could not even pay her children's school fees so I could not complete primary six since I had to work and take care of myself and family).

Participant 8 (17 years)-active child labour asserted that:

(Me papa wuo yi akyi, abrabɔ mu ayɛ den ama me. Me nnamfonom na medan wɔn ansa na mensa akɔ m'ano. Ɛsan me maame adwuma a ɔnye nti, na wɔn so abɛ me wɔ mmoa ho. Na me wɔfa na medan no wɔ biribiara mu na ɔno nso ɛduruu baabi no, na ɔntumi mmoa me ɛnam sisi yareɛ a ɛkaa no ato hɔ bɛyɛ mfie mmiensa nie. Enti mereyɛ adwuma na mapɛ sika de aka me wɔfa sika kakra no ho na aboa ama manya ntetɛ a ɛbeboa ama ayɛ mfasodeɛ daakye).

(Since the death of my father, life has been difficult for me. I depended on friends for my livelihood since my mom wasn't working but they were fed up supporting me. I had to depend on my uncle for everything but he also at a point couldn't support due to irregularity of waist

pains which has kept him from working for the past three years. So, I am working to earn money to complement my uncle's meagre income and to acquire skills that would make me more relevant in the future).

Participant 2 (16 years)-active child labour equally answered with the following response: *(Manhunu m'awofoɔ da efiri bere a ɔwoo me. Me nana barima na ɔma me ne me nuanom nson no nea ehia yen. Mprenpren yi deɛ esan akorɔmfoɔ a ewiaa no bere a na ɔfiri edwam reba no nti ɔnni adwuma biara ye. Enti ama abrafo mu aye den ama yen afiri se yen nana barima ntumi mma yen nea ehia yen. se maye ɔbarima baako ewɔ nkwadaa yi mu yi, menni biribiara ye ka se magyae sukuu na m'aboa no wɔ nsuomdwumaye mu ewɔ tadeɛ firaw (volta lake) senea menya daadaa aduane ama me nuanom).*

(I never saw my parents since I was born. My grandpa provided for me and the seven of us. But he is currently out of business due to arm robbers who attacked and collected all his money when he was returning from the market one day. So, life has been very challenging for us because my grandpa could not provide our basic needs and as the only male among the children, I had no choice than to stop schooling and assist him by working with the fishermen on the Lake Volta to get my daily bread and for the rest of my siblings).

Research participant 7 (16 years)-active child labour also says:

(M'awofoɔ ntumi nkeka wɔn ho enam yareɛ a ebɔɔ wɔn eberɛ a wɔkɔɔ ayie bi wɔ wɔn kurom. Wɔn antumi anyina wɔn nnan so ewɔ saa tebea no mu efiri mfie beye nnum a atwam no. abrafo no mu beye den ama mmɔfra nsia a yeye ne mma efiri se wɔn antumi amma yen nea ehia yen. Se meye panin wɔ wɔn mu yi, ewɔ se meye adwuma senea amanee kyere no na menya sika de boa mawofoɔ no senea ebeye a, wɔ betumi ahwe mmɔfra no).

(My parents are indisposed due to strange sickness they contracted when they visited their native home town for a funeral. They never recovered and had since been in that state for

the past five years. Life had been very difficult for the six of us as their children because they could not provide our basic needs. As the elder son among the children, I had to work as custom demands to compliment the meager income of my parents in order for them to be able to cater for the rest of the children).

These responses from research participants may suggest that children from poor families are more likely to engage in child labour to supplement the income of their families than children from rich families.

4.5.2 Family Size (Large Family)

From the findings, it could be argued that, family size is one of the factors that contributed to child labour in the fishing business at Yeji. Most of the children belong to a family of a minimum of 5 and a maximum of 10. Their families had limited resources to support everybody in the family. This had created a situation for these children to work and take care of their younger siblings. Especially older children such as the male must work to help support their families at the expense of their education and well-being. These situations have highlighted by research participants as below:

Participant 10 (18 years)-active child labour indicated that:

(Me na meye panin wo me nnuanom mu. Ma wofoo bo mmoden ma yen nea ehia yen na osan sie sika de boa so ohaw ahodo ano ma yen. M'agyaee sukuu senea ebeye a meye adwuma anya sika de aboa me ho ne m'abusua. Me maame antumi, ebera a me papa wuie no).

(I am the eldest child of my seven siblings. My parents have been struggling to provide for the needs of the family and save money to take care of other pressing issues. I was compelled to drop out of school to work here to earn an income to support myself and my family. My mother could not, when my father passed away).

Participant 8 (17 years)-active child labour said:

(M'awofoɔ ɛwɔ mmɔfra nnwɔtwe na me papa awu. Me maame sika kakra a ɔnya no ntumi mmoa mma yennya nea ɛhia yen nyinaa nsan nhwe yen sukuu. Sɛ meye ɔbarimaa baako ɛwɔ abusua no mu no, ɛye m'asɛdeɛ sɛ meboa abusua no ne m'adesua. Ɛsan sɛ apofodwuma no ye den na ɛsan di mmere pii nti ɛma me gyae sukuu korɔ).

(My parents have eight children, but my father is late. My mother meagre income could not provide for all the children's basic needs and education. As the only boy in the family, it is my duty to work to support my family and my education. But because the fishing work is task demanding and time consuming, I stopped schooling).

Participant 1(15 years)-active child labour had this to say:

(Mewɔ annuanom nkron, na yetumi nya nneɛma a ye hia no wɔ abrabɔ mu. Na me ye nnwuma nketenkete de nya sika de boa m'abusua. Ansa na mereɛnya apofodwuma aye wɔ Yeji no, manyaa adwen ne honam mu haw ɛsan sika a na ɛsua a na menya firi me panin hɔ nti).

(I have 9 siblings and we could barely feed and enjoy the necessities of life. I used to do mania jobs to survive and help my family. Until I secured the fishing job in Yeji, I experienced emotional and psychological trauma from my master in return for meagre wages).

The quotes above illustrated the crucial role of parents with large family size and low educational attainment contributing to the persistence of child labour in the fishing sector at Yeji.

4.5.3 Lack of Access to Employment Opportunities

It can be inferred from the study findings that, children under 18 years are into child labour in the fishing sector at Yeji due to either lack of employment opportunities available to their parents or due to low-paying, low-skilled jobs/entirely out of job. Moreover, parents

doing personal businesses could not earn enough income to cover operating expenses and household expenditure have their business collapsed. Consequently, their parents' finances have been and could not support their families. This had led to a situation where children must work to help supplement household income, perpetuating the cycle of poverty and limited opportunities. These situations have highlighted by research participants as below:

Participant 7 (16 years)-active child labour said the following:

(Efiri bere a me papa adwuma see no, abrabɔ mu yee den maa m'abusua. Abusua no ntumi ntɔ aduane, nneema a yede siesie yen ho ne aduradee. Ene nea mede boa me sukuu korɔ. Megyae sukuu yee adwuma deboa abusua).

(Since my father lost his job, life has been difficult for the family. The family could not buy foodstuff, toiletries and clothing for the family and support my education. I dropped out of school to work to support the family).

Participant 7 (16 years)-ex-child labour had this also to say:

(Na me papa ye ankoreankore adwuma bi wɔ Yeji mfie bi a atwam. Na n'akatua a ɔgyee no sua se ɔde behwe abusua. ewom se na ɔrehwe se ɔbenya adwuam a, n'akatua ye nanso wonya. Enti meye m'adwen se meye adwuma nakrankakra wɔ Yeji de aboa no. akyire no, na ewɔ se megyae sukuu efiri se na adwuma no boro me so wɔ m'adesua mu. Enti ehaa me sukuu korɔ).

(My father has been working in one of the private companies in Yeji for many years. His take home pay is not enough to take care of the family. Although he has tried to get a better paying job, he could not get one. So, I decided to work in Yeji for part-time to assist him. Later, I had to quit school because the pressure of the work badly affected my academic performance).

Participant 3 (17 years)-ex-child labour also asserted that:

(Mawofoɔ di dwa nketenkete, na wɔde wɔn sika a ɔnya no fa kɛsɛɛ noara hyɛ nnoɔma a wɔde yɛ kua mu na kakra a ebɛka no nso ntumi nhwɛ yɛn wɔ asetena a ɛmu yɛ den no mu).

(My parents are petty traders. They spent the churn of their income on the high cost of farm inputs and other materials and left little income which could not adequately cover the high cost of living).

Participant 2 (15 years)-ex-child labour illustrated with the following response:

(Mede mfie mmieɛnsa yɛɛ adwuma den wɔ Yeji de boa me maame wɔ berɛ a ɛgya hyehyɛɛ sɛɛ n'adwuma).

(I worked as child labour in Yeji for three years to support my mother who lost her business in a fire outbreak).

4.6 Socioeconomic Factors that Sustain Child Labour along Lake Volta in the Study

4.6.1 Socialization of Participants as Part of Culture

Cultural fulfillment is part of most Ghanaian cultures which must be respected as such. This was elucidated by the research findings that; parents must ensure the culture of the family are always instill in their children in order for them to continue their legacies when they are no more.

The following were some of the responses from research participants indicating their migration to work on the Lake Volta at Yeji when a question was asked about reason (s) they were on Lake Volta working as children:

Participant 10 (18 years)-active child labour illustrated with the following response:

(Sɛnea mɛtumi atoa me papa apofodwumayɛ so no, na ɛwɔ sɛ menya nimdɛɛ ɛwɔ apofodwuma ho).

(In order for me to continue my father's business as fisherman, I had to learn to acquire the fishing skills).

Participant 8 (18 years)-active child labour also opined that:

(Eyε ammamereε sε oba panin na ɔsɔ ne papa adwuma mu eberε a wanyini anaa ɔnte ase).

(It is a tradition that, the elder's son must always learn the profession of the father in order to take over from him when he is either old or late).

Participant 10 (17 years)-ex-child labour equally had this to say:

(Na meye adwumaden wɔ tadeε firaw (Volta Lake) mu no, Na mewɔ hɔ sε meregye nimdeε wɔ apofodwumaye ho. Sadeε ebeye a mεsɔ mu eberε a me papa nni hɔ).

(As a child labour on the Volta Lake, I was there to learn the fishing skills so that I can take over from my parents when they are old or no more).

Participant 9 (17 years)-ex-child labour asserted that:

(Me kurom deε, eyε mmarima na εεε sε wɔye adwuma den boa fie. Eno nti mere sua apofodwuma na aye mfasodeε ama me daakye na matumi aboa m'awofɔ wɔ eberε a wayε mmere ene me nuanom).

(In my hometown, it is always the men that had to do hard work and cater for the house: so, I am learning the fishing work to make me relevant in the future to help me take care of my parents when they are old and also my siblings).

4.7 The Social Behaviour of Children in Child Labour

The findings show that child labour has a significant impact on the social behaviour and health of research participants. The summary results are shown in Figure 4.2.

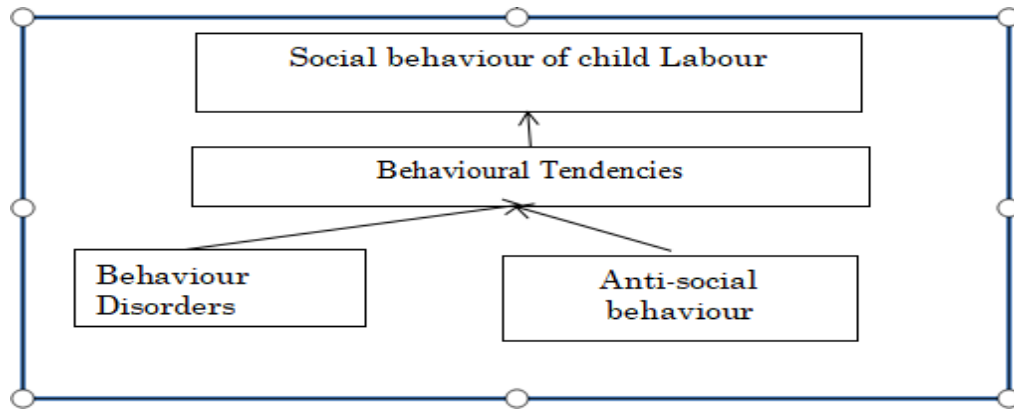


Figure 4.2: Above is the Summary Results of Social Behaviour of Children in Child Labour in the Study Area

4.7.1 The Impact of Child Labour on The Social Behaviour of Children in Child Labour

The findings show that children who engage in child labour at Yeji have negative behavioural tendencies. They exhibit these tendencies in response to different situations or ill treatment from their masters and peers. These tendencies stem from anti-social behaviour and behavioural disorders.

4.7.2 Behavioural Disorders of Child Labourers at Yeji

The research participants exhibit disruptive behavioural disorders. These behaviours are acquired at the workplace as a result of the work environment being toxic and inimical to the lives of child labourers.

These disorders indicate that research participants have mental health conditions that affect their behaviour, emotions, and social interactions. This might be due to the stress and trauma associated with their work and the environment. Here are the negative behavioural disorders that have been identified.

4.7.3 Conduct Disorder

From the findings, research participants exhibited conduct disorders. This disorder shows how the research participants' behaviour violates the rights of others and breaks rules governing their work. Children in child labour with conduct disorder engage in aggressive or destructive behaviour such as bullying, pilfering/stealing, lying, fighting or vandalism. They may also struggle with empathy, social skills, and impulse control. This evidence is supported by some research participants who work as child labourers at Yeji as illustrated below:

Participant 3 (16 years)-active child labour illustrated with the following response:

(Nyemelɔa hadede kple nye hatiwo o. Wofoam eye wohea to nam de madzemadze dzi nenyɛ be mebia tso wo si be woama lã alo ga si nye tɔnye gome la nam. Mlɔeba la, nyemegalia livilivi eye nyemegaɖea mɔ be wobam o. Eya ta nye hã mebaa amewo eye mezãa akpasesẽ tsɔna kpɔa ta na nye taɖodzinu lae).

(I do not enjoy the company of my peers. They like to beat and punish me justly when I demand my share of the fish or money. Eventually, I stopped complaining and did not want to compromise anymore. So, I cheat others and adopt a confrontational approach to achieve my aim).

In addition, research participant 1 (15 years)-active child labour responded as:

(Mewɔa aglãdzenu eye mewɔa dzre elabena nye dɔwɔhatiwo nɔ teyem de to. Fifia la, mezu ame dzeglã. Agbenɔnɔ sia nana be mekpɔa nu si dim mele la tso nye dɔwɔhatiwo gbɔ).

(I tend to be rude and violent because my colleagues used to bully me. I am now a bully. This behaviour enables me to get what I want from my peers).

Similarly, research participant 7 (16 years)-active child labour) had this to say: *(Tsă la, meḍoa to hatsinyewo kată meka fe si ame aḍe xɔ la o. Wowɔq nuvevim elabe menɔa anyi kpoo, ḍoa to eye meboɔɔa ḍokuinye. Fifia la, nyemegavɔa naneke o, mkpea go kple hatsinyewo nenye be wotsɔ agladzedze va kpem).*

(I used to obey all my colleagues regardless of the age difference. They assaulted me because I was calm, gentle, and obedient. I am not afraid anymore so I confront my peers whenever they appear aggressive).

Participants (FGD-1=Yeji) equally observed that:

(Edze abe nɔnɔme madzegadzi nye agbenɔnɔ fe nɔnɔme vevi aḍe le ame siwo nye ḍevi matsimatsiwo fe ḍɔwɔlawo le Yeji. Kpɔḍeɲu la me, (Nutsotsonala (fe 35) ame aḍe si wɔ ḍo kpɔ abe ḍevi matsimatsi ene) ye gblɔe).

(Conduct disorder appears to be a key behavioural tendency among child workers in Yeji).

Research participant 5 (15 years) ex-child labour also had this to say concerning conduct disorder:

(Mewɔa agladzenu eye medoa ḍɔmedzoe ḍe nye ḍɔwɔhatsiwo ɲu esime menɔ ḍo wɔm abe ḍevi matsimatsi ene).

(I was very violent and hostile towards my peers when I worked as a child labourer).

Participant 7 (16 years) ex-child labour equally asserted that:

(Nye veliawo nɔa nye bam, team ḍe to, eye wozia ga alo lă si nye nye gomekpɔkpɔ la dzi. Tso ye ma yi dzi la, nyemegaḍea mɔ be woatrɔ nu si mekpɔ be edze la o. Esi menɔ ḍo wɔm le Volta Tɔsisi dzi abe ḍevi matsimatsi ene la; nye agbenɔnɔ to vo ale gbegbe elabena mebaa ame, wɔa nu menyomayo eye medana le se siwo kată wode ḍe lăḍeḍe ɲu la dzi. Eya ta medina be mawɔ nuvevi ame sia ame si dina be yeatem kpɔ la).

(My friends cheated me, bullied, and kept my share of the money or fish. I became fed up and never compromise on anything since then. Besides, when I was a child labour on the Volta Lake; my conduct was terrible because I was a cheat, abusive and violated almost all the rules and regulations concerning fishing. So, I wanted to harm anybody who dared or challenged me).

4.7.4 Oppositional Behaviour Disorder

The research participants have oppositional defiant/resistant disorders. This disorder is characterized by a persistent pattern of defiant, disobedient, and hostile behaviour toward people in authority. As a result, respondents tend to argue with colleagues, their masters and refuse to comply with rules, deliberately provoke peers and seek revenge to appease themselves. This situation has been highlighted by research participants as below:

Participant 8 (17 years)-active child labour remarked as follows:

(Esime medze dɔwɔwɔ ɔme teti la, nye deka metsɔa lɔgba kpekpewo eye nye veliawo dometɔ adeke mekpena de nyenye nenye be dedzi te nyenye o; ke boɲ wonɔa dziku dom nam de edzi. Tso ema dzi la, togbɔ be nye afetɔ nɔ ezim de dzinye be matsɔ agbaa hã la, megbena gbidii be nyemagatsɔe o).

(When I first started work, I carried most of the heavy fishing loads and none of my friends helped me when I was tired; instead, they provoked me. Since then, I refused to carry the load despite several cautions from my master).

Participant 6 (16 years) active child labour, described why her behaviour is regarded as oppositional or hostile and said:

(Wogblɔa nu si ta wokpɔ be efe agbenɔɔ nye agladzedze nuwɔna si tsia tre de amewo ɲu la. Edoa dziku de efe a5eto ɲu ye sia yi elabena efe afeto mewɔ de ɲugbe si wòdo ne be yeadee suku la dzi o. “Egbe be yemagatsɔ dɔ si efe afeto dɔne la o (tɔdɔwɔla), eye ne ewɔe hã la, meɔna de se kple dɔdowo dzi o”. Kpe de eɲu la, etsɔa vodada na edzilawo be wotsɔe de devi matsimatsiwo fe dɔwɔwɔ me de ale si mete ɲu xe fe si wòdu le afeto ɲu o la ta. De esia ta la, enɔa anyi kpoo eye wòdoa dziku kabakaba ne ame aɖe alo efe dɔwɔhati aɖe fo nu tso dada alo afeto la ɲu).

(She was always angry with her master for not enrolling her in school as he promised. “She refused to perform tasks assigned to her by the master (fisherman), and even when she did; she would not adhere to the rules”. Besides, she blames her parents for subjecting her to child labour because the mother could not pay back the debt owed to her master. Therefore, she is often resentful and quick-tempered and pours her frustration on anyone or her peers when they talk about her mother and master).

Research participant 10 (17 years)-ex-child labour recounted her experiences leading to the oppositional behaviour. I disrespected my uncle and hated my mother so much that I regretted relating to them.

(Danye gblɔ nam be nenye be mekpe de nyruienye ɲu le Yeji la, adem suku. Medo to danye eye meka de nyruienye dzi eye mewɔ dɔ kutrikukutɔe gake mewɔ de efe ɲugbedodo la dzi o. Medo dziku vevie eye mede nu me na danye zi geɖe gake tɔtrɔ aɖeke meva o. Deɖi va te ɲunye le kpekpe de nyruienye ɲu la me. Eya ta megbe be nyemagakpe de eɲu azɔ o eye nenye be wòdɔm be mawɔ dɔ alo nane na tɔsila bubuwo la, megbena).

(My mother told me that when I assisted my uncle with his fishing work at Yeji, he would put me in school. I obeyed my mother and trusted my uncle and worked hard, but he never

fulfilled his promise. I was extremely angry and complained severally to my mother but to no avail. I was fed up by assisting my uncle. So, I refused to work for him again and never heeded his instructions to stop working for other fishermen).

Participant 1 (17 years) ex-child labour has this to say:

(Ede dze si be tsitre tsitsi de ame nu gbenon ne monukpokpo be wòate nu ado le devi matsimatsiwo fe dɔwɔwɔ fe kɔkuti la te. “Esi menɔ dɔ wɔm abe devi matsimatsi ene la, hatinyewo kple nye afetɔ dɔa nu de gbɔnye de madzemadze dzi. Wonɔ nu sia wɔm de nunye elabena menɔ livilivi lim de ale si wonɔ fetu si medze kple dɔwɔnu siwo ade ame tso afɔku me o la tsɔm na mí o la ta. Ne nu tsi kɔ nam eye nyemagate nu anɔ te de fukpekpewo nu o la, mewɔa aye be medze dɔ kple susu be nyemagawɔ dɔ adeke o gake nonome sia mewɔ dɔ o. De nukpekeamewo ta la, menɔa dziku dom kabakaba vevie va se de esime nye afetɔ va nyam le dɔ me eye emegbe la wova xɔ nam).

(Felt that oppositional behaviour granted him the opportunity to escape from child labour).

“When I was a child labour I was verbally abused by my peers and my master. This is because I often complained about low wages and not providing us with protective gear. When I could not bear the painful and bad treatment, I often pretended to be ill to avoid carrying out my duties, but it never worked. Due to the frustration, I was extremely hostile and vindictive until my master fired me and later was rescued!).

In addition, Participants (FGD-1=Yeji) also made the following assertion:

(Devi matsimatsi fe dɔwɔla siwo le Yeji la nɔa tsitre tsitsi de ame nu fe agbe nɔm eye wogbea dɔwɔwɔ, henɔa avu wɔm kple ame tsitsiwo nenye be wotsi tre de wofe dzenawo nu eye woawo hã baa wo de madzemadze dzi. Gakpe de enu zi gedɛ la, wofe dɔwɔhatiwo kple afetɔwo fe nuvevi siwo wonɔ wɔwɔm de wo nu la na be wodzea agla eye womelɔna be yewoawɔ de wofe afetɔwo fe dɔdɔwo dzi o).

(Child labourers from Yeji are very oppositional defiant because they tend to withdraw from tasks, and physically clash with adults when their rights have been abused and over exploited. Furthermore, the harsh treatment by their peers and masters often makes some of them extremely violent and argue and refuse to heed instructions from their master).

4.7.5 Anxiety Disorder

The finding revealed that research participants who were forced to work in hazardous or stressful environments in Yeji have developed anxiety disorders. The research participants experience fear, worry, and distress, which impacted their daily lives and ability to function. They have trouble sleeping, headaches, and stomach-aches and avoid social situations. This finding is supported by research participants.

Research participant 1 (15 years)-active child labour says:

(Mevõna yeawo katã yi be mava nyro ðe to me eye nye agbe abu nenyè be mele to kplòm. Seselelãme ma wõnɛ be vɔvɔ, dzikatsoamefo kple dzitsitsi nɔa menye).

(I always fear and panic that I will get drown and lose my life while fishing. Such feelings usually give me nervousness, heartbeat and stress).

Participant 10 (18 years)-active child labour gave the following response:

(Mevõna ñuto nenyè be mele to dzi. Mebuna be ðewo mahi manyro ðe toa me. Seselelãme siawo wõnɛ be avuvɔ ðoam, dɔme hã nɔa duyem eye metsia zãdomadɔɔɛ”. Numetsotso sia so ðe ðevi matsimatsiwo fe dɔwɔlawo fe nyagbɔgbɔwo).

(I feel anxious and nervous when I am on the lake. I think I will get drown. These feelings give me goosebumps, stomach pains, and sleepless nights”. This finding is also collaborated by quotes from the ex-child labourers).

Participant 5 (14 years)-active child labour illustrated that:

(Ne mele Volta Tɔsisia dzi la, tɔdziya la fofo nana be vuvɔ ɖoam, vɔvɔ kple taɖuame dzɔna ɖe dzinye. Nuwɔna sia nana be metsia zɔdomadɔlɔe).

(Whenever I am on the Volta Lake, the waves give me chills, fear and panic and headaches. This experience gives me nightmares).

Participant 7 (16 years)-active child labour asserted that:

(Nye dzi tsona edziedzi eye metɔtɔna be mava ge dze tɔa me nenye be ya sesẽwo fo. Dzitsitsi sia nana be vuvɔ ɖoam, nye dɔ me hã ɖaam veve).

(I feel every jittery and worried that I will fall into the lake when the waves become violent. This anxiety gives me chills and pains in my stomach).

Participants (FGD-2=Winneba) equally opined that:

(Menye lãmesẽmenɔnyawo ɲu koe dzitsitsi madzegadzi hena vaa ɖevi matsimatsi dɔwɔlawo dzi o, ke boɲ egblẽa nu le wofo hadomegbenɔwo hã ɲu. Wogblo be nenye be afetɔwo mekaɖu ɖevi matsimatsiwo ɖe dɔ siwo wowɔna la ta o la, eɖea fu na ɖeviawo ɲuto. Eya ta ɖeviawo tea ɲu ɖea aga ɖa tso wofo afetɔwo kple dɔwɔhatiwo gbɔ. Vɔvɔ gaɖoa wo ɖe ale si wofo afetɔwo nɔa agbe madeamedziwo nɔm ɖe wo ɲu la ta. Zi geɖe la, wowɔna be nu trama aɖe ate ɲu adzɔ ɖe yewo dzi nenye be yewote ɖe yewofo afetɔwo ɲu).

(Anxiety disorder did not only affect the health of child labourers but also their social life. They remarked, when their masters do not appreciate the task performed by child workers, they get worried and troubled". So, such children may stay far from their masters and peers. They also experience panic and fear due to bad treatment from their masters. They are always fearful that something terrible will happen to them when they get close to their masters).

In addition, participant 2 (16 years)-active child labour stated that:

(Nye alɔdɔdɔ medea gafofo enyi o de deɖiteameɲu si mekpɔna tso lã yi yi kple dze dedee la me ta. Le ema ma kura la, meɖɔna zi geɖe hafi ŋu kena eye esia hea taɖuame nam edziedzi).

(I sleep less than eight hours because of the stressful nature of smoking and salting fish. Even that I often wake up many times before daybreak and thus have frequent headaches).

Participant 3 (16 years)-active child labour also recounted a similar experience and stated:
(Alɔdɔdɔ le zã me sesẽna nam de tɔdzidede madzegadzi fe wɔna siwo fo xlã mí la ta. Taɖuame dzɔna de dzinye zi geɖe eye wòwɔnɛ be menɔa anyi kpoo).

(I hardly sleep in the night due to the unfriendly fishing environment. I often experience headache and that put me in bad mood).

4.7.6 Sleep Disorder

The research participants working as child labourers in Lake Volta have insomnia. They work long hours and spend many days on the Lake fishing. They experience sleep disturbances because of stress and trauma associated with these experiences. Consequently, they have trouble falling asleep, staying asleep or waking up frequently during the night. Here are their responses from the findings:

Participant 10 (18 years)-active child labour had this to say:

(Nye medɔa alɔ wòdea gafofo enyi o, de fukpekpe si le tɔdɔwɔwɔ me la ta).

(I normally sleep less than eight hours because of the stressful nature of fishing). Participant 5 (14 years)-active child labour also opined that:

(Deɖi tea ŋunye eye megbɔdzɔna zi geɖe de lãmeka si mehena de lãɖeɖe la ŋu ta. De esia ta la, alɔdɔdɔ le zã me sesẽna nam eye meɖɔna zi geɖe hafi ŋu kena).

(I am always exhausted and stress because of the physical demands of the fishing. As a result, I hardly sleep during the night and often wake up many times before daybreak).

Apart from that, the responses of ex-child labourers further collaborated the validity of this finding.

For instance, Participant 5 (15 years)-ex-child labour stated that

(Nye afetɔ zāam wu ale si dze eye mewɔa dɔ gbɔa nye ɲusẽ nu. Metsia zādomadɔlɔe eye ta nɔa duyem edziedzi esi menɔ devi matsimatsiwo fe dɔ wɔm le Yeji).

(I was over exploited by my master and worked beyond my strength. I had sleepless nights and had frequent headaches when I was into child labour in Yeji).

In addition, research participant 6 (16 years)-ex-child labour) responded and said:

(Mewɔa dɔ tsoa eme eye alɔdɔdɔ zua dɔ nam. Mefɔna edziedzi zi geɖe nɔ lã siwo yiyim wole la kpɔm be womagafia o eye wɔnaa ta nɔ duyem yeawo katã yi).

(I overworked myself and had trouble with sleep. I often woke up during the night to check the smoked fish if not over smoked, resulting in terrible headaches all the time).

Finally, the research participants of (FGD) affirm the fact that sleeping disorder is key behavioural tendencies these child labourers are battling with as they affect the mental health and well-being.

Participants (FGD-2=Winneba) also observed and affirm that:

(Tɔsisi alo lãɖeɖe nye nu dziɲɔ na devi mawo. Lẽmeka si wozãna ɖe dɔ mawo ɲu la wɔnɛ be devi mawo fe lãme gbɔdzɔna ale gbegbe be wonɔa akɔlɔe madzegadzi dɔm eye ate ɲu agblẽ nu le wo fe lãmesẽmenɔnɔ ɲu).

(Fishing is extremely dangerous for such children to do. The physical demands of the job make such children burnout a lot of energy and easily worn out. This experience can lead to insomnia and impact adversely on their well-being).

Based on the responses of the research participants, these disorders have affected their mental health person's ability to function in daily life and can impact their relationships, work performance, and overall quality of life in the future.

4.8 Anti-Social Behaviour of Child Labour

Below is the discussion on the findings:

4.8.1 Substance Abuse

One of the research findings about children working as child labourers in the fishing industry at Yeji shows that, these children engaged in smoking and drinking. These children smoke weed/marijuana, cigarettes and drink local gin (akpeteshe/alomo bitters). They do so because of peer pressure or to cope with cold weather, stress, and the physical demands of fishing. As a result, they have become addicted to these substances or become substance abusers. The following are situation shared from the research participants:

A case in point is participant 10 (18 years)-active child labour who recounted his experience as follows:

(Menoa gbe vɔ eye menoa aha sesẽ (alomo bitters) be mate ɲu anɔ te dɛ vuvɔ la nu).

(I smoke weed and drink (alomo bitters) to cope with the cold weather always).

Participant 4 (17 years)-active child labour also shared a similar experience as follows:

(Medze gbe vɔ nono kple aha sesẽ nono gɔme elabena nye dɔwɔhatiwo katã nonɛ eye enana be metea ɲu nɔ te dɛ yame madeamedzi kple tɔsidɔ sesẽ la nu” Menɔa gbe vɔ gbe sia gbe

gake menoa aha sesẽ tso yeyiyi yi yeyiyi. Nye ɲutɕe flenɛ gake ye aɖewo yi nye veliawo flenɛ nam nenye be ga mele asinye o).

(I started smoking weed and drinking alcoholic beverages because all peers do that, and that enable me to withstand the harsh weather conditions and the robust nature of the fishing work” I smoke every day but welcomingly take alcohol. I buy them myself but sometime my friends buy them if I do not have money).

Participant 3 (17 years)-ex-child labourer’s remarks:

(Menoa gbe vɔ eye menoa akpetesi le esime menɔa dɔ wɔm abe ɖevi matsimatsi ene. Mezãa atike vɔ siawo le esime meva de dzesii be nye dɔwɔhatiwo melia livilivi aɖeke tso yame manyomanyo la ɲu o, eye wowɔa dɔ yeyiyi didi aɖe eye womefaa konyi tso lãmevevi aɖeke ɲu o ɖe gbe vɔ si wonona la ta. Le nyatefe me la, meɖblẽa ga geɖe ɖe gbenono kple ahanono ɲu eye nyemete ɲu matɔ o. Gawu la, mekpɔ be mate ɲu awɔ dɔ yeyiyi didi aɖe eye yame fe manyomanyo meɖea fu nam o, nenye be meno gbe la. Eya ta menoa gbe ɲudi sia ɲdi kple fiẽ sia fiẽ gbe sia gbe. Eye nyememaa gbe vɔ la kple nye dɔwɔhatiwo o eye metea ɲu flea gbe vɔ la agbanae nenye be ga mele asinye o).

(I smoked marijuana and drank (akpeteshie) during my employment as child labour. I used these substances when I realized that peers never complained of the effect of the weather condition, work for long hours and cope with the physical demand of the fishing routines. In fact, I spent a lot of money on smoking and drinking and could not stop. Moreover, I realized that I could work for long hours and never felt the impact of the weather whenever I smoke marijuana. So, I smoke everyday morning and evening. No, I never shared marijuana with peers and could even buy the marijuana on credit).

Besides the tendency of drinking alcohol, smoking weed or marijuana are common habits among the research participants. Although the use of these substances can enable them

to handle the physical nature of fishing activities and withstand the cold weather, they are exposed to several risks. They become addicted to these substances, impoverished, penniless, and heavily indebted. Also due to excessive smoking and drinking, research participants can suffer from respiratory and liver diseases such as bronchitis and cirrhosis of the liver respectively.

4.8.2 Aggression

The research participants demonstrate anti-social behaviour. Their behaviour violates their human relationship with their peers and their employers at the workplace and societal norms. The research participants working in the fishing industry at Yeji are aggressive. They often work for long hours and in dangerous environments and become frustrated and angry. Here are some situations shared by some of the research participants.

Participant 1 (15 years)-active child labour responded with following:

(Tɔdɔwɔwɔ sesẽ ɲutɔ, kpe de ya sesẽ siwo fona le tɔ dzi la ɲu. Mewɔa dɔ wu gafofo enyi eye mezwɔna le tɔ dzi yia didife vii. Eisa wɔnɛ be medoa dziku eye dzi medzwam kura o).

(The fishing work is too much demanding besides the waves of the lake. I also work for more than eight hours and travel a long distance to fish. This often makes me angry and unhappy).

Participant 8 (17 years)-active child labour also stated that:

(Anɔ tɔsisi dɔ wɔm le Volta Tɔsisi dzi la menye nu bɔbɔɛ kura o. Dɔwɔwɔ le afi sia tea deɖi ame ɲu, ehiãna na lãmekã geɖe eye wònana ame tɔtɔna ye sia yi).

(Working for long hours fishing on Lake Volta is not easy at all. This unfriendly environment is very stressful because it is physical demanding and that frustrates me always).

In addition, a research participant 6 (16 years)-ex-child labour share similar experience and said:

(Esi menɔa ɔevi matsimatsiwo fe dɔ wɔm la, mewɔa dɔ gafofo wuieve gbe sia gbe eye nu tsia kɔ nam ye sia yi. Ɖe esia ta la, medzea agla henɔa nu vɔɔiwo wɔm).

(When I was a child labour, I worked at least 12 hours every day and always exhausted. As a result, I was always hostile and aggressive).

Similarly, a research participant 10 (17 years)-ex-child labour equally asserted that:

(Tɔsisi nye dɔ vɔɔitɔ kekeake si ame nawɔ”. Mewɔa dɔ wu gafofo ewo gbe sia gbe. Mezɔa Volta Tɔsisia dzi yia didife vii nɔa lã ɔem le zã me le vuvɔ me abe nyɔnuvi ene. Le nyatefe me la, mekpe fu ηuto le yeyiyi mawo me).

(Fishing is the most dangerous environment to work in”. I used to work more than 10 hours every day. I travelled long distance on Lake Volta for fishing in the night and in the cold as a female. In fact, I really suffered during those times).

4.8.3 Social Withdrawal

The research participants are not sociable and have no social life. Children engaging in child labour in Lake Volta have been deprived of going to school or socializing with their colleagues. The lack of opportunities to socialize makes them struggle to relate with peers and are unable to develop healthy relationships and miss out on interaction and play, which are important for their growth and development. So, they live solitary lives. Here are some of the situations highlighted from some of the research participants.

Participant 9 (15 years)-active child labour stated:

(Togbo be nye afeto do nugbe nam be yeadem suku nenybe be mewo do ne le fe eve megbe ha la. Nyemekpoa vovo fea fefe kple hatinyewo o elabena mena tosid la wom ye sia yi. Etena de dzine ale gbegbe elabena wodem da tso hatinyewo gbo).

(I do not go to school even though my master agreed to support me after working for two years. I also do not have time to play with my peers because I am always involved in fishing activities. I feel terrible being separated from my world).

Participant 2 (16 years)-active child labour also asserted:

(Mena agbe abe gaxomena ene elabena mena do dzi ye sia yi eye nyemekpoa yeyiye fefe fefe kple nye veliawo o eya ta nye deka koe na anyi).

(I live like a prisoner because I am always working and do not have enough time to play with my friends, so I live alone).

In addition, one ex-child labour 2 (15 years) shared similar experiences and stated:

(Esi mena Yeji la, mewo do yeyiye didi ade eye nyemekpoa yeyiye dea ha kple nye dwohatiwo o. Todowowo kple dotsotsu tota yeyiye vi si mekpna de nye veliawo nu la me nam go ha. Le nyatefe me la, yeyiye makpomakpo de fefe fefe nu la nana be metsi akogo le agbe me).

(I worked for long hours when I was in Yeji and did not have enough time to mingle with my colleagues. Even the little time I shared with my friends was interrupted by fishing activities or running an errand for my master. In fact, the lack of opportunity to play and interact with my peers made me live a lonely life).

Participant 9 (17 years)-ex-child labour shared similar experience:

(Fefeyi adeke mena asinye o. Egbo be nye afeto mewo de nugbe si wodo nam be yeadem suku nenybe be mewo do ne le fe eto megbe la dzi o. De esia tefe la, mewo do yeyiye didi ade eye nyemekpana de yeyiye doqua dzi o. Le dzudzogbewo go ha la, mewo do wove do

me nam nuto. Le Yeji nɔnɔ fe yeyiwiwo me la, nye agbenɔnɔ katã nye dɔwɔwɔ, eya ta menɔa akogo elabena nyemekpɔa yeyiwi dea ha kple amewo o).

(I had no leisure time. She said, my master failed to fulfill his promise to enroll me in school after working for him for the three years' agreement. Instead, I spent most of my time working for long hours and closing late. Even on holidays, I worked and hated it. Back then in Yeji, my entire life was about work, and lived solitary due to a lack of opportunity to socialize).

This result is further strengthened by the FGD data. The discussants revealed that child labour does not only prevent research participants from enjoying the company of their peers

to learn some basic social interpersonal skills but also violate their right to play. Such circumstance can jeopardize the social life of research participants. This is because introverted research participants may become more introverts while the extroverted ones may struggle to adapt to this new social life.

One discussant (FGD-1=Yeji) social welfare officer also made the following observation:
(*Devi siwo wozãna le devi matsimatsiwo fe dɔwɔwɔ me la mekpɔa yeyiwi dea ha kple wo tɔwo o. Esesẽna na wo be woanɔ anyi kple wo tɔwo le nutifafa me eya ta mɔnukpɔkpɔ menɔa wo si be woado dze, afe fefe alo asrɔ nu tso wo nɔewo gbɔ o. Nu sia ate nu awɔe wo dometo siwo nu kpena la nanɔ anyi kpoo eye woade wo dokuiwo de aga. Eɔ la, devi matsimatsi siwo le dɔ wɔm le tɔdɔwɔfewo la mekpɔa yeyiwi de hadomenuwɔnawo nu o. Womedea suku o eye womekpɔa yeyiwi de wo hatiwo nu o de tɔdɔwɔwɔ fe nuwɔnawo ta. Hamademade sia wɔne be devi siwo le tsitsim la, metea nu gena de hadomegbenɔnɔ siwo womedo ka kpɔlii la me o).*

(Children who are involved in child labour at Yeji lack opportunity for socialization. They find it difficult to foster a healthy relation with their colleagues, so they do not have the chance to interact, play and learn. This situation can make the shy children to be more reserved or withdrawn. Moreover, children working in harmful fishing sector has little of social life. They do not go to school and do not spend quality time with their peers because of the nature of fishing activities. The lack of socialization can make the outgoing children become uncomfortable adjusting to an unfamiliar social lifestyle).

4.8.4 Lack of Respect

The research participants involved in child labour lacks respect. They are disrespectful or confrontational towards colleagues and others due to anger and frustration in the

workplace. Moreover, they show such feelings due to maltreatment and bullying by their employers and peers. Here are some excerpts situations that supported the finding.

Participant 8 (17 years)-active child labour said:

(Nye afeto wɔa nuvevim eye wòdoa nu ɔe gbɔnye nenye be nyemewɔ dɔ si wòde asi nam la ɔe yeyiɔ dzi o. Nenyɛ be mewɔ dɔ kutrikukutɔe hã la, medzea nye afeto ŋu o. Melɔna xɔa amenɔvi makpɔmakpɔ ɔe naneke me sia kpoo yeyiɔ didi aɔe eye eɔea fu nam. Eya ta mewɔa nu si dzea ŋunye ke menye nu si doa dzidzɔ na nye afeto o).

(My master often maltreats and verbally abuses me each time I could not complete my assignment on time. Even when I carry out my task diligently, my master does not appreciate it. I have tolerated this inhuman treatment for too long and that irate me. So, I do whatever pleases me instead of my master).

Participant 2 (16 years)-active child labour also added:

(Nye fiaa fum ye sia yi. Wowɔana nene ma nenye be mebia tso wo si be woatsɔ nye ga si miekpɔ la nam gake nye afetɔ megbea nya na wo o. Ewɔna nam be womedea bubu nyunye o eye tso ema dzi la, medzea agla alo doa dziku de ame siwo mebua ta me nye tso nye seselelame nyu o la).

(I was always bullied by my peers. They usually did that whenever I demanded for my share of the money, but my master never condemned their behaviour. I felt disrespected, and since then; I behaved rudely or confrontational towards those who disregarded my feelings).

Participant 4 (16 years)-ex-child labour also affirmed this finding and further stated:

(Medzea agla de nye dɔwɔhatiwo kple nye afetɔ nyu". Nye afetɔ nɔa agbe de nyunye ko abe kluvi menye ene. Eye nenye be meli livilivi la, nye egblɛam de dɔmeyɪ eye esia doa nyku edzi nam be "menye kluvidɔwɔla". Menɔa dɔ wɔm fetu adeke maxɔmaxɔe. De esia ta la, nye dɔwɔhatiwo zãa mɔnukpɔkpɔ ma nɔa fu fimem eye wonɔa bayem nenye be miele lã alo ga si miepɔ la mam. Deɖi va te nyunye de nuwɔna sia ta eye megbea nya gbegblẽ siwo wonɔa gbɔgbɔm de nyunye la eye medoa dziku).

(I was disrespectful towards my peers and my masters". My master treated me like slave. I was always working without receiving any income. And whenever I complained, my master would not give me food and reminded me that I was a "bond labour". Because of that, my peers took advantage of my circumstance and maltreated and cheated me when we were sharing fish or money. I was fed up with this exploitation so I refused to these remarks which often annoyed me).

Furthermore, the (FGD-2=Winneba) disclosed that disrespectful among research participants is a key anti-social behaviour and went on to say that:

(Ale si wotsɔa dzre kpea amewoe si dze le numekukua me la nye ɲɔdɔdɔ na ale si wo hatiwo kple afetɔwo nɔa agbe nɔm de wo ɲue la ta. Tɔdɔwɔlawo meɖoa bubu deka pe hã na devi siawo o. Wofiaa fu wo hedzua wo eye wogblẽa wo de dɔmeyi vevitɔ wo dometɔ siwo tsia tre de kple wo fe afetɔwo).

(The confrontational behaviour among the research participants is in direct respond to how their peers and master treat them. The fishermen especially have no single respect for these children. They physically and verbally abused the research participants and starved them especially those who may contend with their master).

4.8.5 Pilfering Behaviour

Children working as child labourers in the fishing industry have pilfering records according to the research findings. They engage in criminal activities, such as smuggling and stealing fish from their catch. They do so to earn extra income. Here are some of the experiences shared by the research participants:

Participant 8 (15 years)-active child labour indicate that:

(Metsɔa lã aɖewo ɣlana ye aɖewo yi eye medzraa wo emegbe hekpɔa Ghana Cidi 100 va se de 300 le kwasida deka alo eve me).

(I sometime conceal some of the fish and sell them later to earn an extra income between 100 to 300 Ghana Cedis per week or two).

Participant 6 (16 years)-active child labour equally affirmed that she has been stealing as a means of survival and that:

(Mefiaa lã, hena nye agbebolo kpɔkpɔ. Elabena nye fetu la mesɔ gbɔ si anɔ anyi va se de yletia fe nuwuwu o).

(I steal fish to make ends meet. This is because my wages are not enough to last for a month).

Participant 8 (15 years) ex-child labour illustrated that:

(Mefiaa lã kple mɔmemi esime menɔ dɔ wɔm le Yeji; esi menɔ ɖevi matsmatsi fe dɔ wɔm. Mefiaa fi elabena nye fetu la mesɔ gbɔ akpe ɖe nye kple nye fomea ŋu o". Mate ŋu akpɔ Ghana Cedi 150 alo 200 le ŋekeke ɖeka dzi).

(I smuggled fish and diesel when I worked in Yeji as child labour. I stole because my wages were not enough to take care of my family and me". I can make 150 or 200 Ghana Cedis a day).

Moreover, an ex-child labour 1(17 years) recounted a similar experience when he said

(Nyemexɔ fetu tso nye afetɔ (tɔdzivutɔ la) gbɔ o; Etsɔa dɔ si mewɔna nɛ la fe ga xea fe si danye ɖu le eɲu la". Menye lã ɖeɖe ko mefina o ke boɲ megafia dɔwɔnu aɖewo hã (ka, tɔnui kple mɔmemi) tsɔna dia nuɖuɖu kple kpekpe ɖe nɔvinyewo ŋu).

(I did not receive any income from my master (the boat owner); I only worked for him to pay off the debt my mother owed". Not only did I steal fish but also stole some fishing equipment (twine, needles, and diesel) to feed and support my siblings).

Furthermore, the responses from the discussant of the (FGD-1=Yeji) attested to the fact that research participants working at Yeji as child labourers engage in thievery activities and remarked:

(Ɖevi siawo dometɔ geɖewo fia lã, mɔmemi, ka, kple nu sia nu be ne woakpɔ ga bubu. Ɖekeke si dzi, nu dze edzi nyuie la, wokpɔa dɔla 30 va se ɖe 50". Agɔdzela la xɔa tohehe vovovowo ku ɖe ago si fomevi wɔdze la ŋu (amefofo, klodzedze, nu kpekpe kɔkɔ ɖe dzi, atsɔ bledi alo hɛ asi amea alo woatsɔ atadi asi na amea alo woatsɔ dzo ame amea fe asibidɛwoe. Tohehe sia ate ŋu ana be amea nazu wɔmetɔ eye wogblẽa nu le efe tsitsi ŋu).

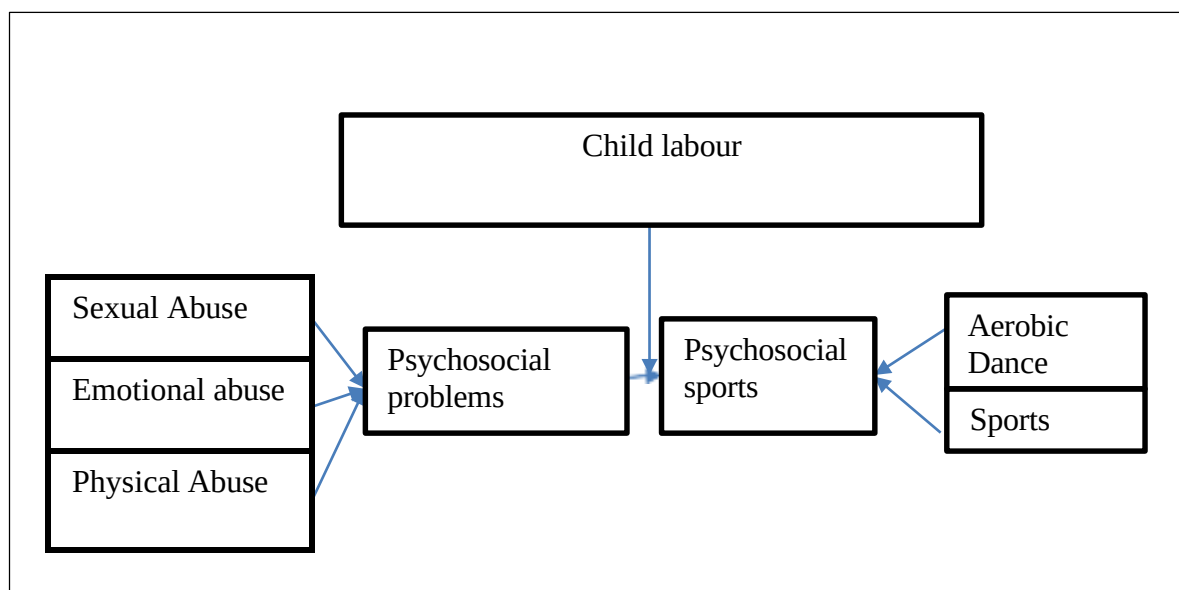
(Most of these children usually steal fish, diesel, twine, and anything to make an extra income. On a good day they can make between 30 to 50 dollars”. Depending on the level of the crime, the culprit will receive several forms of punishment (beating, intense squatting, weightlifting, cuts from razor or any sharp object and smear with pepper, and burn fingers. This punishment can lead to temporary disability and affect their growth).

In essence, anti-social behaviours are harmful or disruptive to the well-being of the research participants.

4.9 Physical Education and Sports as a Psychosocial Tool Mitigating Psychosocial Problems of Child Labourers along the Volta Lake in Ghana

The present study found three themes representing experiences traumatizing children who are involved in child labour on Lake Volta. In addition, this study identified two themes regarding psychosocial sports and play that have helped such children to overcome their traumatic experiences. The summary of the findings is presented in Figure 4.3.

Figure 4.3: Summary Results of Traumatic Experiences of Children in Child Labour in the Study



4.9.1 Sexual Abuse

Children involved in child labour on Lake Volta have lived with bitter experiences and painful memories of sexual harassment or sexual abuse. It can be inferred from the data one of the bitter experiences of children working as child labourers on Lake Volta is sexual molestation or sexual harassment, especially the females. The constant molestation by their peers and masters (canoe owners) has traumatized the victims. Because of these awful experiences, they have lost their confidence and felt worthless and lived in isolation for fear of public ridicule and had difficulty in trusting men. Others prefer intimate relationships with the same sex while the rest intended not to marry. These aggressive behaviours have seriously affected their entire life.

Here are some of the responses supporting the findings when they were asked to describe their worse experiences in fishing on Lake Volta.

Participant 9 (17 years) ex-child labour had this to say:

(Nye afetɔ dɔa gbɔnye akpasesɛtɔe eye wɔdoa ɲɔdzi nam be nenye be megbɔe na dzinyelawo alo ame bubu aɔe la, yeawum. Eyi edzi nɔa gbɔnye dɔm akpasesɛtɔe eye wɔdoa fum hedene nam. Enye ɲɔdzinya kple nukpekeame nam. Dzi ɔe le fonye eye meɔea ɔkuinye ɔe aga. Tso ema dzi la, melé fu ɲutsuwo eye meɔe adzɔgbe be nyemaɔe srɔ akpɔ o).

(My master forcibly slept with me and threatened to kill me if I told my parents or anyone. He continued to sexually abuse and got me pregnant and aborted it. I was devastated and troubled, lost my confidence, and lived a solitary life. Since then, I hated everything about men and vowed not to marry).

Similarly, research participant 10 (17 years) ex-child labour responded to the question regarding her worse experience as a child labourer on Volta Lake by saying:

(Nye dōmegă fe viɣutsuvi tsitsitɔe tu nu kplim gbă. Ede atike Koka-Kola me nam eye wò dɔ kplim. Megblɔ nya sia na nye afetɔ gake nya si wògbɔ la koe nye be menye hoteditɔ. Tso ema dzi la via medzudzɔ gbɔnye dede akpasesētɔe o eye nenyɛ be megbe la, efoam vuu va se ɖe esime wòdɔ kplim. Eye wòtsɔa ga nam abe akɔfafa ene. Nu ma vea dzi nam ale gbegbe eye wòna be metɔtɔna. Tso ema dzi la, melé fui eye esesēna nam be maxɔ wo dzi ase. Anyo nam be manɔ kadodo me kple nye hati nyɔnuwo be manɔ dedie bon).

(The eldest son of my employer molested me first. He drugged the Coca-Cola he gave me and took advantage of me. I reported him but instead, the father (my employer) called me a sloth. Since then, the son never stopped molesting me sexually, and when I resisted, he would beat me until he had slept with me. And he gave me money to compensate me. That really hurt me badly and traumatized me. Ever since I hated him with passion and found it very hard to trust and never associated with them. I would rather be in a relationship with my fellow woman for my sanity's sake).

Another research Participant 2 (15 years) ex-child labour had similar experience like many other child labourers whom I asked the same question concerning their bitter experience as a child labourer during the interview. She stated:

(Egblɔ be hatinyewo dɔa gbɔnye ɖe madzemadze dzi. Wofoa asi ɖe nyɔnume nam eye wonɔa nye no kple nye gbi hă finyam. Egba dzi nam eye wònana be menɔa ɣutsuwo vɔm eye mevɔna be nye ɖeka manɔ zɔzɔm. Esia wɔe be ne mekpɔ ɣutsu ko la, efe nu vea dɔme nam eye medina be mawɔ nuvevii. Megbe nu le ɣutsuwo gbɔ bliboe le nye agbe me. Eya ta meɖea dɔmevevi kple vevesese ma ɖe ɣutsi ɖe sia ɖe si te ɖe ɣunya la. Mekua drɔ̃e baɖabaɖa eye metsia zădomadɔlɔ̃e. Megbe nu le ɣutsuwo gbɔ le agbe me. Meɖoe be nyemado ka kple ɣutsuviwo alo awɔ dɔ kpli wo o).

(My peers sexually abused me. They inserted their hands in my private part, fondled with my breast and butt. I was heart-broken and was afraid of guys and feared to walk alone. Consequently, the mere sight of males provoked me that I wanted to harm the person. I avoided males completely from my life. So, I transferred my aggression and anger towards any male who came closer to me. I had nightmares and sleepless nights. I avoided males completely from my life. I decided not to associate with or work with boys).

Participant 6 (16 years) ex-child labour asserted during the interviews to the question regarding her worse experience as follows:

(Nye dɔwɔhatiwo doa nu ɔe gbɔnye. Wonɔa gbɔdɔdɔ fe hatsiwo kam le nyɔnye, nɔ nye yɔm be “nogäɔ” kple “gbigäɔ” elabena nye gbi kple nowo lolo. Wotugunam, léam eye wodoa konikoni nam. Eɔea fu nam eye wòtɔtɔnam, si wɔe be mebu nye dzidefo kple amenyenye. Ye sia yi la, eɔea fu nam, medzua wo hewɔa dzre kpli wo eye meɔea ɔokuɔnye ɔe aga tso nyɔsuwo gbɔ abe ɔokuɔnye ta vivli fe mɔnu ene. Togbɔ be medze gbagba vuɔ be matɔ te hã la, nyemete ny madzudzo o).

(I was verbally abused by my colleagues. They made sexual jokes, calling me “breastina” and “naaduna” because of my big butt and boobs. They caressed, fondled, and tickled me. I was really embarrassed and lost my confidence and self-esteem. I always get irritated, insults, fights and isolate myself from men as a defensive mechanism. Though I have tried severally to stop it, I could not).

Participants-(FGD-1=Yeji) openly indicated that:

(Ɖevi siwo le ɔevi matsimatsiwo dɔ wɔm la gbɔdɔdɔ ɔe madzemadze dzi lanyɔ nu si bɔ ɔe wo dome gblɛlawo dome (tɔdzivutɔwo, afetɔwo, wo hatiwo) si wɔnɛ be wodɔa fu ɔevi mawo. Gbɔdɔdɔ manɔsenu siwo wonɔ wɔwɔm na ɔevi siawo wɔe be nyɔnuvi siwo dzi nu siawo dzo

dɔ la wɔnɛ be wodzea aglã dɛ ɲutsuwo ɲu eye wodina be yewoanɔ akogo elabena womegakana dɛ ɲutsuwo dzi o eye wobua wo fe dzidefo le wo me).

(Sexual abuse of children in child labour has been very common and their abusers (canoe owners, masters, peers) usually get the females impregnated. Because of this sexual molestation, most of the victims often acted violently towards men and preferred staying in isolation since they have lost trust and confidence in them).

4.9.2 Emotional Abuse

During the time the research participants were working as child labourers in Yeji, they experienced emotional abuse. Their employers (the canoe owners) verbally and emotionally assaulted them. Their master called them useless, foolish, and good for nothing who deserved nothing good in life except leaving like a pauper or feeding or eating the crumbs. Their parents were branded irresponsible for giving birth to a bunch of idiots. In addition, the masters underappreciated or belittled their work or efforts, and were ignored.

The abuse resulted in self-destructive behaviours such as anxiety and despair, attachment issues, and loss of appetite. Consequently, they manifested low self-esteem and wallowed in self-pity and hopelessness. They also withdrew from social events (swimming, ampe, etc) and lost interest in socialization (poor peer relationships).

As regards the evidence supporting this finding:

Participant 1 (17 years) ex-child labour when asked about her painful memories or experience working as a child labour on Lake Volta, he responded:

(Nye dɔmegã gblɔna nam edziedzi be metsi bome eya ta nyemedze kuraa be mawɔ dɔ na ye o eya ta ele be mada akpe na Mawugã la. Nu si gatɔtɔm dɛ edzi wu lae nye be dɔmegã nɔa fofonye dzum be enye ɲutsu makpɔmedzi kple nubiala si mete ɲu akpɔ via maɖinu kple

akogowo dzi o. Dzugbe siawo meɖiaɖia nye gbɔgbɔ kple mɔkpɔkpɔ na ɛtsɔme fe nyonyo ɖeɖe ko o, ke boŋ eganana hã be mezua movito le hatinyewo gbɔ. Eya ta meɖea aga ɖa le hatinyewo kple hadomenuwɔna aɖewo gbɔ (hadzidzi kple yeɖuɖu) kple susu be mayla ɖokuinye tso nukpe gbɔ).

(My employer constantly told me that I was stupid, and not fit to work for him so I should be grateful for that. What traumatized me most was when my master called my father irresponsible and beggar to provide for his worthless forsaken children. These abuses not only dampened my spirit and hope for a better future but also made me look stupid before my peers. So, I avoided my peers and certain social activities (singing and dancing) to recover myself and my pride).

Another research participant 3 (17 years) ex-child labour when he was responding to the question concerning his traumatic experience as child labour on the Volta Lake stated:

(Nyemado ŋusẽ ɖevi aɖeke be wòawɔ ɔ le Yeji, le Volta Tɔsisi la dzi o ɖe seselelãme kple dzudzu fe numetoto siwo le eme la ta. Nye ɔɔɔ ɖoa ŋku edzi nam ye sia yi be ɔmenyo wònye wɔm yele nam be mele ɔ wɔm le ye gbɔ, ɖe nye fome fe ahedada ta. Medea dzesi ɔ si wɔm mele ne la o, eya ta efoam eye wòblaam kple afuka hafi xea nyefetu nam. Nye ɔɔɔ dzua dzinyelawo be wonye bometsila siwo dzi vi bometsilawo. Efe nyawo doa vevesese nam, heɖiaɖia nye amenyenye dzi kpɔɔna eye wònana be nyemedia ame aɖeke o, eye mewɔa nublani na ɖokuinye. Ɖe esia ta la, nyemetea ŋu kpɔa nye veliawo fe ŋku me o ɖe ŋukpe kple vlododo ta eye megbe nu le kadodo kpɔi wo la gbɔ eye nyemegadea ha kpɔi wo le hadomenuwɔna aɖeke me o).

(I would never encourage any child to work on Yeji Lake Volta because of the terrible effects of emotional and verbal abuses. My employer always reminded me that he was doing me a

favour working for him because of my poverty-stricken family. He never recognized my effort one bit, and he would even abuse me by slapping and wiring me with the hooks before paying my salary. My employer even labelled my parents' idiots for giving birth to idiots. His words and actions hurt me badly, tarnished my image, and I felt worthless and wallowed in self-pity and depression. As a result, I could not face my friends because of the public disgrace, I cut off any form of relationship with them and never participated in any social event).

Participant 5 (15 years) ex-child labour also recounted similar experiences. According to her, the employer reminded me that I was good enough to receive monthly wages, even though I work harder than most of my friends. I felt useless and unwanted. He constantly reminds me that I am a “bastard” and deserve nothing good in life. I was shattered and lost confidence.

(Nu v̄d̄it̄o kekeake si gb̄ã dzi nam lae nye esime nye d̄ot̄o ȳo danye be nubiala, ame makp̄amedzi kple hoted̄it̄o la. Nyemagate ŋu an̄o te de ŋukpe kple dzitsinya fe f̄ɔbuame la nu o).

(The most horrible thing that shattered me was when my master called my mother a beggar and irresponsible, and a harlot. I could not contain the shame and guilt).

4.9.3 Physical Abuse

Children involved in child labour on Lake Volta have bitter experiences and painful memories of physical abuse. They were abused by their employers and older colleagues. They hurt the children by slapping or punching and hitting them with sharp objects or paddles. As the children became afraid or frightened of their masters or adult peers, they behaved aggressively, and rudely, and could no longer tolerate their friends. Eventually, they withdrew from friends and social activities.

This result is supported by the responses of participants to the question concerning their worse experiences as child labour on Lake Volta.

Participant 8 (15 years) ex-child labour responded that:

(Nye dɔtɔ kple hatinyewo fiaa fu nye ɲutilã ale gbegbe. Abi kakɛwo wɔ de nye agbalẽ me eye nye fuwo hã ɲena de ale si wonɔ alanuwo tsɔm (wayaka, gɔkpokɔnuwo, gɔkpowo) tsɔm nɔ xaxlãm dem la ta. Eye wofoam nenye be nyemewɔ de wofe gbe dzi o la ta alo nyemewɔ de ale si tututu wobe mawɔ o la ta alo nyemete ɲu de nu me tso nu si ta nyemewɔ nane o la ta. Togbo be mevõna na wo hã la, wofe fuwɔme la va mam eye medzea agla de nye veliawo ɲu. Nu sia va tena de dzinye ya. De esia ta la. Esesẽna nam be magaɔo dze kpli wo eye nyemegawɔa kadodo nyui me kpli wo o. Nyemegawɔa hadome naneke kpli wo o).

(I was abused physically by my employer and older colleagues. I sustained multiple bruises or marks and bone fractures because they hit me with sharp objects (wire, winch, paddle) and slapped me for disobeying their orders or not carrying their orders as expected or explaining the reason for my inability to do so. Even though I was afraid of them, I became used to their abusive behaviour and acted aggressively toward my friends, which I regretted. Because of that, I have difficulty interacting and maintaining healthy relationships with my friends and could not actively participate in any social activities).

Participant 5 (15 years) ex-child labour recounted a similar incident of physical abuse when she responded to the question about her awful experience as child labour on Lake Volta. According to the research participant:

(Vɔvɔ kple blanuiléle gena de eme edziedzi de ale si efe dɔtɔ nɔa fu fiamée wònɔa efom nenye be mewɔ dɔ si wòde asi nɛ abe ale si wòle o ene la ta. Vɔvɔ kple dzidzi foam nenye be wòyɔm. Eya ta nye susu metea ɲu nɔa te de dɔ (lã yiyi) la ɲu nenye be eya ɲutɔ li o. Nu si

gaveam koŋ lae nye be nye fefe vevitɔ, si nye “amppe” kple “adifɔɔ” la hã megadoa dzidzɔ nam o eye nyemegadea ha kple nye veliawo o).

(She was terrified and traumatized by the constant bullying from her peers and the hot slaps from her master for not carrying out the task as she expected. I became so afraid and panicked whenever she called me. And I could not concentrate on the job (smoking fish) when she was around. What pained me most was that I lost interest in my favourite games such as “ampe” and “oware” and stopped hanging out with my friends).

Participant 7 (16 years) ex-child labour also shared similar experiences of physical abuse when interviewed about his awful experience as child labour on Lake Volta. He intimated that:

(Meva zu ame si fiaa fu ame, nyemelɔ̃a nu o eye menye dzretɔ. Nu sia gblẽ nu le nye kadodo kple nye veliawo ŋu eye mebu nye dzidefo. Nyemgakpɔa gome le hadomenuwɔna aɖeke me o. Melé fu wo ɖe ale si nye afetɔ kple hatinyewo nɔa wɔwɔm la ta. Nenye be nyemewɔ nane abe ale si wodii ene o alo nyemewɔe ɖe gamedzi o la, nye afetɔ foam kple wayaka kple afuka. Ɖe ale si wonɔa nye fom edziedzi ta la, abi kakewo va xɔ agbalẽ me nam eye melé ke wo ɖe eta. Metsia mavomavo).

(I become a bully, intolerant and hostile, which affected my relationship with my friends and lost confidence, and did not participate in any social events. I hate them because of the bad treatment from my employer and older colleagues. I was whipped with wire and winch by my employer whenever I could not carry out his instructions to the latter or could not complete my tasks on schedule or the results were below his expectations. Due to the constant abuse, I sustained several bruises, scared of them and hated them with passion. I felt uncomfortable).

Participants-(FGD-Yeji), equally asserted that:

(Ale si wowɔa nuvevi amewo fe ɲutigbalē la nye fuwome siwo me devi matsimatsi siwo nɔ dɔ wɔm la tona. Ye aɖewo yi la, wotsɔa wɔyaka, atiwo/akyfati fɔa woe de ale si womewo nu de wofe mɔkpɔkpɔ nu o la ta. Ame aɖewo tsɔa wofe asiwo fona de dzo me go hã. Nyɔnuvi si nye devi matsimatsi si le dɔ wɔm la gblɔ gbe deka be, yefe afetɔ tsɔ bledi si yefe nyɔnunu eye wòtsɔ atadi sisi de eme na ye elabena lã si yeno yimyim la fiã. Gakpe de esia ɲu la, ɲutsuvi aɖe hã tsɔ tɔdzivukuti alo akɔfati fɔ ta na ye zi geɖe hede abi ta ɲu na ye ale gbegbe de ale si yemefɔ kaba yi ɖakpɔ mɔ siwo woɖo de tɔsisia me o la ta. Tagbɔsesē nuwɔna sia wɔnɛ be ame siwo toa nu siawo me la dzea aglã de amewo ɲu eye womedina be yewoagado ka kple ame bubu aɖeke o elabena vɔvɔ kple dzodzo nyanyanya nɔa wo dzi eye wobua dzidefo kple kakadedzi le ɲutsuwo me).

(Physical abuse is one of the most horrible experiences child labourers go through. At times they used wire, sticks/paddles to hit them for not living up to expectations. Some even insert their hands into fire. On one occasion, a female child labourer narrated her ordeal when her master used razor to inflict cuts on her private parts and smeared pepper over the place because the fish she was smoking got burn. Besides this, another boy also sustained bruises all over his head from a hit with the paddle from his master for failing to wake up early to check the traps set in the lake. This act of cruelty has made a lot of the victims to behave aggressively and would never associate with anyone because they live in fear and panic since they have lost trust and confidence in men).

4.10 Mitigating the Psychosocial Problems of Child Labour Victims along Lake Volta Through Physical Education and Sports and Play Activities

The findings of this study identified team sports and aerobics dance as psychosocial activities that helped child labourers overcome their psychosocial problems. In addition to

the sports, football and volleyball were the main activities. The summary of the findings is presented in 4.11.1.

4.10.1 Teamwork in Sports improving Low Self-Esteem of Child Labourers

The finding of the study revealed that, sports such as volleyball and football were the main psychosocial sports and play activities. Through sports, these children cultivated psychosocial skills of teamwork to overcome the psychosocial problem of low self-esteem and improve their self-worth.

When such children participate in sports activities, they allow them to enjoy the company of their peers. Through this relationship or company, they received some emotional support to manage personal problems like anxiety, sadness or emptiness, anger, and other issues that rekindled their interest in such sporting activities. More importantly, the instructions, advice, and praises of a child's capability boosted the person's confidence. Such feedback tends to improve the child's performance and togetherness with teammates, resulting in high self-esteem.

Here are some of the responses supporting the findings when they were asked to describe how participating in physical education and play activities have helped them to overcome their psychosocial problems.

Participant 1 (17 years) ex-child labour said:

(I participated in several activities, including athletics, handball, and aerobic dance but I enjoyed the football. This is because my teammates offered me the needed support. They shared their experience which enabled me to work on my anxiety, anger, and aggressive behaviours. In addition, the advice from teammates helped me understand my role on the field to improve my skills and work well together with my teammates. To that extent, when I

even missed a penalty or committed an offense that resulted in a goal, my teammates sympathised with me. Such solidarity and encouragement improved my confidence, self-worth, capabilities and felt comfortable asking my teammates for help to be a better team member. Eventually, I captained the team due to my contribution and was proud of myself).

(Mede me ho hyee dwumadie ahodoɔ pii mu, agodie, nsaano bɔɔl, ne “aerobic” asa ka ho nanso m’ani gyee bɔɔlbɔ ho. Yei te saa efiri se me mfefoɔ no de mmoa a ehia maa me. Wɔkaa wɔn suahunu maa metumi yee adwuma wɔ me dadwene, abufuo ne anieeden suban ho. Nea eka ho no, afuotuo a efiri me mfefoɔ no ho no boaa me ma metee dwuma a medi wɔ agoprama so ase, na emaa m’ahokeka tuu mpɔn na me ne me mfefoɔ no bom yee adwuma yie. Me mfefoɔ no nyaa tema maa me. Baakoye ne nkuranhye a ete saa no maa m’ahotosoɔ, me ho a mesombo, nea metumi ye no yee yie na metee nka se me ho to me se mesre me mfefoɔ no mmoa na ama maye kuo no mu nipa pa. Awiei koraa no, mebe yee kuo no panyin esiane me mmoa nti, na mede hoahoa me ho anigye kwan so).

Similarly, participant 3 (17 years) ex-child labour when he was responding to the question concerning how participating in sports and physical education and play activities has helped him to overcome his psychical problem stated:

(I participated in handball, table tennis, and football but the volleyball game was my preference. Participating in this game made me a better person. I became more confident and sociable due to the teamwork and skills I have acquired. After my teammates had told their stories, I was a bit emotionally tolerant and calm. This support and the openness in the team boosted my interest to actively participate in the games. Through the regular sessions with my coach and some teammates, I improved on the basic skills in serving, receiving, spiking/smashing, and blocking balls. Also, the regular feedback on my capability from the coach and praise from the teammates enabled me to work well together with them both on

the field and off the field. On the field, my teammates never blame me for the obvious mistakes resulting in the team's defeat; instead, each team member accepts to be part of the defeat. At times when I performed poorly and had to be substituted, my teammates never did that. Such a gesture from my colleagues made me feel loved, and cherished, and a sense of belongingness to be highly self-esteem).

(Mede me ho hyee nsaano bɔɔlo, pono so tenis, ne bɔɔlbɔ mu, nanso na volleyball agodie no na m'ani gye ho paa. Saa agodie yi a mede me ho hyee mu no maa meye onipa pa. Menyaa ahotosoɔ ne afekubɔfoɔ keseɛ enam ekua adwumaye ne ahokokwa a manya nti. Me mfefoɔ no kaa wɔn nsem no, na mebenyaa nkate, abodwokyerɛ kakra na me ho adwo me. Saa mmoa yi ne senea wobue wɔn ani wɔ kuo no mu no maa m'anigyee a mewɔ sɛ mede me ho behye agodie no mu denneennen no yee kese. Enam nhyiam ahodoɔ a me ne me kyerekyerɛni ne mfefoɔ bi nya ye daa so no, menyaa nkosoɔ wɔ mfitiase ahokokwa mu wɔ sedee ye bɔ no mfitiase, sedee yegye, sedee yesi bɔ no den, ne sedee yesi si ano kwan. Afei nso, nsem a wɔka faa me tumi ho daa firi ɔkyerekyerɛni no hɔ ne nkamfo a efiri me mfefoɔ no hɔ no maa metumi ne wɔn boomu yee adwuma yei, wɔ agoprɛma so ne abɔnten nyinaa. Wɔ agoprɛma so no, me mfefoɔ no amfa asodie anto me so da, wɔ mfomso ahodoɔ a ɛda adi pefee a ɛde kuo no nkogudie bae no ho; mmom no, kuo no mu ni biara gye tom sɛ ɔbeka nkogudi no ho ɛto mmere bi a na menye adwuma yei na ɛsɛ sɛ wo sesa me no, me mfefoɔ no anye saa da. Saa nneyee a me mfefoɔ no yee no maa metee nka sɛ wɔdo me, na wɔsom me, na metee nka sɛ meye obi a mewɔ ebua keseɛ).

Participant 6 (16 years) ex-child labour also recounted similar experiences and according to her:

(Participating in the volleyball games has equipped her with the needed teamwork skills to fit well into the team and became more confident. The team members offered me a shoulder

to lean on. They provided emotional and psychological assistance, as some of them shared their beds with me, and their experience, enabled me to manage my frustration, anger, and it they also shared the responsibility for my mistake, and which increased my sense of belongingness. Through their advice and instructions, my performance drastically improved after every game, I could move to the right position and at the right time on the court to serve, receive balls, and block shots).

(Volleyball” agodie a ɔde ne ho ahye mu no ama w’anya kuo adwumaye ho nimdee a ehia na ama w’atumi ako kuo no mu yei na wanya ahotoso kesee. Kuo no mu foɔ maa me mmatiri a mede me ho beto so. Wɔde adwene mu mmoa maame senea won mu binom ne me kyee won mpa a wone me da so, ne won suahu no maa metumi dii m,abufuo, ne nna a me ntumi nna ho dwuma. Ahoɔden pa a ete saa no maa tumi a me ne me mfefoɔ no bom ye adwuma no yee kesee, na wosan nso kyee aseɣede a ewɔ me mfomso no ho, na eno maa me ho a mete nka se meye obi a meye won dea no yee kesee .Enam won afutuo ne won akwankyerɛ so no, m’adwuma no nyaa nkoso kese wɔ agoru biara akyi, na me tumi kɔ gyinabea a efata ne bere a efata wɔ agoprana so kɔ som, gye boɔl, no sii ano).

Similarly, participant 8 (15 years) ex-child labour asserted that:

(Participating actively in soccer and volleyball increased my resilience to negative experiences of low self-esteem, the stress of despair, aggression, vindictiveness, and anxiety. The improvement in emotional and mental well-being boosted my confidence to believe in my abilities to realize my potential as a better team player. I attributed my transformation mainly to effective teamwork. Through the games, I developed the habit of communicating with every team member. The information exchange or information sharing allowed me to talk to team members and share task-related information with each other. This exchange allowed me to adjust and adapt to the team dynamic in terms of solidarity, shared

responsibility, and backing up behaviour through offering and receiving assistance from a teammate who was in need. Such behaviour helped to gain a better understanding of thensomnia. Such positive energy increased my ability to work together with teammates, and team's tactical strategy to work well together with the team members and contribute to the team's performance).

(Bɔɔlbɔ ne “volleyball” a mede me ho hyɛ mu yei no maa metumi gyinaa osuahunu ahodoɔ a enye a ɛfa obuo a ɛba fam ma me ho, abasamtu, basabasaye, awarehoɔ, ne dadwen ho adwennwen ho no yɛ kɛse. Nkɔso a ɛbaa nkate ne adwene mu yiyedie mu no maa ahotoso a menyae sɛ megye di sɛ metumi ahu senea metumi aye sɛ kuo mu agodini pa no yɛ kɛse. Mekae sɛ kuo adwuma a etu mpon titiri na emaa me nsakrae no bae. Enam agodie ahodoɔ no so no, menyaa su a ene sɛ me ne kuo no muni biara bedi nkitaho. Nsem a wɔde sesa anaa nsem a wɔkyekyɛ no maa metumi ne kuo no mu foɔ kasae na me ne wɔn ho wɔn ho kyekyɛ nsem a ɛfa adwuma ho. Saa nsakrae yi maa me kwan ma meye nsakrae na meye nsakrae wɔ kuo no mu nkɔsoɔ mu wɔ baakoye, asɛdeɛ a wɔkyɛ, ne suban a wɔde gyina akyi denam mmoa a mede ma na menyae efiri kuo no muni bi a na ohia mmoa hɔ. Suban a ete saa no boaa ma wonyaa ntease pa wɔ kuo no akwan a wɔfa so ne kuo no mu foɔ bom ye adwuma yie na wɔboa ma ekuo no ye adwuma yie).

Participant 9 (17 years) ex-child labour also shared similar experiences and said:

(I am now a better person because of effective teamwork in football and volleyball. I developed teamwork skills because of the open communication among team members. The information exchange by the veteran team members' personal experience made me feel comfortable in the team. This regular exchange, coupled with the openness and trust among the older teammates made me comfortable in asking teammates for assistance to manage my problems. In addition, the backing-up behaviour allowed me to receive assistance from

teammates when needed. This support has not only helped me to correct performance-related mistakes (e.g., blocking shots, serving a ball, setting offside but also performed my roles very well on the field of play. Overall, these skills have given me a sense of belongingness and self-worth, the ability to function and work well with team members to appreciate my input toward the goal accomplishment of the team).

(Seesei meye onipa pa esiane kuo adwuma a atu mpɔn wɔ bɔɔlbɔ ne “volleyball” mu nti. Me nyaa kuo adwumaye ho nimdee esiane nkitahodie a eɗa adi pefee wɔ kuo no mu fɔɔ ntam nti. Nsem a kuo no mu fɔɔ a wɔadi ako no ankasa osuahunu sesaa wɔn ho wɔn ho no maa metee nka se me ho atɔ me wɔ kuo no mu. Saa nsem a wɔsesa no daa yi, ne senea me mfefɔɔ no a wɔn mfee akɔ anim no bue wɔn ani ahotosoɔ wɔ wɔn mu no maa me ho tɔɔ me se mesre me mfefɔɔ no mmoa. Yei boa me maa metumi tentene me sintɔ bi. Nea eka ho no, suban a wɔde gyina m’akyi no maa metumi nyaa mmoa firi me mfefɔɔ no hɔ bere a eho hia no. Enye se saa mmoa yi aboa me ama masiesie mfomsoɔ a efa adwumaye ho (e.g., sedee yeabɔ no den no ano, bɔɔl a mesom, de too abɔntene nko na mmom aye me dwumadie yie paa wɔ agoro no mu nso. Se yeka ne nyinaa bom a, saa ahokokwaa yi ama manya se meye obi a meye ne dea na mesom bo, tumi a mede ye adwuma na me ne kuo no mufɔɔ nye adwuma yie ani sɔ nsem a mede ma wɔn Se dee ye be nya ekuo no botaee).

Participants-(FGD-3=Swedru) equally asserted that:

(Physical education and sports and play activities could help child labourers to be resilient or cope with their traumatic experiences. Team sports such as football, volleyball, netball, and others could provide children with the needed abilities and skills to improve or shun anti-social behaviors and negative conduct including aggression, anxiety, mistrust, loss of confidence, alienation, and others which could lead to low self-esteem or loss of confidence. Teamwork in team sports in an environment of openness and trust can help traumatized child

labourers suffering from low self-esteem to highly enthusiastic, highly confident, and a high self-esteem individual. The exchange of information and sharing of personal experience from the members to deal with personal problems. The exchange of information through feedback or instructions and praises allows children in child labour to correct performance-related mistakes (e.g., devoting extra time after practice on skills and seeking assistance from teammates. This enables them to understand their team role better and that can help them and other players to work well and gather the needed skills to perform better while working to get their psychosocial problems resolved. The collaborative process makes members feel that they have a voice in working toward a solution so that they can build on each other's ideas and better understand the different views that members can be appreciated, enhancing the individual self-worth. The process also facilitates team adjustment, through self-correction allowing children to diagnose problems related to defending, attacking skills, and task-collaborative strategies in functioning to progress toward goal accomplishment. It also allows children to improve teamwork behaviours. This encourages them to share in the responsibility for a team member's performance-related mistakes, resulting to poor team performance outcomes. Eventually, the backing-up behaviours or mutual responsibility deepened their sense of belongingness and self-worth).

(Apɔ-mu-ateneatene ne ne agodie, dwumadi ahodoɔ betumi aboa mmofra adwumayefoɔ ama wɔatumi agyina anaase wɔagyina wɔn suahunu ahodoɔ a eye awereshow ano. Akuo agodie te se bɔɔlbɔ, “volleyball”, “netball”, ne afoforo betumi ama mmofra anya tumi ne ahokokwaa a wohia na ama wɔatu mpɔn anaase asetena mu nneyee ne abrabɔ bɔne a basabasaye, dadwen, ahotoso a wonni, ahotoso a w'ahwere, ahɔhoye, ne afoforo a ebetumi ama wɔabu wɔn ho a eba fam anaase wɔahwere ahotoso no aye yei(Apɔ-mu-ateneane agodie dwumadi ahodoɔ betumi aboa mmofra adwumayefoɔ ama wɔatumi agyina anaase gyina wɔn

suahu ahodoɔ a eyɛ awerɛhow ano Akuo agodie te sɛ bɔɔlbɔ, “volleyball”, “netball”, ne afoforo betumi ama mmofra anya tumi ne ahokokwaa a wohia na ama wɔatu mpɔn anaase llows child labourers (new team members) to feel comfortable to share and seek support w’akwati nneyɛe a ene asetenam nsem a nhyia ne nneyɛe bɔne a basabasayɛ, dadwen, ahotoso a wonni, ahotoso a wɔhwere, ahɔhoyɛ ka ho, ne afoforo a ebetumi ama wɔanya obuo a ɛba fam wɔ wɔn ho anaase wɔahwere ahotoso. Akuo adwuma a wɔyɛ wɔ kuo agodie mu wɔ tebea a wobue wɔn ani na ahotoso wo mu no betumi aboa mmofra adwumayɛfo a ɔwɔ ɛhaw a wɔrehu amane wɔ obu a wonni ma wɔn ho no ma wɔanya anigye kɛse, ahotoso kɛse, ama wɔn ho na W’abu ankorankorɛ. Nsem a wɔde sesa ne ankorankorɛ suahunu a wɔkyɛ ma mmofra adwumayɛfo (kuw fɔforo mufɔɔ) te nka sɛ wɔn ho tɔ wɔn sɛ wɔbɛkyɛ na wɔahwehwe mmoa afiri asɔremma no hɔ de adi ankorankorɛ haw ahodoɔ ho. Nsem a wɔde sesa wɔn ho wɔn ho nam nsem a wɔka anaa akwankyerɛ ne ayeyie so ma mmofra a wɔyɛ mmofra adwuma no tumi siesie mfomso ahodoɔ a ɛfa adwumayɛ ho (s.e., wɔde bere fɔforo a wɔde yɛ adwuma wɔ ahokokwaa ho adesua akyi na wɔhwehwe mmoa fi mfɛfoɔ kuo no hɔ. Yei ma wotumi te wɔn kuo dwumadie ase yie na ɛno betumi aboa wɔn ne agodifoɔ fɔforo sɛ wɔ nyɛ adwuma yie na wɔboaboa nimdeɛ a ɛhia ano na ama wɔayɛ adwuma yie bere a wɔreyɛ adwuma de asiesie wɔn adwene ne nneyɛɛ mu haw no te adwene ahodoɔ a wobetumi akyere asɔremma ho anisɔ ase yie, na ama ankorankorɛ ankasa bo a ɛsom no ayɛ kɛse Adeyɛ no nso ma kuo nsakrae yɛ mmereɛ, ɛnam wɔn ho a wɔtɛtɛɛ a ɛma mmofra tumi hu ɔhaw ahodoɔ a ɛfa ahobanmmɔ, ntua ho nimdeɛ, ne adwuma-a wɔbom yɛ ho akwan ahodoɔ wɔ adwumayɛ mu kɔ nkɔsoɔ mu sedɛɛ ɛbeyɛ a anisoadehununu beba mu. Ɛsan nso ma mmofra tumi tu mpɔn wɔ kuo adwumayɛ suban mu. Wie hyɛ wɔn nkuran ma wonya asɛdeɛ a ɛwɔ kuw no muni bi mfomsoɔ a ɛfa adwumayɛ ho no mu kyɛfa, na ɛde kuo no adwumayɛ mu nkɔso a enye ba.

Awiei koraa no, nneyee a wɔde gyina akyi anaase wɔn ho wɔn ho aseyede no maa wɔn ho a wɔte nka se wɔye wɔn dea na wɔsom bo yie).

The above data elaborated on how teamwork in sports activities such as volleyball and football participation help child labour victims overcome their psychosocial problems of low self-esteem and improve their self-worth.

4.10.2 Teamwork and Cooperation Mitigating Social Isolation and Social Withdrawal Among Child Labourers

The findings of the study show that, teamwork and cooperation in aerobic dance can help child labourers overcome their psychosocial problems of social isolation and social withdrawal. By participating in the aerobic dance, the children can interact with the dancers. They can acquire basic social skills including initiating conversation and building and maintaining healthy relationships, which can improve their well-being, adapt to the dance group behaviour and work well together, and thus improve their relationships with all dancers.

Also, the social support in aerobic dance helps child labourers in building team cooperation. The opportunity to learn dance from experienced dancer partners can enable child labourers (new dancers) to improve their dancing skills, and confidence and eventually fit well in the group dance which improves connectedness with all dancers.

Here are some of the responses backing the findings on how participating in sports and physical education and play activities assisted child labourers in overcoming their psychosocial problems:

Participant 10 (17 years) ex-child labour stated that:

(However, I participated in several activities, including volleyball, handball, and drama but I really enjoyed the aerobic dance. This allowed me to interact with all the dancers enabling me to enjoy their company in a positive emotional condition. Such interactions improved my support skills in learning from the experienced dancers and that enabled me to work together with group dance as well).

(Nanso, mede me ho hyee dwumadi ahodoɔ pii mu, a “volleyball”, nsaano bɔɔl, ne drama ka ho nanso m’ani gyee aerobic asa no ho ankasa. Eyi maa metumi ne Asafo no nyinaa dii nkitaho maa me tumi nyaa wɔn fekubɔ mu anigye wɔ tebea pa mu. Nkitahodi a ete saa no nyaa nkɔso me mmoa ho nimdee a mede sua adee firi asafoɔ a wɔn ho akokwa hɔ no hɔ na eno maa me tumi ne kuo asa nso boom yee adwuma).

Another participant 2 (15 years)-ex-child labour recounted and said:

(Participating in the aerobic dance helped me to connect with all my group dancers and all the other dancers. Through the interaction, I improved my social skills in initiating friendships, engaging in a healthy conversation, and maintaining a lasting relationship. Not only did such skills improve my emotional and psychological well-being, but also my teamwork and cooperation, through the one-on-one dance session with the lead dancer of my group, I mastered dance movements and distinctive rhythm. Eventually, I led my dance group in several dance competitions and even became the third lead dancer in the aerobic dance group).

(“Aerobic” asa no mu a mede me ho hyee mu no boaa me ma me ne me kuo asafoɔ nyinaa ne asafoɔ afoforo no nyinaa nyaa abusubɔ. Enam nkitahodie no so no, memaa me fekubɔ ho nimdee nyaa nkɔsoɔ wɔ adamfofa a mefiri aseɛ, nkɔmmɔbɔ a efata mu, ne abusubɔ a etena hɔ daa a mekura mu. Enye saa nko so ahokokwa a ete saa no maa me nkate ne adwene

mu yiyedie tu mpɔn, nanso m'adwumakuo mu adwumaye ne baakoye nso, denam asa a me ne me kuo no mu asafoɔ panyin no saae mmako mmaako so no, mehununu asa ahodoɔ ne asa a eɔa nso. Awie koraa no, medii m'asa kuo no anim bi wɔ asa akansie ahodoɔ pii mu na mpo ɔbeyee asafoɔ a ɔto so mmiensa wɔ asa kuo no mu).

In addition, participant 7 (16 years) ex-child labour opined that:

(Participating in the aerobic dance has enabled me to acquire the basic social skills of building and maintaining sustainable relationships. These skills have also assisted me to working together with my co-dancers to improve my dancing movements and to effectively fit well in the group dance to gain mastery of dance dynamics and rhythms. Such experience has not only increased my confidence but also enhanced my emotional well-being and connectedness with all the group dancers).

(“Aerobic” asa a mede me ho hyee mu no ama manya asetena mu nimdee ne titire ne se eboa me ayɔnkofa mu a. Saa nimdee yi nso aboa me ama me ne me me mfefoɔ abom aye adwuma de ama, m'asan atu mpɔn na m'ase afata wɔ kuo asa no mu. na ama manya ahooɔden ne ahotosoɔ a eye de sa yie. Enye se osuahunu a ete saa no ama m'ahotoso aye kese nko na mmom ama me nkate yiyedie ne abusuaɔ a me ne asafo nyinaa wɔ nso aye kesee).

Furthermore, participants (FGD-3=Swedru) stress that:

(Aerobic dance is a useful powerful tool that can help overcome social withdrawal and social isolation. When such people actively participate in aerobic dance they improve their connectedness by cultivating the skills of working together with an experienced dance partner or group partners to grasp the basic steps or movements. Such connectedness also allows the individual to improve the social skills of relationships through interaction and fostering a healthy relationship. These support systems can further increase the capabilities

of the child to fit into the group dance and eventually improve his or her psychological and emotional condition).

(“Aerobic” asa ye adwinnade a tumi wom a mfasoɔ wɔ so a ebetumi aboa ma wɔadi asetena mu twe a wɔtwe wɔn ho firi afoforo ho ne asetena mu te a wɔte wɔn ho firi afoforo ho no so nkonim. Se nnipa a wɔte saa de wɔn ho hye aerobic asa mu denneennen a ema wɔn nkitahodie tu mpɔn denam ahokokwaa a wonya a wɔne asa kuofɔ a ne ho akokwaa anaa me kuofɔ bom ye adwuma de te mfitiase anammɔn anaa kankyee. Nkitahodie a ete saa nso ma onipa no tumi ma abusuabɔ ne asetena mu nimdeɛ tu mpɔn denam nkitahodie ne abusuabɔ pa a ɔma so Saa mmoa nhyehyee ahodoɔ yi betumi ama abofra no tumi akɔ soro bio ma no n’adwene etu mpɔn ne nkate mu tebea).

The data above perfected how teamwork and cooperation in aerobic dance activities help child labour victims overcome their psychosocial problems of social isolation and social withdrawal to improve their well-being, their relationship and with their peers.

In conclusion, this study explored the socioeconomic and sociocultural factors contributing to child labour on Lake Volta at Yeji. The findings revealed a complex interplay of factors that drive children into the labour market. The following themes emerged as significant contributors from both the Socioeconomic and socioeconomic factors.

The study revealed that, household poverty was a pervasive theme, with many families struggling to meet basic needs. Consequently, children were often forced to work to supplement family income. Lack of access to employment opportunities or education and training programmes perpetuated poverty and pushed children into child labour.

Additionally, the study finds out that, some families relied on children's labour to settle debts, highlighting the need for alternative financial support systems while

incapacitation and death of the breadwinner as a primary income earner often led to children taking on labour roles to support their families and themselves.

Furthermore, sociocultural factors, particularly parental education and peer pressure, have significantly contributed to the perpetuation of child labour. Limited parental education has led to a lack of awareness about the importance of education and the risks associated with child labour. Peer pressure has also played a substantial role, influencing children to engage in child labour activities alongside their peers. This underscores the need for families to actively engage in their children's socialization as deviant behaviour is often learned during this process. Moreover, large family sizes have exacerbated the issue, with families relying on child labour to support their households and supplement their meager income.

The findings further reveal a disturbing picture of the social behaviour of children in child labour. The impact of child labour on their social behaviour is profound, leading to a range of behavioural disorders that can have long-lasting effects on their well-being and development.

Children in child labour at Yeji exhibit a range of behavioural disorders, including but not limited to conduct disorder, oppositional defiant disorder, anxiety disorder, and sleep disorder. These disorders are often accompanied by antisocial behaviour, such as substance abuse, aggression, and social withdrawal.

Furthermore, children in child labour often exhibit a lack of respect for authority, engage in pilfering, and are vulnerable to various forms of abuse, including sexual, physical, and emotional abuse. These findings highlight the urgent need for interventions to address the social and behavioural problems faced by children in child labour.

Overall, this study demonstrates that child labour has a devastating impact on the social behaviour and well-being of children. It is imperative that policymakers, practitioners,

and stakeholders work together to prevent child labour, provide support and protection to children who are already engaged in child labour, and promote their overall development and well-being.

The following two Ghanaian languages (Twi and Ewe) were used and translated into English for the presentation. The Twi started from the cultural perspectives of child labourers and ended on the socioeconomic factors that sustain child labour along Lake Volta in the study while the Ewe continued from the social behaviour of children in child labour and ended on the physical abuse of children. Mitigating the psychosocial problems of child labour victims along Lake Volta through physical education and play activities started with teamwork in sports towards low self-esteem of child labourers and ended on teamwork and cooperation towards mitigating social isolation and social withdrawal among child labour victims was however done in English and translated into Twi.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents an interpretation of the findings from the study, relating them to the broader literature and research questions. The discussion explores the sociocultural and socioeconomic factors that contribute to child labour along Lake Volta in Ghana, as well as the consequences of child labour on the social behaviour, psychological well-being, and overall development of affected children. The chapter also examines the potential of physical education and sports as a psychosocial tool in mitigating the adverse effects of child labour victims, and discusses the role of teamwork and cooperation in promoting social reintegration and addressing the psychosocial problems of child labour victims. The chapter aims to integrate the study's findings with existing knowledge, providing a deeper understanding of the complex issues surrounding child labour along Lake Volta in Ghana.

1. What are the sociocultural factors that sustain child labour along the Volta Lake in Ghana?
2. What are the socioeconomic factors that sustain child labour along the Volta Lake in Ghana?
3. How does child labour impact the social behaviour and health of children in child labour in the fishing industry along Lake Volta in Ghana?
4. How do child labour victims along Lake Volta describe their psychosocial problems?
5. How can physical education and sports as a psychosocial tool help mitigate the psychosocial problems of child labourers along the Lake Volta in Ghana?

Empirical studies suggest that there are several factors driving children below 18 years to engage in child labour in the productive sectors of the economy (Ajefu, 2018;

Nanjunda, 2014; Ortiz et al., 2012). Yet scholars know little about how the sociocultural and socioeconomic factors that sustain the widespread of child labour in the fishing industry, which is a transit point for child slavery or trafficking is not given much attention (Briffett, 2019; Hamenoo et al., 2015; Inside the trouble waters: the child slavery trade on Ghana's Lake Volta, 2019; Talbot, 2018). This study discusses the key findings that address the persistence of child labour in Yeji.

The discussion of findings is organized in the following subsections:

5.2 The Sociocultural Factors That Sustain Child Labour Along the Volta Lake in Ghana

The motivation for carrying out this research is that past studies do not directly address child labour in the fishing sector. Consistent with previous studies, the findings of this study confirm that sociocultural factors push these children into the labour market. This usually happens when there is no clear cut between children's work that is intended to socialize the children to learn and take over from their parents and relatives' businesses when they are old and those that are meant for productive ventures (Okpukpara & Odurukwe, 2006; Togunde & Carter, 2006). These factors play a crucial role in the involvement of children in fishing in Ghana Lake Volta (Adonteng-Kissi, 2018).

This result implies that these factors have greater generality across the productive sectors engaging children in child labour (Adeborna & Johnson, 2015; Nanjunda, 2014; Togunde & Carter; 2006) finds that children work as child labourers because of these factors. In this case, this study suggests that this finding is valid and relevant in the fishing industry in the context of Yeji. Therefore, this result adds to the growing studies that continuously explore sociocultural factors sustaining child labour (Ajefu, 2018; Mensah, 2013; Ortiz et al., 2012) further adds to its validity and significance in social research.

More specifically, this study's finding suggests that parental education plays a significant role in child labour, especially for parents with little or no educational achievements. Such parents seem not to be informed about their children's rights to education and its value to the labour market. Even if they understand the importance of education, they appear not to be financially committed to their children's education. Such negative attitudes of parents compel these children to drop out of school to engage in labour to make money for their families and relatives. This result is consistent with (Akee et al., 2010; Kis-Katos & Sparrow, 2011; Mensah, 2013) which makes it valid and further adds to the body of knowledge and extends our understanding of this phenomenon in the fishing sector.

Besides, this finding also implies that parents regard their children as a source of income (Bradshaw et al., 2006; Katz & Redmond, 2009; Krishnan et al., 2002). With this mindset, parents tend to push their children to the labour market at a tender age to assist the family and relatives financially. Past studies have reported similar findings and observed similar behaviour among such parents, which suggests that this result is also accurate and useful in the context of the fishing sector in Yeji. Therefore, the result expands the body of growing research that teases out fine-grained aspects of child labour in Yeji Lake Volta (Ajefu, 2018; Mensah, 2013; Wahba, 2006).

In addition, this study findings confirms that incapacitation and the death of breadwinners contribute to the persistence of child labour. What this result means is that the children's families have no reliable source of income, limited sources of income (Beneria & Feldman, 1992; Grootaert & Knabur, 1995; Knaul, 2001).

This kind of situation tends to badly affect the livelihood of these children. This is because their families will struggle to provide them with the necessities of life. And in

extreme cases, the family cannot give their children a balanced diet and three-square meals daily. As a result, some of them may depend on their friends, or relatives for food and other daily needs. Earlier studies found that the death of a breadwinner impacted negatively on the livelihood of these children and that suggests the result of this is also accurate (ICF Macro, , 2011; Løken, et al., 2010).

The passing on and permanent disability or disability of the breadwinner also means an increased financial burden on children (heavy financial challenge or budget constraints). While their families struggle financially, they cannot cope with a high standard of living. They tend to borrow from friends and relatives or sell some of their valuables to cover household expenditures. To reduce the financial burden, these families tend to redraw their children from school and in most cases the eldest child is compelled to drop out of school to help provide financial support for their siblings and themselves. This finding is consistent to the studies of (Beneria & Feldman, 1992; Grootaert & Knabur, 1995; Knaul 2001) also reported that the lost and permanent disability of the breadwinner negatively affect the household income and the standard of living of children leading to them working at young age. Hence, this result extends our understanding of child labour and its usefulness in practice.

Furthermore, the result shows child labourers are susceptible to peer pressure. What this means is that these children tend to overly trust and believe in their peers. This usually occurs when these children are convinced that they can also acquire the material possession of their peers and live their lifestyles. So, they tend to do whatever their peers say to better their lives

Moreover, the finding also suggests a weak or lack of a child-parent relationship. Such a relationship may exist because of the failure of the family and relatives to properly

inculcate societal values and norms in the children. This situation often leads to a lack of parental control and makes the children struggle to function well in society at a young age. Besides, the existence of this relationship may be exacerbated due to the inability of parents to be responsible by providing for both the material and non-material needs of their children.

This result also allows us to understand the context specificity of why such children seek the company of friends to enjoy their livelihood. They do so because of broken homes, and loss of the breadwinner.

This result is unique because empirical studies on child labour so far have not considered it. It is important to note the neglect to include such factors undermining our ability to fully understand the key factors sustaining child labour. Therefore, the inclusion of peer pressure may lead to a better conceptualization of sociocultural factors promoting child labour in the fishing sector.

The results confirm debt settlement as a key factor in sustaining child labour. This implies that children become bond labour to the creditor, the canoe owner or master. In this cultural practice, the child is used as a medium for debt exchange between canoe owners or masters and their parents or relatives. Consequently, when the canoe owner has fully recovered his money from the parents, the contract ends, and the child is set free.

This finding agrees with previous studies (Adeborna & Johnson, 2015; Dumas & Lambert, 2008; Fassa et al., 2003; Soares et al., 2012) the children to settle their parents' indebtedness to creditors, then child enslavement is the consequence of putting the child in debt bondage which demonstrated that this study's finding is valid and extends our knowledge of child labour in the fishing sector in Yeji.

5.3 The Socioeconomic Factors Sustaining Child Labour along the Volta Lake in Ghana

The extent studies that suggest socioeconomic factors contribute to the persistence of child labour in the productive sectors of the economy have ignored the fishing sector for far too long. From the socioeconomic perspective, poverty is seen to be the main trigger driving children into the labour market as all factors hinges on according to the findings. Because most of the children found on the lake are either there to seek employment or job opportunity to earn income for their basic needs and support their siblings, families and friends and relatives who brought them to work on Lake Volta.

These research findings confirm that socioeconomic factors (Basu et al., 2000; Samonova Elena, 2019) push children below 18 years to engage in child labour at Yeji. This evidence shows that these factors have a strong influence to drive such children into child labour in any sector of the economy. In that case, the study evidence is accurate because they are consistent with these studies. In this case, this study suggests that this finding is valid and relevant in the fishing industry in the context of Yeji. Therefore, this result adds to the growing studies that continuously explore socioeconomic factors sustaining child labour (Ajefu, 2018; Ortiz et al., 2012) and further adds to its validity and significance in social research.

Specifically, the study observes that household poverty tends to be pushing children into labour market prematurely. This kind of situation makes their families struggle to survive. They are unable to finance household expenditures and meet children's basic needs. To this extent, poverty-stricken families restore to selling their belongings to augment household finances and borrow to survive. In doing so, they become heavily indebted, which further deepens their poverty (Ajefu, 2018).

This result concurs with (Basu et al., 2000; Samonova Elena, 2014) who stress that house poverty remains a key factor of socioeconomic factor pushing several children into child labour prematurely.

This may be the reason children seem to be full-time workers or work for longer hours. However, this evidence contradicts Akhtar Abdul Hai, Ambreen Fatima and Mahpara Sadaqat (2009) and Fatima (2013) who pointed out that house poverty is not an influential socioeconomic factor compelling a child to seek employment at a tender age.

One explanation for this disagreement could be context differences and background of the research participants. As household poverty declines, their children may engage in part time work or work for short hours. Regardless, poverty still drives children from the comfort of their homes to seek greener pasture to share the burden of their families (Avais, Wassan & Erum, 2014; Fatima, 2017).

The results of this study further explain that household poverty may exist due to limited or lack of human capital investment in terms of skills acquisition like training and educating the child. Such families appear to be sacrificing the future earnings of the children for a short-term benefit from child labour, which will be costly in the long run (Black et al., 2005; Mukherjee & Sinha, 2009; Pemberton et al., 2013). In future, the children may enter the labour market with little or low educational achievements, with low wages and salaries and be unproductive. Eventually, poorly endowed families tend to reinforce the vicious cycle of poverty from one generation to another (Basu et al., 2000).

The Largeness of the family is also a key contributor to the sustainability of child labour. Such families may lack family planning. This kind of situation tends to increase the financial responsibilities of the household (Abou, 2014; Duryea et al., 2007). Consequently,

the pressure on financial resources can hinder the family not meeting some of the pressing needs and other necessities of the children and make it impossible to settle bills (rent, water, electricity, and others) when they are due (Conger et al., 2002; Conger et al., 1994).

One method such families adopt to alleviate the pressure and be responsible is distributing the limited financial resources according to priority in which the livelihood of the family becomes the first choice over education and others (Ajefu, 2018).

Such families do not only face financial pressure but also non-financial pressure (Abou, 2014; Ajefu, 2018; Conger et al., 2002). They face accommodation problems due to the possibility of overcrowding. Therefore, due to the overwhelming financial demands, and the unpleasant conditions associated with large family size, the income from child labour is regarded as the best alternative source of income (Edmonds & Pavcnik, 2005; Fassa et al., 2003). This result is consistent with previous studies (Patricia, 2016; Soares et al., 2012). They reasoned that large families have a higher tendency to approve child labour activities, but they contended that children belonging to small size families and poor households have a lower tendency to enter the labour market. However, in this study, children from both small and large families are involved in child labour.

One possible explanation for this is the result of debt settlement in which children serve as bond labour. Not only does this result adds and extends knowledge about child labour in the fishing sector and in the context of Yeji but also demonstrates its relevance for research and policy. Furthermore, this study informs us that unemployment and the non-availability of employment opportunities for parents' force young children into child labour. That means in a competitive labour market such parents have limited access to jobs. This kind of situation negatively affects household income and livelihood of the family (Akee et al., 2010; Edmonds & Pavcnik, 2005; Kis-Katos & Sparrow, 2011). Unemployed parents

will struggle to provide upkeep, and support children's education and provide other essential needs (Abou, 2014; Duryea et al., 2007). Even those with low-paying jobs seeking limited better-paying jobs seem not to make ends meet due to economic pressure like the high cost of living, high costs of utilities and high costs of other essential services (Porter, 1975).

There are similar studies indicating that unemployment and limited access to employment opportunities contribute to the prevalence of child labour which agrees with this study's result (Feizi et al., 2023; Shahateet, 2022). So, the supply of child labour tends to be higher in families with low-paying jobs than in unemployed households with no source of income.

In addition, the result further explains the lack of demand for parental skills in the labour market. The decline in demand for such skills or competence is due to a lack of investment in human capital as they grow older, which results in lower productivity. Also, it could be due to low investment in human capital to acquire higher skills to remain competitive in the Job market. These issues have also been highlighted by Pemberton et al. (2013) that individuals whose skills are less demanded in the labour market are more likely to have limited employment opportunities and have short periods of working life and be redundant and may have a possibility to experience poverty. In this case, the finding of this study is an addition to the growing body of knowledge and empirical evidence on child labour in the fishing sector and its usefulness in practice.

5.4 The Consequences of Child Labour on the Social Behaviour of Children in Child Labour

The present study's findings from the analysis of the interviews and FGD data on the consequences of child labour on the social behaviour of children in child labour in the fishing sector in Yeji revealed insights into their behavioural disorders and anti-social behaviours.

The display of behavioural tendencies stems from emotional, psychological, and physical abuses by their masters (owner of the canoe) and their response to the work pressure and ill-treatment from their peers and masters. This kind of experience has not only negatively affected their mental state, their behaviour and emotions, but also their interactions with their colleagues.

5.4.1 Behavioural Disorders of Child Labour

Essentially, conduct disorders have made them infringe on others' rights and break workplace rules and regulations, which is socially unacceptable. Although these child labourers have conduct issues, they behave differently in different situations. Usually, they appear to be aggressive by bullying others to get an equal share of the money or other benefits. Nevertheless, they tend to vandalize or destroy things like (canoes, paddles, nets, baits, or traps).

The conduct disorder has also jeopardized social interactions among their peers. They lack empathy because nobody is ready to listen to their complaints or plight and none is willing to compromise for one another. They like to beat and punish me justly when in impulse control.

To this extent, they lack social skills and struggle to build good relationships with and in the company of their peers.

Similar studies have observed conduct disorders among child labourers in their Australian and Asia-Pacific context study (Frick, 2016; Frick, 2012; Frick & Dickens, 2006; Lovelock & Patterson, 2015) to understand some of the associated negative implications on those children such as assault, rudeness and cheating and others. This means that some

conduct disorders were context-specific but had similar effects on the children irrespective of the industry.

In addition, the result of oppositional or deviant behaviour shows that child labourers behave hostilely or rudely toward people and do not adhere to instructions or orders from people in authority, all due to mistrust.

They believed that their refusal to perform the task assigned them by their seniors and their masters were in most cases justified. Such actions stemmed from uncooperative attitudes and a lack of support from some of their colleagues when they seemed extremely exhausted from the day's work, but instead, they were provoked. As revenge, they deliberately provoked their peers. Although some believed their actions were unnecessary, they had no regrets.

Apart from that, the children seemed to be resentful toward their master (uncle) and parents and that has badly affected their relationships. Most of them acted in breach of trust and in response to unfulfilled promises by their master supporting their education. Besides, their resentment and disrespect towards their mothers who have sacrificed their happiness for debt settlement to become bond labourers and failed in their bid to convince their uncles to sponsor their education after many years of work. Filled with anger and hate, such people won't hesitate to pour their frustration on the person who talks about the mother and master (uncle). In the related study conducted by (Ahuja et al., 2020) about child labour and the study by (Dhakal et al., 2019; Sharma et al., 2022) there were some similar views on oppositional or resistant disorder among such children. The consistency in results indicates that oppositional disorders seem to have a greater generality across productive sectors.

In addition, the study noted that anxiety disorders have badly affected the daily lives of child labourers and their ability to function in the workplace. They have trouble sleeping, headaches, and stomach aches. Moreover, the children face the risk of losing their lives on the lake through anxiety disorders. Not only have that, but also the feeling of anxiety or fear made them avoided social situations. Most of them feel uncomfortable getting closer to their master for fear of experiencing something terrible like ill-treatment and public ridicule. They feel this way because it has been the usual behaviour of the masters when he/she did not appreciate the task performed by child workers.

What is most worrying is that all the anxieties, panic and worries the children experience every day are due to the hazardous environments and physical demands and that increases their stress. A recent study on child labour by Ahuja et al. (2020) observed similar issues about anxiety disorders among such children. Another study (Arshad et al., 2015; Dhakal et al., 2019; Khariri-Hassan & Taghvaei, 2016; Sharma et al., 2022) argued that anxiety disorders among child labourers continue to adversely affect their well-being and hinder their growth and development. Therefore, if the owners of the canoes make the fishing environment less stressful for these children, the level of anxiety and its associated negative implications they experience can be minimized.

Furthermore, the sleep disorders experienced by the children have badly affected their state of mind and their ability to conduct their fishing routines as expected. They are facing this problem due to exhaustion and stress.

The persistent sleep disturbances have exacerbated their stress level and burnout easily. And they struggle to cope with the physical demands of fishing routines. This horrific experience also had affected their work performance. They could no longer work for long hours, spend many days, and travel a long distance to fish. So far, they had not

enjoyed the company of their friends or had the relationship judging from the overall repercussion of this disorder. However, they hope to recover soon if they receive proper medical attention. Evidence is also clear that the result of the present study concurs with past studies in different jurisdictions (Al-Gamal et al., 2013; Gaik et al., 2010; Hoban, 2010; Waters et al., 2013). These studies stressed that the physical demands of the job of fishing had caused child labourers insomnia and frequent headaches. If these children work in a friendlier environment, they can avoid such terrible experiences. Therefore, it is suggested by this research that the working environment should be conducive for these children to have peaceful minds and good sleep if they are to work as children in child labour.

5.4.2 Anti-Social Behaviour of Child Labour

The effect of child labour has exposed the children to anti-social behaviour. Their aggression portrays frustration, anger, unhappiness, and hostile experience. This behaviour is directly connected with the fishing sector, which they considered to be an extremely unfriendly and dangerous environment to work within.

The long hours of work and physical demands of the work seem to be too much and stressful for them. Eventually, they struggle with offloading and carrying fish to various destinations (Al-Gamal et al., 2013; Gaik et al., 2010; Stores & Wiggs, 2001). There were times they abandoned the fishing nets and other fishing gadgets because they could not contain their frustrations after a long fishing expedition. Also, the dislike for smoking fish to avoid the smoke underscores their inability to handle such responsibility. It was not surprising that on many occasions they refused to smoke fish during the night to avoid sleepless nights (Al-Gamal et al., 2013; Bhargava, 2011; Gaik et al., 2010).

Similar findings have been observed in empirical studies in Ghana and other countries (Al-Gamal et al., 2013; Gaik et al., 2010; Ikediashi & Akande, 2015; Nshimbi, 2012). These studies have argued to minimize aggressive behaviours of child labourers while the fishermen should endeavor to make the task less manual oriented. Hence, the result of this study suggests that children should not be allowed to work in an environment that are unfriendly to their well-being if they are allowed to work.

Further, the study noted that substance abuse has become an integral aspect of the social life of these child labourers. The use of substances served as a coping mechanism and energy booster to them at that tender age (Bansal & Banerjee, 1993; Sexena et al., 2010). Smoking weed, tobacco and drinking alcoholic beverages provided them the needed energy to withstand the cold weather conditions and the rigorous nature of the fishing work. Eventually, they could work for long hours without any sign of fatigue. Nevertheless, they hoped to quit at the right time because of the long-term health hazards.

Living this kind of lifestyle is very costly and a recipe for bankruptcy. They spend a lot of money on alcohol, marijuana, and other substances (Morakinyo & Odejide, 2003; Sexena et al., 2010). And if they did not have money, they would buy the substances on credit and be left with nothing to meet their daily expenses, thereby entrenching their poverty (Jeyashri & Harsha, 2021; Rameshkumar, 2014).

Although the children believed to be deriving the intended benefits from using such substances, the associated long-term effects would be grievous and irreparable (Bansal & Banerjee, 1993). They risk contracting respiratory and liver disease due to their addiction to marijuana and alcohol, and that might impact seriously their overall well-being (Altamirano & Bataller, 2010; Rutledge & Asghanpour, 2020). These results concur with past studies

from Ghana (Asante & Kugbey, 2019; Asante et al., 2014; Doku, 2012; Frimpong et al., 2022) which emphasized that substance abuse by these children can be dangerous to their health if the right measures are not put in place by government to curtail the canker.

Furthermore, the study observed that lack of respect has become a canker among child labourers fishing in Yeji Lake Volta. This behaviour is demonstrated as a way of expressing their anger and frustrations toward those who disrespected and maltreated them.

This normally happens because the children are constantly subjected to various forms of maltreatment in the workplace (Das & Chen, 2019; Moayad et al., 2021). Their masters, the canoe owners, are the worst offenders. They verbally assaulted the children for not completing the tasks early or failing to adhere strictly to instructions (Banday et al., 2018). There are times the children were scolded without any apparent reason because that child was bond labour, which made him feel less human. Other children had a similar experience with their masters for demanding overdue wages. These children were subjected to public ridicule by the master who labeled their parents “irresponsible” (Das & Chen, 2019; Moayad et al., 2021). Unfortunately, their peers, especially senior ones also meted out a similar treatment to the relatively young ones. When the older children exert their supremacy over the young ones, they withheld their share of money, fish, or other benefits, and those who demanded fair distribution were bullied, verbally abused, and might risk losing everything (Banday et al., 2018; Moayad et al., 2021).

With this mind, these children also engage in cheating, maltreatment, abuses, rude, confrontation and use of unprinted words. It is the suggestion of this research that if the canoes owners or masters accorded the child labourers some respect and treated fairly, they can be more respectful.

Finally, the finding on pilfering behaviour has increased the desire of making money the easier way among child labourers. This behaviour may be regarded as means to earn extra income or survive. The children face different financial situations which have induced them to engage in pilfering activities such as stealing fish, and smuggling diesel, and twine (Amuda, 2010; Mohammad et al., 2018). Due to insufficient wages and family pressure, some stole to cope with high cost of living. Others stole because they were not receiving wages as bond labour, paying for parental debts. Although some made a fortune, punitive actions were meted out to the culprits to deter others (Mukooya, 2023; Okpa et al., 2021). There were cases some children were given 15 strokes and squatted for 10 minutes for pilfering 5 fingers of tilapia (Mohammad et al., 2018; Okpa et al., 2021). Others had to lift weight as a punishment for smuggled fish (Mohammad et al., 2018; Mukooya, 2023). However, due to the intensity of the punishment, these children tend to experience severe bodily pains which can affect their growth and development and can lead to temporarily disability in the future. This outcome provides support for the idea that child labour can jeopardize the social values of children. In otherwise, earlier studies (Agbo, 2017; Ambadekar et al., 1999; Lai, 2019) on effect of child labour on children appears to be valid but underestimated its influence on the social behaviour of child labourers.

5.4.3 Psychosocial Problems of Child Labour Victims along Lake Volta

The findings of this study revealed that children who worked as child labourers on Lake Volta tend to live with psychosocial problems due to sexual abuse, emotional and physical abuse.

One of the most painful memories of psychosocial trauma the sexually abused child labourers were dealing with was low self-esteem. These children have a negative self-image.

This mindset makes them feel bad and worthless of themselves and see themselves as unskilled or incapable of completing tasks. So, they tend to avoid new things and find change difficult. Moreover, because such children lack the basic skills of socialization, they struggle to develop and maintain healthy friendships with their peers and tend to be isolated or withdraw from social activities.

This finding is consistent with some studies which suggest that children with low self-esteem struggle to build lack of long-term relationships (Moylan et al., 2010; Straus, 1979) and lack sense of belongingness. Moreover, because such people lack the capability to adjust to the reality, they often feel inferior or worthless relative to their peers (Isomaa et al., 2012; Rosenberg, 1989). As a result, they tend to experience depression, and demonstrate emotional tendencies including worry or fear of rejection and cannot openly express their needs ((Alem, 2020; Isomaa et al., 2012). In addition, low self-esteem child labourers lack confidence so if they attempt a new task or activity but fail, they will quit and walk away (Ahad et al., 2021; Al-Gamal et al., 2013). Hence, this result extends our understanding of child labour and its usefulness in practice. Therefore, if child labourers work in an environment devoid of abuse that will increase their self-esteem and thus positively affect their performance in the workplace and learn new skills and accept new tasks.

The result of social isolation or social withdrawal suggests that child labourers who have been subjected to emotional abuse by canoe owners tend to live a solitary life. They appear to have no interest in socialization and play in groups for fear of being victimized by others or being reminded of things they hope to forget. Moreover, socially withdrawn children avoid activities they usually enjoy and have less motivation for achieving their social goals.

This finding agrees with similar studies (Saurabh et al., 2020; Sprang et al., 2013; Engfer, 1993) who argued that socially withdrawn people lack the ability to initiate conversation with and speak less frequently with colleagues (Asendorpf & Meier, 1993; Coplan et al., 2008; Crozier & Perkins, 2002; Evans, 2001).

This result also allows us to understand the consequence of social anxiety and social phobia. This anxiety makes it difficult for the children to openly express their needs because of poor self-confidence, worry or fear of rejection. This circumstance deprives them of the chance to enjoy their peers' company and play with them due to lack of social skills which negatively impact on their overall growth and well-being resulting in depression, sadness, loneliness (Engfer, 1993).

This result is unique because empirical studies on child labour so far have not considered it. It is important to note the neglect to include such factors undermining our ability to fully understand the key factors sustaining child labour. Therefore, the inclusion of peer pressure may lead to a better conceptualization of socio-economic factors promoting child labour in the fishing sector.

5.5 Mitigating the Psychosocial Problems of Child Labourers through Physical Education and Sports as a Psychosocial Tool

This section discusses how psychosocial sports help children to overcome their problems psychosocial problems.

5.5.1 Teamwork Towards Low Self-Esteem in Child Labourers

Psychosocial skill is an influential factor in helping child labourers to deal with their psychosocial problems. Through teamwork, which is an important value in psychosocial sports and play activities such as volleyball and football, child labourers can improve low self-esteem to be confident.

Each team member receives psychological support. This support helps such children to manage personal problems including anxiety over ill-treatment and frustrations concerning their roles. Besides, pointing out or praising a child's capability improves his or her confidence and thus helps that child to function and work well together with teammates. Additionally, providing informational support such as advice, encouragement or instructions improves a child performance and strengthens teamwork (Purcell et al, 2019; Reardon et al., 2019).

Previous studies concurred with this finding and have shown that teamwork in sports improved low self-esteem and reinforced a sense of well-being for their teammates (Rousseau et al., 2006). Other studies have pointed out that through teamwork such people demonstrate high self-esteem and have greater social participation (McEwan & Beauchamp, 2014; Paradis & Martin, 2012). This consistency of results suggests that the finding of this study is also valid and adds to growing empirical studies teasing out fine-grained constructs of teamwork, thereby creating opportunities for future research.

Although teamwork enhances cohesion and a positive attitude towards teammates, it is essential to note that such children can only learn the basic skills and value of teamwork in a healthy environment where openness and trust exist among teammates making the person feel comfortable to ask teammates for help to be a better teammate (Beauchamom et al., 2017; McEwan, 2020).

5.5.2 Teamwork and Cooperation Mitigating Social Isolation and Social Withdrawal among Child Labourers

Teamwork and cooperation in aerobic dance are important values and skills that can help child labourers to overcome psychosocial problems of social isolation and social withdrawal. That can only be possible through social interaction. Such interaction allows a

child (a dancer) to meet his or her psychological needs for closeness and togetherness. This connection also minimizes the distance between themselves and their peers as well as team (members of the dance group) or dance leaders, thereby improving their relationships towards them and affiliation. Such relationships can further help children in maintaining a positive emotional condition, adapt to team behaviour and work well together with all dancers. Moreover, teamwork and cooperation can further be strengthened through the one-on-one dance session with dance partners. This session enables the child to enhance the basic aerobic dance movements, effectively ensuring coordinated dance with the partner as well as group dancers.

Previous findings that are consistent with the result of the present study suggest that social support in dance group or partnership improves connectedness being the key reason for people participating in aerobic dance (Reis & Shaver, 1988; Yuan et al., 2018). Similar studies that support this finding argue that social interactions with peers enhance social skills for teamwork and cooperation, leading to the mastery of dance movements and distinctive rhythm (Xiao et al., 2020; Yuan et al., 2018). In line with these studies, this result is also accurate and useful in the context of the fishing sector in Yeji, which expands the body of growing research on child labour that attempts to explore aspects of teamwork and cooperation (Xiao et al., 2020; Yuan et al., 2018). Indeed, social interactions in aerobic dance coupled with teamwork and cooperation appear to be important psychosocial skills for child labourers to deal with the problems of social isolation and withdrawal.

Thus far, although the results of this current study concur and contradict with earlier studies generalisability of the results is limited so the study does not in any way suggest an existence of a direct strong influence between the socioeconomic factors, sociocultural factors, and parallel consequences of child labour on the children involved in fishing on Lake

Volta. Neither does the finding of teamwork directly predicts improvement in low self-esteem nor the study claim any cause and effect between teamwork and cooperation and social withdrawal and social isolation of children. Nonetheless, overall, these results should be considered can serve as an alternative framework for understanding the child labour in the fishing sector, particularly Yeji in Ghana.

5.5.3 Chapter Conclusion

From the chapter, the findings shows that sociocultural and socioeconomic factors contributed to the persistence of child labour on the Volta Lake at Yeji in Ghana. The findings further revealed that, where there is no clear cut between work that is intended to socialize children to take over their parents/relatives' businesses when they are old or dead and those that are meant for productive ventures, it often leads children into the labour market. As a results, the children have developed behavioural and anti-social disorders due to emotional, physical and sexual abuses inflicted on them by their masters and peers in the same fraternity. In furtherance of that, the children are experiencing psychosocial problems of low self-esteem, social isolation and social withdrawal, and physical education and sports is use as a psychosocial tool to mitigate these challenges.

CHAPTER 6

DISCUSSION OF FINDINGS CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

In this section, the findings of this study are finalized in this chapter. The aim of this study is to emphasize more the findings from the socioeconomic and sociocultural factors that has contributed to the persistence of child labour on the Volta Lake in Yeji, Ghana, the consequences of child labour on the health and social behaviour of children and how psychosocial sports and physical education and sports serves as a mitigating tool.

Here, the presentation of the chapter is organized as follows: summary of findings, the conclusion, and the contribution of the study as well as limitations of the study for future research.

6.2 Summary of Findings

In the study, I attempted to fill the gap in the literature by investigating Child Labour on Lake Volta: Exploring the perspectives of Child labour victims and mitigating their psychosocial problems through physical education and sports as a psychosocial tool. The Case of Child labourers on Lake Volta, Yeji.

To realize this aim, the study examined these research questions: 1) what are the socioeconomic factors sustaining child labour on Lake Volta; 2) what are the sociocultural factors contributing to child labour on Lake Volta; 3) How do child labourers describe their psychosocial problems; 4) how can psychosocial sports help child labourers overcome their psychosocial problems?

To attain these findings, this qualitative study used a case study strategy to gather data through semi-structured face-to-face interviews with 20 research participants who are made up of 10 apiece active child labourers and ex-child labourers and conducted three separate focus group discussions (FGDs) with the following group of peoples: FGD-1=Yeji, FGD-2=Winneba and FGD-3=Swedru. Thematic data analysis was used to identify subthemes and themes that represent the findings of the study.

Overall, the study findings show that socioeconomic and sociocultural were potential factors sustaining child labour on Lake Volta. In addition, child labour has exposed children to several anti-social behaviours. Finally, child labourers have been saddled with psychosocial problems and psychosocial sports and physical education serve as a coping mechanism for traumatize child labourers. Based on these, the conclusions are as follows:

6.2.1 Socioeconomic Factors that Sustain Child Labour on Lake Volta

The current study explored the perspectives of child labour victims on the socioeconomic factors of child labour on Lake Volta. The findings indicate that the prevalence of child labour on Lake Volta was caused by household income or poverty, the largeness of family, unemployment, and lack of access to employment opportunities. Therefore, the largeness of family improves upon the Minority group theory (Authur, 2005; Chatterjee, 1972; Espenshade et al., 1982), while household income (poverty) and unemployment and lack of gainful job opportunities support the Human Capital Theory by their potential contributions (Garibaldi, 2006; Lydall, 1968).

In this regard, there is a reason to believe that unemployed parents or those with limited access to a good-paying job tend to put children to work at a young age to financially support the family just like those children belonging to poor and large families. These

findings support the study of Duryea et al. (2007) and ICF Macro (2011) demonstrating that house poverty and employment are primary causes of child labour. Moreover, (Chatterjee, 1972; Chatterjee & Ray, 2019; Espenshade et al., 1982) observed that large family size supports the decision to child labour. It can be concluded that household poverty, large family and employment were the key contributors to the persistence of child labour on Lake Volta. However, the study could not establish household poverty as an influential socioeconomic factor compelling children to seek employment at a tender age.

6.2.2 Sociocultural Factors that Sustain Child Labour on Lake Volta

The present research explored the sociocultural factors that sustain child labour on the Lake Volta. Indeed, these factors pushed children to work in the fishing sector on Lake Volta at Yeji. More specifically, parental education, peer pressure, debt settlement, and apprenticeships and training have played a crucial role in the sustenance of the menace of child labour. For this reason, parental education, and debt settlement support the Human capital theory while peer pressure, apprenticeships and training also lend credence to the Family Socialization theory based on their contributions.

These findings inform us that households that are unable to settle their indebtedness are likely to offer their children to the owner of the canoe or the fisherman in exchange for the debt. Moreover, uneducated, and less educated parents tend to encourage their children to enter fishing early. This will happen if such parents do not believe that their children have the right to education and prefer short-term benefits; the less these parents will invest in their education. This finding directly supports the study (Adeborna & Johnson, 2015; Knaul, 2001) who concluded that poverty-stricken families resort to selling their belongings and

borrow to finance their needs, and when they are not able to do so, they resort to using their children to settle their indebtedness to creditors.

Besides, children who undertake apprenticeships and training are more likely to work in the fishing sector at a tender age. This is because of lack of understanding of the cultural requirement the child must fulfil for effective socialization to be a productive future adult and or assume parental business responsibilities. This result collaborates with the studies (Adonteng-Kiss, 2018; Nanjunda, 2014; Okpukpara & Odurukwe, 2006; Togunde & Carter, 2006) by concluding that apprenticeships and training in most African societies are required to undertake apprenticeship and specialist training or learn a trade. Child labour is therefore seen as a preparatory ground for building and developing the child's future life skills to assume the family asset or inheritance in the future.

Additionally, children susceptible to peer pressure have a high chance to engage in child labour. They will work to keep up with the lifestyles of their peers and be popular among them. The study's results confirm the finding (Agordzo, 2013; Metta et al., 2023 & Odero, 2013) who argued that peer pressure stems from in-school children and other non-school children who admired the material possessions of their peers who are engaged in child related works and as such, children from very poor households and those who are uneducated parents who cannot afford to provide them with everything would eventually follow such children to work as child labourer. Hence, it can be concluded that the increasing rate of child labour on Lake Volta is directly connected with peer pressure, the poor educational background of parents and the cultural emphasis on apprenticeships and training at an early age.

6.2.3 The Consequences of Child Labour on the Health and Social Behaviour of Child Labourers on Lake Volta

After exploring the potential consequences of child labour on the health and social behaviour of Child Labourers on Lake Volta, the findings indicate that child labourers exhibit several anti-social and behavioural tendencies and face many health hazards.

6.2.4 Behavioural Tendencies

Specifically, the profound effect of child labour has resulted in not only conduct disorders but also defiant disorders, anxiety, and sleep disorders among these children.

Essentially, conduct disorders among child labourers signify that a child working in the fishing sector on Lake Volta may trample upon others' rights and be insubordinate. The maltreatment and work pressure without any attention to their complaints overwhelm them and they tend to respond negatively to ease their mental discomfort. They may also lack the social skills to build good and healthy relationships. In other words, they tend to be less committed to relationships.

The defiant disorders or oppositional behaviour aspect of anti-social behaviours of child labourers in the fishing sector signify that they are not law abiding. In other words, they do not strictly comply with orders from authority.

They do this may be the case when people are extremely exhausted from carrying heavy loads or overworked and lack support from some of their colleagues who instead provoke the person. These uncooperative attitudes tend to make such children fail to strictly and properly carryout task. They may also not adhere to instructions or orders from people in authority. This behaviour shows that child labourers behave hostile or rudely toward

people and do not adhere to instructions or orders from people in authority. They tend to refuse or perform the task assigned by their seniors.

In addition, the findings on anxiety disorders tell us those child labourers on Lake Volta risk of losing their lives. They are not only scared of the thunderstorms, but also panic and worry that something terrible thing may happen to them while fishing. Besides, anxiety disorders tend to be hindering the growth and development of such children and their ability to work. The hazardous environments and physical demand increase their stress and anxieties thereby experiencing insomnia, headaches, and stomach aches. The finding of this study collaborates with the study of (Ahuja et al., 2020) who concluded that anxiety disorders increase child labourer's stress. Arshad et al. (2015) and Sharma et al. (2022) also concluded that anxiety disorders among child labourers continue to adversely affect the well-being and hinders their growth and development.

In this regard, this study concludes that anxiety disorders can adversely affect the life and well-being of children involved in child labour on Lake Volta.

Furthermore, the evidence of sleep disorders has jeopardized the mental state and the ability of children working as child labourers. They are unable to perform their tasks in fishing routines as expected. They have trouble sleeping and experiencing stress and burnout and cannot handle the physical demands of onshore and offshore operations.

This study supports past studies (Al-Gamal et al., 2013; Gaik et al., 2010; Kotagal & Pianosi, 2006; Mindell et al., 2008) which concluded that sleep disorders can cause insomnia and frequent headaches because of the physical demands of fishing.

Therefore, it can be concluded that child labourers experiencing sleep disorders lack the mental ability to cope with the robust fishing operations and are less productive.

6.2.5 Anti-Social Behaviours of Child Labour

The effect of child labour has exposed the children to anti-social behaviour. Their aggression portrays frustration, anger, unhappiness, and hostile experience. This behaviour is directly connected with the fishing sector, which they considered to be an extremely unfriendly and dangerous environment to work within.

The long hours of work and physical demands of the work seem to be too much and stressful for them. Eventually, they struggle with offloading and carrying fish to various destinations (Al-Gamal et al., 2013; Gaik et al., 2010; Stores & Wiggs, 2001). There were times they abandoned the fishing nets and other fishing gadgets because they could not contain their frustrations after a long fishing expedition. Also, the dislike for smoking fish to avoid the smoke underscores their inability to handle such responsibility. It was not surprising that on many occasions they refused to smoke fish during the night to avoid sleepless nights (Al-Gamal et al., 2013; Bhargava, 2011; Gaik et al., 2010).

Similar findings have been observed in empirical studies in Ghana and other countries (Al-Gamal et al., 2013; Gaik et al., 2010; Ikediashi & Akande, 2015; Nshimbi, 2012). These studies have argued to minimize aggressive behaviours of child labourers while the fishermen should endeavor to make the task less manual oriented. Hence, the result of this study suggests that children should not be allowed to work in an environment that are unfriendly to their well-being if they are allowed to work.

Further, the study noted that substance abuse has become an integral aspect of the social life of these child labourers. The use of substances served as a coping mechanism and energy booster to them at that tender age (Bansal & Banerjee, 1993; Sexena et al., 2010). Smoking weed, tobacco and drinking alcoholic beverages provided them the needed energy to withstand the cold weather conditions and the rigorous nature of the fishing work. Eventually, they could work for long hours without any sign of fatigue. Nevertheless, they hoped to quit at the right time because of the long-term health hazards.

Living this kind of lifestyle is very costly and a recipe for bankruptcy. They spend a lot of money on alcohol, marijuana, and other substances (Morakinyo & Odejide, 2003; Sexena et al., 2010). And if they did not have money, they would buy the substances on credit and be left with nothing to meet their daily expenses, thereby entrenching their poverty (Jeyashri & Harsha, 2021; Rameshkumar, 2014).

Although the children believed to be deriving the intended benefits from using such substances, the associated long-term effects would be grievous and irreparable (Bansal & Banerjee, 1993). They risk contracting respiratory and liver diseases due to their addiction to marijuana and alcohol, and that might impact seriously their overall well-being (Altamirano & Bataller, 2010; Rutledge & Asghanpour, 2020). These results concur with past studies from Ghana (Asante & Kugbey, 2019; Asante et al., 2014; Doku, 2012; Frimpong et al., 2022) which emphasized that substance abuse by these children can be dangerous to their health if the right measures are not put in place by government to curtail the canker.

Furthermore, the study observed that lack of respect has become a canker among child labourers fishing in Yeji Lake Volta. This behavior is demonstrated as a way of expressing their anger and frustrations toward those who disrespected and maltreated them.

This normally happens because the children are constantly subjected to various forms of maltreatment in the workplace (Das & Chen, 2019; Moayad et al., 2021). Their masters, the canoe owners, are the worst offenders. They verbally assaulted the children for not completing the tasks early or failing to adhere strictly to instructions (Banday et al., 2018). There are times the children were scolded without any apparent reason because that child was bond labour, which made him feel less human. Other children had a similar experience with their masters for demanding overdue wages. These children were subjected to public ridicule by the master who labeled their parents “irresponsible” (Das & Chen, 2019; Moayad et al., 2021). Unfortunately, their peers, especially senior ones also meted out a similar treatment to the relatively young ones. When the older children exert their supremacy over the young ones, they withheld their share of money, fish, or other benefits, and those who demanded fair distribution were bullied, verbally abused, and might risk losing everything (Banday et al., 2018; Moayad et al., 2021). With this mind, these children also engage in cheating, maltreatment, abuses, rude, confrontation and use of unprinted words. It is the suggestion of this research that if the canoes owners or masters accorded the child labourers some respect and treated fairly, they can be more respectful.

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some stole to cope with high cost of living. Others stole because they were not receiving wages as bond labour, paying for parental debts. Although some made a fortune, punitive actions were meted out to the culprits to deter others (Mukooya, 2023; Okpa et al., 2021). There were cases some children were given 15 strokes and squatted for 10 minutes for pilfering 5 fingers of tilapia (Mohammad et al., 2018; Okpa et al., 2021). Others had to lift weight as a punishment for smuggled fish (Mohammad et al., 2018; Mukooya, 2023). However, due to the intensity of the punishment, these children tend to experience severe bodily pains which can affect their growth and development and can lead to temporarily disability in the future. This outcome provides support for the idea that child labour can jeopardize the social values of children. In otherwise, earlier studies (Agbo, 2017; Ambadekar et al., 1999; Lai, 2019) on effect of child labour on children appears to be valid but underestimated its influence on the social behaviour of child labourers.

6.2.6 Psychosocial Problems of Child Labour Victims along Lake Volta

The findings of this study revealed that children who worked as child labourers on Lake Volta tend to live with psychosocial problems due to sexual abuse, emotional and physical abuse.

One of the most painful memories of psychosocial trauma the sexually abused child labourers were dealing with was low self-esteem. These children have a negative self-image. This mindset makes them feel bad and worthless of themselves and see themselves as unskilled or incapable of completing tasks. So, they tend to avoid new things and find change difficult. Moreover, because such children lack the basic skills of socialization, they struggle to develop and maintain healthy friendships with their peers and tend to be isolated or withdraw from social activities.

This finding is consistent with some studies which suggest that children with low self-esteem struggle to build lack of long-term relationships (Moylan et al., 2010; Straus, 1979) and lack sense of belongingness. Moreover, because such people lack the capability to adjust to the reality, they often feel inferior or worthless relative to their peers (Isomaa et al., 2012; Rosenberg, 1989). As a result, they tend to experience depression, and demonstrate emotional tendencies including worry or fear of rejection and cannot openly express their needs ((Alem, 2020; Isomaa et al., 2012). In addition, low self-esteem child labourers lack confidence so if they attempt a new task or activity but fail, they will quit and walk away (Ahad et al., 2021; Al-Gamal et al., 2013). Hence, this result extends our understanding of child labour and its usefulness in practice. Therefore, if child labourers work in an environment devoid of abuse that will increase their self-esteem and thus positively affect their performance in the workplace and learn new skills and accept new tasks.

The result of social isolation or social withdrawal suggests that child labourers who have been subjected to emotional abuse by canoe owners tend to live a solitary life. They appear to have no interest in socialization and play in groups for fear of being victimized by others or being reminded of things they hope to forget. Moreover, socially withdrawn children avoid activities they usually enjoy and have less motivation for achieving their social goals.

This finding agrees with similar studies (Saurabh et al., 2020; Sprang et al., 2013; Engfer, 1993) who argued that socially withdrawn people lack the ability to initiate conversation with and speak less frequently with colleagues (Asendorpf & Meier, 1993; Coplan et al., 2008; Crozier & Perkins, 2002; Evans, 2001).

This result also allows us to understand the consequence of social anxiety and social phobia. This anxiety makes it difficult for the children to openly express their needs because of poor self-confidence, worry or fear of rejection. This circumstance deprives them of the chance to enjoy their peers' company and play with them due to lack of social skills which negatively impact on their overall growth and well-being resulting in depression, sadness, loneliness (Engfer, 1993).

This result is unique because empirical studies on child labour so far have not considered it. It is important to note the neglect to include such factors undermining our ability to fully understand the key factors sustaining child labour. Therefore, the inclusion of peer pressure may lead to a better conceptualization of socio-economic factors promoting child labour in the fishing sector.

6.2.7 Mitigating the Psychosocial Problems of Child Labourers through Physical Education and Sports as a Psychosocial Tool

Psychosocial sports and play activities can be helpful to child labourers to overcome psychosocial problems. More importantly, teamwork in sports can help children with low self-esteem become confident. This result supports the social capital theory through its contributions (Bourdieu, 1986; Lin, 2001). The psychological support at the disposal of team members can enable such children to deal with personal issues, such as anxiety, fear, or inferiority complex or a negative self-image. Additionally, providing comfort to children can boost their sense of belongingness. Eventually, children can improve their capabilities or skills and self-worth when teammates point out children's weaknesses and commend them. Similar studies supporting this study (McEwan, 2020; Paradis & Martin, 2012) have pointed out participating in sports promotes positive self-esteem and their overall well-being (Pascarella & Smart, 1991; Slutzky & Simpkins, 2009; Taylor & Turek, 2010). Likewise,

teamwork in sports participation increases feelings of togetherness, and efficacy which can result positive self-esteem and consequently self-confidence (Bowker, 2006; Jackson & Marsh, 1986; Richman, 2001; Richman & Shaffer, 2000).

The finding of teamwork and cooperation in aerobic dance can be effective psychosocial skills for reducing child labourers' psychosocial problems of social withdrawal and social isolation. The results support the social capital theory argument that social relationships or networks provide essential resources for group members to meet their social and psychological needs (Bourdieu, 1986; Coleman, 1990). In this line, frequent social interaction minimizes social distancing between children and dance partners and group dancers and enhances a healthy environment and thus promotes a positive team attitude. Moreover, supportive, and caring dancers also facilitate closeness and togetherness and improve children's commitment to dance sessions with the group and dance partners enabling children to master skills and dance movements. This result supports the study (Quiroga Murcia et al., 2010; Sheppard & Broughton, 2020; Yuan et al., 2018) whose findings show that social support in a dance group improves connectedness and increases participation in aerobic dance. Therefore, it can be concluded that child labourers overcoming the problem of social withdrawal and isolation largely depends on their ability to learn teamwork and cooperation skills in aerobic dance. Indeed, sports participation is likely to help child labourers' teamwork to overcome low self-esteem. Also, teamwork and cooperation in aerobic dance can reduce the problem of social isolation and social withdrawal among child labourers.

6.3 Contribution to the Study

This study contributes to the body of methodology, empirical and theoretical. While designing and conducting this research this study utilized a case study strategy to add and

extend the current knowledge on child labour on Lake Volta: Exploring the perspectives of child labour victims and mitigating their psychosocial problems through physical education and sports as a psychosocial tool. Most of the current studies on child labour used surveys. Also, most of these studies came from developed countries, which largely focused on child labour in other productive sectors. Besides, there are substantially limited studies on child labour in the fishing sector in Sub Sahara Africa, like Ghana, particularly Yeji along the Lake Volta.

The use of qualitative methods and case studies has provided deeper insight into the underlying causes of child labour on Lake Volta. It has also helped to discover emergent factors to gain deeper insight into the exploration process of how peer pressures and debt bond have pushed children prematurely into the labour market. Overall, conducting this research on Lake Volta provides a contribution to the natural context making Yeji a popular destination for child labour. Therefore, this research strategy provides grounds for future research.

This research finding also adds to and extends the growing body of empirical literature on child labour. The study provides that socioeconomic and sociocultural factors tend to support the prevalence of child labour in Ghana, particularly the fishing sector in Yeji. Additionally, the study broadens the scope of literature by suggesting that child labour inflicts serious health hazards and jeopardizes the social behaviour of children. It further extends the body of the empirical literature by providing that mitigating the psychosocial problems of child labourers can be mitigated through psychosocial sports and PES. Essentially, this study has provided a simple but robust conceptual framework underpinned by the theories utilized in this study. These findings have opened a new opportunity for study of child labour in the fishing sector.

Finally, this study contributes to the appraisal theories based on the key findings. First, this study relies on the family socialization theory in explaining the sustenance of child labour in the fishing sector, particularly on Lake Volta in Yeji. The family socialization theory has been found worthy of understanding the proximate sociocultural determinants of child labour. The underlying notion of the primary socialization theory is that the primary social process or orientation influence the prosocial and deviant behaviours of individuals and consequently affect their lifelong decision and social group.

Regarding, the sociocultural determinants of child labour, most of the studies aligned with the premise of the primary socialization theory that an individual learns deviant behaviours mainly through the agents of socialization (Oetting & Beauvais, 1987; Oetting, 1992; Oetting & Donnermeyer, 1998) suggesting that child labour is learned behaviour acquired in the household level during the socialization process (Togunde & Carter, 2006).

By utilizing primary socialization in this work, this study contributes to the sociocultural determinants that sustain child labour on Lake Volta by considering the role of peer pressure. This study suggests that a weak or lack of a child-parent relationship can allow the child to seek such among his or her peers, culminating in child labourer. In such a relationship, there appears to be little or no commitment from parents to the socialization of the children. Consequently, the absence or lack of clearly defined family values and norms can make the children vulnerable to external factors, which tend to shape and influence their choices and actions. Besides, the lack of quality time with children further jeopardizes their ties with their parents. In this regard, parents might not have the opportunity to identify their children's blind spots or bad habits. The children also might not have the chance to seek clarification to enable them to figure out the right values consistent with their roles in the

community. Even when children are socialized, such families do so without ensuring strict compliance by children making the child to be deviant.

Additionally, this study contributes to the social capital theory which has been employed to identify and explain how the psychosocial problems of child labour can be mitigated through sports and physical education. This theory relies on the assumption that members of social groups derive social benefits which can facilitate a positive relationship among members of a group. It facilitates prosocial action and discourages exploitative behaviours in pursuit of the common interest of the community (Putnam, 2000).

Concerning how psychosocial problems have been addressed through psychosocial sports in the literature, most studies aligned with the notion that the social capital theory (SCT) that the benefits of social support and psychological support increase individuals' participation in physical education and sports, however instrumental support can negatively predict social withdrawal (Nonaka & Sakai, 2021) and social support can relieve negative mental states or behavioural reactions, such as depression, sleep disorders and social withdrawal (Ginter et al., 1994; Li et al., 2015; Seyyedmoharrami et al., 2018; Xiao et al., 2020).

In this vein, this study contributes to this SCT by considering the role of teamwork and cooperation in sports and physical education. The study suggests that teamwork and cooperation are psychosocial resources or skills enabling people to cope with or overcome the psychosocial problems of low self-esteem, social withdrawal, and social isolation. The existence of the sporting environment (safe space) increases participation and improves communications (Paradis & Martin, 2012). More importantly, openness and trust can foster

close ties, and a sense of belongingness, which can help a group to achieve common goals, and the individual (a child labourer) to improve performance and enhance well-being.

Another contribution to SCT is based on the finding's teamwork and cooperation. This study suggests that interpersonal relationships, which stems social interactions promotes a positive team attitude (Quiroga Murcia et al., 2010; Blasing, 2017). Specifically, strong team cohesion through supporting and caring for each other can help individuals to socialize more, increase participation in sports and play activities, and work well together with others to achieve groups common goals (McEwan, 2020; Reauchamp et al., 2017) and improve socialization skills and well-being (Taylor & Turek, 2010). Together, the results of this finding suggest teamwork and cooperation are important construct of social capital which can mitigate the psychosocial problems of child labourers, particularly those fishing on Lake Volta.

6.4 Implications of the Study to Stakeholders

Identifying factors (socioeconomic and sociocultural factors) that sustain child labour on Lake Volta and how to mitigate the psychosocial problems of child labourers is a major concern for stakeholders all over the world, particularly in Ghana due to the recent increase in this phenomenon.

Considering the results, all parents and guidance get a right understanding of the socioeconomic and sociocultural factors that tend to influence them to put their children to work at a tender age. More especially, the findings on socioeconomic factors deepen the perspectives of parents on the consequences of allowing their social status and economic conditions to push their children to Lake Volta for greener pastures at an early age. This insight will also guide families to minimize their preference for short-term income from child labour to long-term income from the future employment of their children. Besides, the

insight from the sociocultural factors, especially bond labour, allows parents/relatives to avoid excessive borrowing from the owners of canoes for their children to be bonded. Furthermore, the insight from the peer pressure, households will be more committed to the socialization process to build a strong relationship. The findings also enable household to be aware of the long-term psychological and physical abuses they expose their children and adverse effect on their overall growth and development. Similarly, parents and child labourers become aware of how participating in sports and play activities can assist them develop the required psychosocial skills to manage and overcome their psychosocial problems.

These results are also beneficial to policymakers. Policymakers can use the findings to formulate social and economic intervention programmes. Similarly, opinion leaders and Traditional rulers can use this information to make an inform decision regarding the role of culture in the socialization of children.

6.5 Limitations of the Study

Even though the current study makes several contributes to qualitative methodology, theoretical and empirical literature, there are limitations for future research direction. First, the limitation was on the topic and research setting. Child labour in the fishing sector extends to all coastal communities in Ghana like Ashiama, Winneba, Tema Manhenyia and others.

The study was purposely limited to Lake Volta due to the recent documentary of (Inside the troubled waters: the child slavery on Ghana's Lake Volta (CNN, 2019 & Talbo, 2018). In particular, the study was limited to child labourers along the Lake Volta whose perspectives were not documented. The reason was to gain in-depth understanding of their experiences but some measure of degree of intensity was limited. Also, the study was limited

to personal interviews and focus group discussions to obtain multiple perspectives to generate valid and consistent findings with high degree of trustworthiness.

Although, the findings lack the predictive power for understanding the underlying factors of child labour in other productive sectors of the economy, the findings may be useful to those seeking information on how to reduce child labour. Finally, while the findings of the present cannot be generalized to child labour in other sectors of the economy in Ghana and beyond, the findings are indicative of what stakeholders do to remedy this social menace. Furthermore, despite the role of psychosocial sports and play activities which can mitigate the psychosocial problems of child labourers, it has received limited research attention in Ghana and beyond (Aboagye et al., 2016; Manzo, 2012; Wachter, 2014). Further studies are necessary to gain deeper understanding of the subject.

6.6 Recommendations

The results of the current study serve as reference for child labour and its implementation practices. Therefore, some recommendations have suggested to relevant organization and other stakeholders to apply for the improvement of child labour phenomenon.

First, the study recommends that since the households play instrumental role, assemblymen, opinion and traditional leaders to educate parents, families and relatives would minimize incidence of child labour.

Second, it is also recommended to opinion leaders and traditional leaders to educate families on the traditional concept of socialization which require children to acquire basic skills without becoming a child labour.

Third, the study recommends that since physical education and play activities would reduce child labourers' psychosocial problems of rescued child labourers, these activities should be included in the child labour intervention and rehabilitation programmes.

Fourth, the study recommends to stakeholders in education to include child labour in the school curriculum as a subject at all levels of education to enable children see, know and understand the harmful effects of engaging in child labour and not to accept any kind of juicy promises of sending them to school or provide for their basic needs when they come to stay with them.

Finally, the study recommends to the local authority that the relatives and parents of the rescued children should sign a bond to restrain them from pressuring or putting such children to engage in any economic activity again.

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APPENDICES

Appendix A:

MODULE I=SECTION A:

UNIVERSITI MALAYSIA SARAWAK

FACULTY OF SOCIAL SCIENCES AND HUMANITIES

TOPIC: Exploring the Perspectives of Child Labour Victims and Mitigating their Psychosocial Problems Through Physical Education and Sports: Case of Yeji, Lake Volta

Interview Guide for Active-Child Labourers (A-CL) on the Volta Lake

Dear Sir/Madam,

I am a PhD student from the Universiti Malaysia Sarawak. I am conducting research on child labour victims and their psychosocial problems on the Volta Lake and its satellite communities in Ghana. The overall objective of the research is to find out how best physical education and sports could serve as a tool to mitigate the psychosocial problems of child labour victims in Ghana on Lake Volta.

Kindly note that any information provided is for academic purposes only and will therefore, not be used for any other purpose other than what it is meant for.

Thank you.

Date.....

Sign:

Demographic Information of Research Participants

1. Can you tell me a little about yourself?

2. Age:

3. Sex:

4. Where do you come from.....

MODULE I=SECTION B:

UNIVERSITI MALAYSIA SARAWAK

FACULTY OF SOCIAL SCIENCES AND HUMANITIES

TOPIC: Exploring the Perspectives of Child Labour Victims and Mitigating their Psychosocial Problems Through Physical Education and Sports: Case of Yeji, Lake Volta

Interview Guide for Ex-Child Labour Victims (Ex-CL) on Lake Volta at the Shelter

Dear Sir/Madam,

I am a PhD student from the Universiti Malaysia Sarawak. I am conducting research on child labour victims and their psychosocial problems on Lake Volta and its satellite communities in Ghana. The overall objective of the research is to find out how best physical education and sports could serve as a tool to mitigate the psychosocial problems of child labour victims in Ghana on Lake Volta.

Kindly note that any information provided is for academic purposes only and will therefore, not be used for any other purpose other than what it is meant for.

Thank you.

Date.....

Sign:

Demographic Information of Research Participants

1. Can you tell me a little about yourself?

2. Age:

3. Sex:

4. Where do you come from:
5. Who brought you there.....
6. Where were you before you came here.....
9. What was the nature of work over there.....
8. How long have you been there.....
9. Were you schooling while there.....
10. Level of schooling if yes.....
11. Who are your parents.....
12. Are your parents alive or dead.....
13. What work are your parents doing.....

MODULE I=SECTION C:

UNIVERSITI MALAYSIA SARAWAK

FACULTY OF SOCIAL SCIENCES AND HUMANITIES

TOPIC: Exploring the Perspectives of Child Labour Victims and Mitigating their Psychosocial Problems Through Physical Education and Sports: Case of Yeji, Lake Volta in Ghana

Interview Guide for (FGD)-Traditional Authorities/Opinion Leaders/Workers within Yeji and its Satellite Communities in Ghana

Dear Sir/Madam,

I am a PhD student from the Universiti Malaysia Sarawak. I am conducting research on child labour victims and their psychosocial problems on the Volta Lake and its satellite communities in Ghana. The overall objective of the research is to find out how best physical education and sports could serve as a tool to mitigate the psychosocial problems of child labour victims in Ghana on Lake Volta.

Kindly note that any information provided is for academic purposes only and will therefore, not be used for any other purpose other than what it is meant for.

Thank you.

Date.....

Sign:

Demographic Information of Research Participants

1. Can you tell me a little about yourself?
2. Age:
3. Sex:
4. Level of education:
6. Occupation:
7. Role in the community.....
8. How long have been here.....

MODULE II=SECTION A:

RESEARCH QUESTION 1: Examine Socioeconomic and Sociocultural Factors that Sustain Child Labour along the Volta Lake.

- At what age did you start working?
- What brought you here?
- Tell me who brought you here?
- Tell me more about child labour?
- Tell me more about the contract arrangement of your work in the fishing work?
- Tell me more about the competencies you have acquired in fishing?
- What are some of the common problems you face in fishing on the Volta Lake?

- Tell me more about some of the primary causes or conditions that pushed you to work as child labour on Lake Volta in Yeji?

MODULE II=SECTION B:

RESEARCH QUESTION 2: Explore the impact of child labour on the social and health status of children engaged in child labour in the fishing industry along Lake Volta.

- Tell me more about how your work has changed your behaviour?
- Tell me more about your conditions as child labourer?
- Tell me who brought you here?
- Tell me more about the health conditions or challenges your work has exposed you to?

MODULE II=SECTION C:

RESEARCH QUESTION 3: Identify the psychosocial problems of child labour victims along Lake Volta.

- Tell me more about your worse experience working as a child labour on Lake Volta before rescued to the shelter?
- How are you coping up since you came here?

MODULE III=SECTION A:

UNIVERSITI MALAYSIA SARAWAK

Consent Form: A=Active & Ex-Child Labourers

Introduction

Hello, my name is Mr. Garibah Mensah Dominic, a PhD student from the faculty of Social Sciences and Humanities at the Universiti Malaysia Sarawak. I am here to conduct or have

an interaction with you regarding your experiences in child labour activities either directly or indirectly to enable me gather some information for my studies.

The survey is completely voluntary, which means that you can choose to participate or not. It is completely your choice. You can also stop participating at any time and end the survey or skip question (s) if you feel uncomfortable. The results from the survey will only be shared with the University community in Sarawak, Malaysia. There is no direct benefit from participation. All your responses will be kept completely anonymous, confidential and presented in the aggregates and in the event that extracts from the interview may be used in the thesis writing and for publication, which means that your name (s) or identity will never be associated with any response (s) from the excerpts. The entire survey would take at most 30-45 minutes. Thank you for participating in advance.

Consent Form for Child Labourers through their Masters:

I have read the information on the form presented to me by Mr. Garibah Mensah Dominic, a PhD from the Faculty of Social Sciences and Humanities at the Universiti Malaysia Sarawak. I have also been explained to through questions and answers in a language that I understood.

I am equally aware that the researcher has the option to audio record and take pictures from the interview for accuracy of my responses while the interview progresses.

Additionally, I have also agreed that extracts from the interview may be used in the thesis writing and for publication (s) to come from this research, with the concern that the excerpts will be anonymous.

I was informed that I may withdraw my consent to be interviewed at any time without any penalty.

Name of guardian of child participant:

Name of person obtaining consent for (Child Labour):

Child's birth date/age: _____

Gender of child: ____Male ____Female

Relationship with person obtaining consent for (Child Labour):

Where Child comes from if not parent to person obtaining consent for (Child Labour):

Child's Schooling: ____Yes - What class is child.

No - Why child not schooling?

Permission decision: ____Yes - I would like my child to participate in this study.

____No - I would not like my child to participate in this study.

Signature of guardian of child participant obtaining consent for:

Date: _____

May I start now: _____ Yes - You may start.

_____ No - You may come later

MODULE III=SECTION B:

UNIVERSITI MALAYSIA SARAWAK

Consent Form: B=Masters/Canoe/Boat Owners:

Introduction

Hello, my name is Mr. Garibah Mensah Dominic, PhD student from the Faculty of Social Sciences and Humanities at the Universiti Malaysia Sarawak. I am here to conduct or have an interaction with you regarding your experiences in child labour activities either directly or indirectly to enable me to gather some information for my studies.

The survey is completely voluntary, which means that you can choose to participate or not. It is completely your choice. You can also stop participating at any time and end the survey or skip question (s) if you feel uncomfortable. The results from the survey will only be shared with the University community in Sarawak, Malaysia. There is no direct benefit from participation. All your responses will be kept completely anonymous, confidential and presented in the aggregates and in the event that extracts from the interview may be used in the thesis writing and for publication, which means that your name (s) or identity will never be associated with any response (s) from the excerpts. The entire survey would take at most 30-45 minutes. Thank you for participating in advance.

Consent Form for Masters/Canoe/Boat Owners:

I have read the information on the form presented to me by Mr. Garibah Mensah Dominic, a PhD student from the Faculty of Social Sciences and Humanities at the Universiti Malaysia Sarawak. I have also been explained to through questions and answers in a language that I understood.

I am equally aware that the researcher has the option to audio record and take pictures from the interview for the accuracy of my responses while the interview progresses.

Additionally, I have also agreed that extracts from the interview may be used in the thesis writing and for publication (s) to come from this research, with the concern that the excerpts will be anonymous.

I was informed that I may withdraw my consent to be interviewed at any time without any penalty.

Name of participant (Masters/Canoe/Boat Owners):

Date of birth/age of participant obtaining consent (Masters/Canoe/Boat Owners):

Gender of participant (Masters/Canoe/Boat Owners): ____ Male ____ Female

Profession/role of participant in the community (Masters/Canoe/Boat Owners):

Year (s) stay in the community (Masters/Canoe/Boat Owners):

Where participant comes from (Masters/Canoe/Boat Owners):

Signature of participant (Masters/Canoe/Boat Owners):

Date: _____

Permission decision: ____ Yes - I would like to be part of the Masters/Canoe/Boat Owners.

____ No - I don't think I can be part of the Masters/Canoe/Boat Owners.

May I start now: ____ Yes - You can start.

____ No - You may wait later.

MODULE III=SECTION C:

UNIVERSITI MALAYSIA SARAWAK

Consent Form: C=Focus Group Discussion (FGD):

Introduction

Hello, my name is Mr. Garibah Mensah Dominic, PhD student from the faculty of Social Sciences and Humanities at the Universiti Malaysia Sarawak. I am here to conduct or have an interaction with you regarding your experiences in child labour activities either directly or indirectly to enable me gather some information for my studies.

The survey is completely voluntary, which means that you can choose to participate or not. It is completely your choice. You can also stop participating at any time and end the survey or skip question (s) if you feel uncomfortable. The results from the survey will only be shared with the University community in Sarawak, Malaysia. There is no direct benefit from

participation. All your responses will be kept completely anonymous, confidential and presented in the aggregates and in the event that extracts from the interview may be used in the thesis writing and for publication, which means that your name (s) or identity will never be associated with any response (s) from the excerpts. The entire survey would take at most 30-45 minutes. Thank you for participating in advance.

Consent Form for Focus Group Discussion (FGD):

I have read the information on the form presented to me by Mr. Garibah Mensah Dominic, a PhD student from the Faculty of Social Sciences and Humanities at the Universiti Malaysia Sarawak. I have also been explained to through questions and answers in a language that I understood.

I am equally aware that the researcher has the option to audio record and take pictures from the interview for accuracy of my responses while the interview progresses.

Additionally, I have also agreed that extracts from the interview may be used in the thesis writing and for publication (s) to come from this research, with the concern that the excerpts will be anonymous.

I was informed that I may withdraw my consent to be interviewed at any time without any penalty.

Name of participant (FGD):

Date of birth/age of participant obtaining consent (FGD):

Gender of participant (FGD): ____Male ____Female

Profession/role of participant in the community (FGD):

Year (s) stay in the community (FGD):

Where participant comes from (FGD):

Signature of participant (FGD):

Date: _____

Permission decision: _____ Yes - I would like to be part of the FGD.

_____ No - I don't think I can be part of the FGD.

May I start now: _____ Yes - You can start.

_____ No - You may wait later.

APPENDIX B

MODULE IV: Sample of Interview Guide

<i>Date:</i>	<i>Time</i>	<i>Month/Year</i>
Section A: Demographic Profile of Participant		
<i>PARTICIPANT DATA (Introductory Questions)</i>	<i>INTERVIEW QUESTIONS</i>	
<i>Name of Participant</i>	<i>Kindly please give me your name</i>	

<i>Age</i>	<i>Kindly please tell me your age</i>	
<i>Gender</i>	<i>Male or Female</i>	
<i>Years in Yeji</i>	<i>How long have you been in Yeji?</i>	
<i>Your purpose in Yeji</i>	<i>What brought you to Yeji?</i>	
<i>Who are you here with?</i>	<i>Tell me who brought you to Yeji?</i>	
Section B: PARTICIPANTS' RESPONSE TO SOCIOCULTURAL & SOCIOECONOMIC FACTORS ON CHILD LABOUR		
<i>RESEARCH QUESTIONS (Key Question)</i>	<i>INTERVIEW QUESTIONS</i>	<i>Notes</i>
<i>What are the socioeconomic and sociocultural factors that sustain child labour along the Lake Volta in Ghana?</i>	1. <i>What are the primary causes/conditions that pushed you to work as child labour in Yeji?</i> ❖ <i>Probe:</i> 2. <i>How has parental education contributed to your working in Yeji Lake Volta?</i> ❖ <i>Probe:</i> 3. <i>How has household poverty contributed to your working on Lake Volta in Yeji?</i> <i>Probe:</i>	
<i>How does child labour impact the social and health status of child</i>	1. <i>Tell me more about your health condition/problems.</i> ❖ <i>Probe:</i> ❖ <i>Probe:</i>	

labourers in the fishing industry?	2, Tell me more about how your work has changed your behaviour. ❖ Probe: ❖ Probe: ❖ Probe:	
Closing questions Conclusion	4. Before we end the interview, please, what else will you like to tell me about your experience working as a child labour? 5. Besides, would you like to make any changes or add something to what you have said already to finalize your responses? 6. Finally, I (the researcher) would like you to confirm the accuracy of the responses (summary points) based on the information you provided me with.	