UNIVERSITY OF EDUCATION, WINNEBA

EXAMINING SCHOOL DROPOUTS AMONG GIRLS IN WA MUNICIPALITY

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DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE…………………………..

DATE…………………………………..

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. INUSAH SALIFU

SIGNATURE……………………………………………..

DATE……………………………………………………

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I am very grateful to the Almighty God who has guided and protected me through these challenging years. It is only by His grace that I am able to be where I am today. I am sincerely grateful to my supervisor and mentor, Dr. Inusah Salifu for his guidance and support. His timely advice, suggestions and feedback really exemplified not just a supervisor but rather an instructional leader.

I want to acknowledge the assistance from my Municipal Director of Education, Wa Municipal Education Office. But the greatest thanks go to my beloved husband, Mr. Mahama Maabang Banabas, my parents Mr. and Mrs. Venu Dery and my children who supported me in everything, even when the going became tough. May God richly bless them.

DEDICATION

To my parents Mr. and Mrs. Venu Dery, my husband; Maabang Banabas and children; Pascaline, Pearl, Portia and Kenneth.

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ABSTRACT

The study was to find out the causes of school dropout among girls in the Wa Municipality. The study was a purely quantitative study relying on the cross-sectional survey design. Questionnaire was the instrument used for the data collection. There were 360 respondents and data was analysed using SPSS. The study found that school dropout among the girls was of great concern. School dropout affected the Municipality in the sense it brought about teenage pregnancy, stealing, prostitution, among others. Based on the findings, the study recommended among other things that both the school and the community should endeavour to work together so that children could be helped with financial assistance to continue schooling. Again the study recommended that the Municipal assembly in conjunction with community leaders need to make by-laws to ensure that children go to school and at least complete the basic level which is free now.
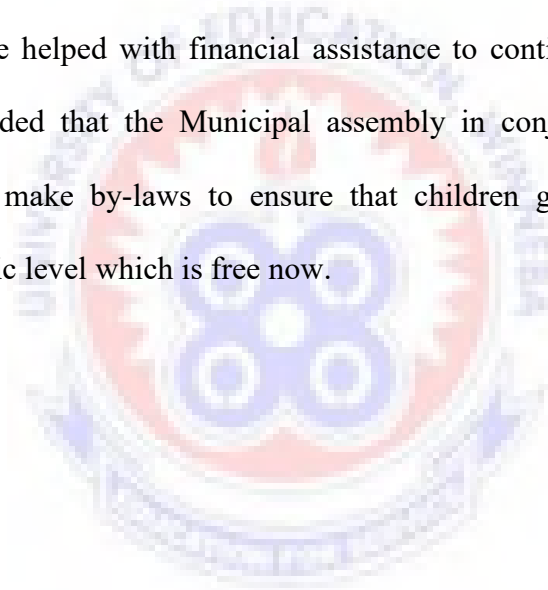
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

It is argued that knowledge and technology are increasingly becoming the basis of comparative advantage in the present world economy. The quality of a country's stock of human capital influences the extent to which knowledge and technology can be utilised and created to enhance productivity and improve the well-being of citizens. Basic education provides the essential building blocks for higher levels of education. It also lays the foundation upon which work-related skills are developed, especially for those who are not able to continue to the higher levels of the academic ladder.

Education, again, is an important tool for the development of an individual, the society and the nation at large. For this reason, nations all over the world are concerned with the provision of education to their citizens. Many African countries see development as closely intertwined with education; that the more educated their citizens are the higher their ability to deal with the problems of development (World Bank, 2005). It is in the light of this and other factors that countries all over the world are making frantic efforts at reducing the number of out-of-school children (Wikan, n.d.).

Ghana has since the 1950ˢ made significant strides in her educational system. Such laudable efforts include the Education Act of 1951 which aimed at mobilizing all the available resources to open up as many schools as possible. The 1961 Education Act which aimed at providing fee-free and compulsory education for all school- going age children for the six-year primary and four-year middle school.

The Dzobo Committee Report of 1972 and the 1987 Education Reforms were aimed at increasing access to education at the basic level (Canagarajah & Coulombe, 1997).

Again, the Free-Compulsory Universal Basic Education (FCUBE) was introduced in 1996 with the aim of providing quality education to all children. In view of the compulsory nature of basic education in Ghana, various governments and agencies have made concerted efforts to address educational inequality and improve quality. This has been evident in policy directives and interventions such as the Education Strategy Plan (ESP) for 2003 – 2015, the Growth and Poverty Reduction Strategy, the Free Compulsory Universal Basic Education Programme and Capitation Grant Scheme. Most importantly, the Government of Ghana has committed itself to the achievement of universal primary education and the Millennium Development Goal (MDG 2) by ensuring that by 2015 children everywhere, boys and girls alike will be able to complete a full course of primary schooling. (UNESCO, 2011)

To meet the MDG2 and national targets set in the 2003-2015 Education Strategic Plan, the Government of Ghana abolished all fees charged by schools. It also introduced the capitation grant scheme to defray school fees previously charged. In addition, the school feeding programmer was introduced in some selected schools in deprived communities. All these measures were put in place to cushion the burden of parents in meeting the cost of sending their children to school and to encourage parents especially in deprived areas to send their children to school (The Ghanaian Journal, 2010).

In Ghana, the aforementioned strategies and efforts attracted all categories of children who were previously not in school (UNESCO, 2005).

For instance while in 2001, the net enrolment rate in primary education for developing countries was 83 percent, and 63 percent in sub-Saharan Africa, Ghana's gross enrolment rate between 2001 and 2006 were approximately 90% (United Nations Educational, Scientific and Cultural Organisation, UNESCO, 2005).

Globally, about 51% of children of school going age have never entered school. A further 19% have attended but left school, and the remaining 30% are expected to enter school in the future (UNESCO, 2010). In 2009, 46 countries had more than 100,000 out-of-school children of primary school age. Between 2003 and 2010, averages of 25% of children of primary school age were out of school in 31 out of the 46 countries.

UNESCO (2011) reveals that in sub-Saharan Africa, the number of out-of-school children decreased from about 43 million to30 million between 1999 and 2009. This progress is all the more remarkable when considering that the primary school-age population increased by 26 million during the same period. Nevertheless, 23% of all primary school-age children remain excluded from education across the region.

In a description of the details of dropout in Ghana's basic education system, the Multi-Indicator Cluster Survey (MICS) 2006 reported that dropout rates across all grades in Ghana are similar (4% per year) except for grade three, which is 5% (Ghana Statistical Service, GSS, 2006). Considering gender, males have higher dropout rates than females in almost all grades. From grades 1, 3and 6, dropout rates in rural areas stood at 3.9%, 4.6%, and 3.9% respectively compared with 3.3%, 5.5%, and 4.5% in urban areas. There are however, wide regional variations in dropout rates. This may be attributed to factors like poverty, peer group influence or pressure, unattractive school environment, broken homes shortage of teachers' teenage pregnancy, among

others. It has been argued that in much of Africa, the problem is not non-enrolment but how to ensure that once enrolled, children complete schooling (Duryea, 1998).

According to UNESCO (2006), overall, there was a little difference between boys and girls in terms of attendance: the share of male and female out-of-school children is 24% and 26%, respectively. This means that girls are, on average for the 31 countries, 8% more likely to be out of school than boys. The gap between urban and rural areas is significantly bigger. Rural children are twice as likely to be out of school as urban children. Fentiman (1999) attested to this fact when she found in her research that, in Ghana, many children dropout of school annually, with the dropout rate higher in rural schools than urban schools. Bhola (2002) also noted that, although efforts to improve the school attendance and achievement have been initiated, some parts of the country, especially rural areas, experience poor attendance or lack of schools. The 2008 Ghana Living Standards Survey Report indicated that attendance rates are generally high in all localities except in rural savannah. While the rates range from a high of 97.0 % in the other localities, in rural savannah it is 63.5% for males and 56.6% for females (Ghana Statistical Service, GSS, 2008).

There is also a clear link between household wealth and the probability of not being in school. Compared to children from the richest 20% (quintile) of households, children from the poorest quintile are nearly four times as likely to be out of school, and the probability of being out of school decreases steadily with increasing household wealth (GSS, 2008).

In a description of the details of dropout in Ghana's basic education system, the Multi-Indicator Cluster Survey (MICS) 2006, reports that dropout rates across all grades in Ghana are similar (4% per year) except for grade three, which is 5% (Ghana Statistical Service, GSS, 2006).

In the Wa Municipal, 39% of the children of school going age are not attending school (Wa Municipal Education Office 2006). According to the district report, apart from the low enrolment, dropout rate is high in the district, especially in the Afram Plains North Circuit. For instance, in the 2003/2004 academic year, 25% of the 3,000 children who were enrolled at the basic level dropped out. Again, in the 2005 to 2007 academic years, the dropout rate was 13.1% for pre-school, 8.1% at the primary level and 9.0% at the junior high school level. During the 2007/2008 academic years, the enrolment for pre-school was 669, that of primary school was 2,127 while that of JHS was 642. This shows a decline in school population as pupils move up from one level to another. Factors such as the cost of education and other socio-cultural issues are cited as causes. Most researchers attribute the reasons why pupils are unable to complete basic education in developing countries to structural factors at the household, school and societal levels (Colclough, Al-Samarrai, Rose & Tembon, 2003; Hunt, 2008; Wikan, n.d.).

The dropout rate was 10% for primary and 12% for JHS. Within the same periods, the enrolment rate in general was 81%, 76% and 70% in 2003/2004, 2005/2007 and 2007/2008 academic years, respectively (District Education Report, 2009). Economic and socio-cultural factors seem to contribute to low enrolment and attendance rates particularly of girls in the area. For example as poor families struggle to make a living, often girls play a key role in the survival of the household by either contributing income or taking care of household chores like looking after younger siblings. In these situations girls are less likely to be sent to school. In the study area, for instance, the practice of sending girls to live with their aunts serve to keep many girls out of school as many of these aunts keep the girls at home to help them in their income-generating businesses.

Some of these aunts, especially the old ones, may also be too poor to pay for the education of such girls. Often there is a mismatch between school calendar/timetable and household duties (e.g. fetching water, collecting firewood, cooking, caring for younger siblings and sick family members) resulting in some children not being able to go to school (Colclough *et al.*, 2003; Hunt, 2008; Wikan, n.d cited in Ananga, 2010).

As the evidence shows, non-completion is a big problem in the research area. However, a number of questions relating to the problem remain unanswered. It is against this background that this research seeks to explore the factors responsible for the high dropout in the area and its effects on the victims.

1.2 Statement of the Problem

With the introduction of Free Compulsory Universal Basic Education (FCUBE) in Ghana, all school going children are expected to enrol and complete basic school. However, it is on record that hundreds of thousands of children of school-going age are currently not in school (UNESCO, 2006). Even though the introduction of the capitation grant and the School Feeding Programme have resulted in significant increase in enrolment, the enrolment rate generally favours boys against girls in the Wa municipality (ADEA, 2007).

As important as this issue is, not much has been done in the form of research to bring to light this negative gender imbalance of educational participation. My pre-occupation in this research therefore was to investigate the nature of school drop-out among girls in the Wa municipality.

1.3 Purpose of the Study

The purpose of this study was to investigate school dropout among girls in basic schools in the Wa Municipality.

1.4 Objectives of the Study

Specifically, the study set out to achieve the following objectives in the Municipality

1. To find out the causes of school dropout among girls in the Wa Municipality.

2. To find out the effects school dropout on the development of the Municipality.

3. To find solution to remedy the situation.

1.5 Research Questions

The study was designed to answer the following research questions:

1. What are the causes of school dropout among girls in the Wa Municipality?

2. What are the effects of the menace on the development of the Municipality?

3. What can be done to remedy the situation?

1.6 Significance of the Study

After the research is completed, the research document will be handed over to the Municipal assembly for the possible implementation of the recommendation. This would go a long way to improve on girl child education in the municipality and the region as a whole. I also intend to organise a seminar for parents of the school girls and discuss with them the outcome of this research. Through this, it is envisaged that the parents would benefit from the most appropriate ways of helping their female children in school.

1.7 Limitation of the Study

Limitations are the restrictions in the study over which the researcher has little or no control. The study involved travelling from one school to another and transport was not reliable due to poor roads. Some of the schools were situated in slum areas and this made it unsafe for the researcher to move freely.   .

Visiting all the schools within the Wa municipality was also not feasible and therefore findings are dependant on the information given by some officers of the municipal education office and the data that was collected from a few of the schools selected and assumed to represent the entire Wa municipality which in itself may not be conclusive or even precise.

1.7 Delimitations of the Study

The study was delimited to an investigation on school dropout among girls in the Wa Municipality. It was further delimited to finding out about school dropout only among girls. Its scope was narrowed down to only the Wa Municipality.

1.8 Organization of the Study

The study was organised in five chapters. Chapter one was the introduction, chapter two was the review of related literature and chapter three capture the methodological penultimate processes underpinning the study. The chapter four was on the results and discussion. The final chapter was the summary of main findings, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter deals with the review of literature that is relevant for the tasks about some authors' view on the school dropout, particularly that of the girl child in basic schools.

2.2 General Understanding of School Dropout

In my own perspective, the problem of school dropout is of great concern to schools. Therefore it is a major concern to share ideas about the problem. The literature review will deal with the concept of school drop out on education, causes of school dropout of the girl child, impact or effects of school dropout of the girl child and possible ways to curb the phenomenon of school dropout of the girl child from formal education.

The very definition of the term dropout is controversial. What makes a student a dropout and how to measure dropout rates vary from state to state. The lack of a standard definition and formula makes assessing school performance difficult and comparing schools and school systems almost impossible. This provides a summary of the most commonly used definitions of school dropout. A dropout is defined as "any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school.

 According to Dejnozka and Kapel (1991:185), Drop-out is defined as premature termination of an educational cycle. A general definition includes categories wider than formal education, including organised educational activities and courses. A term is used to describe individuals who leave an activity, a course, a programme, or a

school, before completing its requirements. However, the term is more commonly used in formal education and in the first or second level, i.e. at primary or secondary schools. The term 'drop-out most often designates an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws or is dropped from membership (Good 1973).The common definitions of drop-out agree in assuming the premature termination of a cycle or stage.

Some describe this situation of pupils or students who leave school before completing a school year or a particular level of studies (Ortiz & Basile 1982).

More often a drop-out is defined as the pupil or student him/herself who drops out.

A drop-out is generally defined as a pupil who leaves school before the end of the final year of the educational stage or cycle in which he/she is enrolled (UNESCO 2010, Brimer & Pauli 1971). A drop-out can be defined as a child who enrols in school but fails to complete the relevant level of the educational cycle. At the primary level this means that the drop-put fails to reach the final grade, usually grade V or VI (UNESCO, 2011).

Morrow (1987) describes different kinds of early school leavers as follows:

1) pushouts - undesirable students;

2) disaffiliated - students no longer wishing to be associated with the

schools;

3) educational mortalities - students failing to complete a program;

4) capable dropouts - students whose family socialization did not agree with

school demands;

5) stopouts - dropouts who return to school, usually within the same

academic year (Morrow 1987).

There are a number of ways of leaving school which are not considered dropping out.

Death or transfer to another school is not regarded as drop-out (Good 1973). Some define drop-out as leaving an educational cycle voluntarily (Dejnozka & Kapel 1991). It is considered as drop-out whether it occurs during or between regular school terms (Good, 1973). Some studies point out that more drop-outs are observed during the school holidays than during the school terms (Good, 1973). The concept of school drop-out does not include students who complete one cycle and do not enrol at the successive level of educational cycle. Brimer and Pauli (1971) observe that "leaving school after the completion of a compulsory cycle without going on to the succeeding cycle" does not constitute drop-out. After compulsory level education, most commonly, the number of schools and available places at successive levels of education decreases. It is not possible for all nations to retain all children throughout the total range of provisions. However, once a student is enrolled in a system, he/she should be able to complete. Brimer and Pauli (1971) suggest that the national aim should be to retain all children recruited into a cycle until the objectives of that cycle have been satisfied.

For the purpose of researching the problem of drop-out from JSS in Ghana, we will define drop-out in this study as follows: The phenomenon of drop-out occurs when a student who is once enrolled leaves the system before the end of the final year in the cycle. The term does not include those who completed primary schooling but did not enrol at JSS. It does not include those leaving the school for transfer to another school or pupils who die. Those expelled or suspended are also excluded from dropping out, something greed upon by most authorities of drop-out.

Cambridge Dictionary defines school dropout as a person who leaves school college or university before finishing a course or a person who lives unusual way. They are students who do not complete their educational course at basic level.

In relation to the study, they are females who leave or stop schooling without completing their educational course at the basic level.

School dropout is one of the major problems in our school today (FAWE) recent statistics indicate that adult literacy among women and school enrolment in sub-Saharan Africa is very low. Also according to Sutherland et al. (1994) the main reasons for the dropping out of the girl from school are financial constraints 43% poor performance 12% desire to learn a trade 9.3% and pregnancy of girls 8.4%. It was also found out majority of these girls who dropped out of school will like to return to school. Most families do not value educating girls. This therefore pre-supposes that when faced with scarce resources girls are made to drop-out of school. It can also be observed that generally there is low secular literacy rate among Muslims for both males and females, but it is more pre-valiant among the girl child. This is linked to the age-old suspicion that secular education for Muslims leads to infidelity.

According to Cox (1987) the child's home background acts as a major determinant of his or her level of educational attainment and pattern of educational growth. He further stated that difficulty in learning occurs when the child's environment lacks intellectual guidance and motivation. In his view, he said that pupils, who found themselves in environment where academic achievement is considered to be waste of time, parents displaying disinterest in children's school work, perform poorly. This can eventually lead to drop out of school.

This point is supported by White (1987) who says that pupils living in elite residential homes had parents who helped them with academic work and this develop a positive attitude towards school work.

Finally, peers in the same environment serve as models for others to rate their characteristics, values and abilities.

That is children use others as yardsticks with which to measure themselves. The children who live in an area where children perform well in school are likely to emulate them and so they will perform better academically also. On the other hand if children find themselves in an environment where academic work is not considered seriously, they tend to perform poorly in school and this can lead to their dropping out of school.

Bledsoe (2002) pointed out the irony that the richest and poorest countries share the problem of dropout. He contends that in the United States, over 30% of high school students leave school prematurely and for the most part, condemns them to marginal part in the cultural and economic life of the country. 'There is no room for the undereducated members of a technologically mature society.''

In Asia, the problem of wastage through drop-out is rampant. A look at the pattern of survival for the system as a whole reveals big differences in the proportion class one entrants who reach the end of primary schooling. Korea and Malaysia have a survival rate of approximately 40%. Indonesia, Nepal. The Philippines, Singapore, and Sri lanka have a moderately high survival rate of 20% (Bledsoe, 2002). India and Thailand have a survival rate of 12% while the other countries of Asia have a survival rate averaging not more that 5%. In Costa Rica, the patterns of school dropout in marginal urban areas seem more complex, may be because education system is better established. Both boys and girls are more likely to stay at school into primary cycle.

In El Salvador, the cost of necessities clothing and increased cost of tuition year after year influence parent's decision to take their children out of school regardless of level.

In many Latin American countries is near universal, completion rates are low because of high drop-out and repetition rate attainment (Birdsall, 2005). Failure to complete is a particular problem for children in poor families, trapping them in poverty: in India, 61 percent of the children who never complete fifth grade come from the poorest 40 percent of households (Birdsall, 2005).

UNESCO (2006) indicated that three surveys done in Canada place the national dropout rate at 18%. The figure represented the number of people in the 10-20 and 20-24 age groups who had not graduated and were not in school or pursuing further training. Such a situation has serious implications both for the country and for the young people themselves because of the increasing need for highly skilled workers and fewer opportunities for unskilled or functionally illiterate (Bhorat,2003). Only 51 percent of children in Africa complete primary school. Low enrolment, high levels of dropout and repetition rates combine to contribute to low educational attainment (Birdsall, 2005).

Gachukia (2004) contents that education reform initiative in Kenya since 1980's had three major impacts among others; are, increased cost of education and heavy burden on households; two, scarcity of instructional material such as textbooks and support services such as school uniforms. These had negative effects or access to and quality of education. A similar report by the Ministry of Education (2014) asserts that the level of poverty in the country has gone up and the plight of the poor aggravated to the extent where many Kenyans can no longer have aces to education. In Sudan, the cost of higher education has increased since the 1980's, which is a

deterrent even for those who manage to get through school certificate examination. In Zimbabwe, the enrolment figures in secondary school for girls continue to decline in relation to those of boys. In 1987 in the Matabeleland south, girls made up of 45% of enrolment in form one (nationally 43.6%) but in form four this slipped to 36.6% (nationally 38.9%) (Fawe, 2004). Such a slip does not augur well for a country which wants to develop in human resource from both sexes for better national development. It says that one of the serious consequences of these high drop-out rates, particularly for Africa is the serious and growing problem of those secondary school leavers who swells the ranks of the educated unemployed. This is because only 20% of those who complete the secondary stage will continue to university. UNESCO (2006) noted that in Botswana, secondary schools, more girls than boys dropout. In junior cycle, 16-19% of the girls dropped out I 1987 as compared to 6-8% of boys in1988.

FAWE (2004) further revealed that 75% of girls drop out because of pregnancy while 20% of boys drop out due to lack of interest. The initial measure to overcoming challenges to basic education was to improve access; which meant increasing the number of schools, teachers and getting as many children in school as possible (Dyer 2002). With 17,000 primary schools offering formal education (Bunyi, 2006), the Kenyan government declared free and compulsory primary education in 2003. An estimate of 1.3 million children enrolled in public schools raising the total number to 8 million (Kinuthia 2009). While this may have increased the enrolment rate and registered positive quantitative data, it has failed to give a consideration to the qualitative issues in side of schools. Researches and other studies in developing countries have shown that many children did attained literacy and competency levels as required for their various levels of schooling.

In deed EFA reports that millions of children are leaving school without having acquired basic skills and there are still 72 million primary aged children out of school EFA Summary Report 2010.

Moreover, the 2005 EFA report on the quality of education, notes that an enormous gap between the number of pupils graduating from school and some of them is mastering a minimum level of literacy. It assets that meeting a minimum of standards, improving school facilities having sufficiently trained teachers with a mastery of content and pedagogy, fostering a conducive and mutual environment and improving inclusion can significantly improve the quality of education. This can be achieved by embracing the Dakar Framework of Action -2000 that recognizes the need to make primary education contextually and locally available to the ethnic minorities. In Kenya the Annual Learning Assessment 2000 report note that traditionally marginalized communities post a much higher percentage of out-of-school children characterized by high dropout (Uwezo Kenya, 2009). Looking at the above studies, the researcher will try to establish the determinants retention of girls in secondary mixed schools in Kasarani district.

Education is a necessary human right which girls are to enjoy just as any civilian. Godia Standard, November 2008, asserts that women are civilians with rights and responsibilities and not just vehicles for providing children and sexual services and domestic comfort for men. "The more independent, educated and empowered a woman is, the better her chances are to protect herself from harm and injustices.

Girls education is widely acknowledged as the single most factor and for progress and economic growth" Bo Goransson, the Swedish Ambassador, standard, November, 2004.

There is no tangible evidence to show that girls or generally women have less mental capacity than that of boys or men that may make the women not to be able to perform tasks like men do (World Bank, 2005). If the boys are to be educated in order to become future leaders, equally the girls should also be exposed to the modern education for the purpose of both personal and national development. This study will try and show this in the research.

2.3 Causes of School Drop-out on the Girl-Child

Wa Municipal is a farming community with many Junior High Schools. Majority of the youth had their basic education in the school after which they were unable to continue their education. This problem still exists in the school as most of the pupils drop out of school. It is for this reason that the researcher deemed it necessary to undertake this project to find out the causes of the increasing rate in school dropout among the girl child in the Wa Municipal. It can be observed that poor status of some parents makes it impossible for some parents to take care of their families. Therefore, the girl child is forced into prostitution leading to their drop out of school.

Peer group influence or pressure

To support this fact, Horn (1992) in his view noted that parents play a crucial role in keeping young people in school. For that matter, the degree and nature of family support is determine by the stressful and unstable home life, socio-economic status, single parents, house hold chores, sibling completion of Junior High School and peer education of parents is a factor that causes high drop out. Buchmen (1993) assisted that in spite of the numerical strength of American women less than thirty

(30) percent of American children enrolled in school are girls. He emphasized that even with this small number there is high school drop -out among the children especially the girl child due to financial and socio-cultural practices.

According to the Asutifi District Assembly (2002) the district economy is predominantly agrarian and like many deprived districts in Ghana majority of the people are peasant farmers who still depend on rudimentary methods of production resulting in low output. Consequently household income is very low and poverty is widespread. With this background about the district economy it was not surprising that many stake-holders saw poverty as the main cause of drop-outs. All dropouts who were contacted claimed that poverty was the main reason why they abandoned school. However many of the teachers and counselling officers did not agree with the rest that poverty was the main reason. They claimed that the dropout phenomenon was more prevalent among the settlers because their priority was not the education of their children. According to the teachers, some of these families spend lavishly on funerals, expensive clothing and other social events whilst neglecting the education of their children.

Unattractive School Environment

The attractiveness of both the physical and social environments of the school can whip up and sustain children's interest in school. The need for good and safe school buildings and surrounding compounds cannot be over-emphasised if children's interest in school is to be maintained. Although the efforts of NGOs, the District Assembly and other interventions like the Social Investment Fund (SIF) in the construction and maintenance of school buildings are remarkable, some school buildings remain in very deplorable conditions. It could not have been by accident

that the school with the best physical and social environment among the sampled schools did not have any dropouts and their enrolments were comparatively higher than most schools? Any visitor to Dadiesoaba will not fail to notice the JHS building with a neat compound dotted with trees some of which had seats for children to sit and read comfortably during break times.

The beautiful physical environment appeared to be well complimented by a good social environment because no pupil was found loitering about. Children's interest in school can be maintained if teachers are friendly and school children are disciplined. The views of many stakeholders regarding the best environment for effective and children's attitudes. Three of the group interviews with school children placed truancy and the scare of being beaten by teachers as one of the main causes of school dropout. However all the group interviews with school children were unanimous in the view that children's interest in school could be raised and maintained if sports could be promoted.

Unattractiveness of the teaching and learning environment may be attributable to many factors and it is only when these factors are dealt with adequately that enrolment and retention of children in school can be enhanced. Definitely making the environment attractive depends on the ability of intervention measures to address the needs and requirements of both teachers and school children. Failure to address these issues promotes absenteeism on the part of both teachers and pupils with the obvious consequences being low academic performance.

Teenage Pregnancy

One reason for the higher dropout rate of girls was teenage pregnancy. According to records from the Brong Ahafo Regional Education Office, four of the

six girls from the Asutifi District failed to write the BECE in 2001 after they had been registered because they were pregnant. According to one of the Guidance and Counselling Officers in the district, some of the girls become sexually active by the end of their primary school education and without proper education about their sexuality they easily fall prey to men including their own school mates and teachers. In one of the sampled schools it was reported that a girl was raped by a teacher in 2003 and she got pregnant and abandoned school. Teenage pregnancy was mentioned as one major cause of girls dropping out of school.

The unfortunate situation was that those girls who get pregnant were unable to return to school because their own school mates tease them. Even in situations where the school rules were made flexible enough to allow pregnant girls to write examinations, they faced a bar-rage of derogatory remarks from their peers and even older women. Those who attempted to return to school after delivery also faced the problem of stigmatisation. According to the Girl-Child Counselling Officer, only one girl in Hwiediem was able to brave it to continue school after delivery.

There are other reasons why the rate at which girls dropped out of school was much higher than boys. According to one Counselling Officer, when girls encounter problems they tend to keep their problems to themselves and this often affects their academic performance. Others also get too engrossed with love affairs to the detriment of academic work. Others also get preoccupied with domestic chores at home so they do not find sufficient time to learn. The ultimate result of all these problems was that the girls performed poorly in examinations. During one of the group interviews with primary school boys they had the impression that girls were generally stupid. If this reflects somehow the general impression of the wider society

then the probability of parents not showing any particular attention to girl-child education could be very high.

The poor performance of girls in school in addition to the non-existence of female role models within the local communities are factors that influence or fuel higher female dropouts from school. According to some stakeholders, many families tend to withdraw their girls from school to go and stay with their more affluent relations in the cities to serve as housemaids. All these culminate in higher dropout rates for girls in the district.

Migration

As earlier stated, majority of the population in the district are settler farmers. Most of these migrants who still maintain links with their places of origin or hometowns have a tendency to move their children very frequently and this could affect their academic performance which could consequently lead to more dropouts.

High levels of poverty and unemployment compel people in the district to migrate from the rural areas to the urban and metropolitan centres within the country to find jobs. According to the two mothers of the four dropouts contacted at Koforidua, their children were tempo-rally out of school because their fathers had migrated to Accra to seek for better jobs and had not returned. Such children are likely to drop out completely from school if their fathers are not able to find jobs in time. Others also dare to join the popular emigration to the Western World to seek greener pastures through every route possible including risky ones through the Sahara desert. When such attempts fail, and more often than not they fail, the end result is more misery which tends to manifest itself in high dropout.

Broken Homes and Single Parenthood

Although school dropout as a result of broken homes did not feature significantly in the district there were a few reported cases in Koforidua and Kenyase. Broken homes in such a predominantly rural community compels the resulting single parent (especially the females) to migrate to the urban areas leaving behind the children in the care of either grandparents or the extended family. When remittances for the upkeep of the children left behind are not forth-coming the probability of such children drop-ping out of school is very high.

Only two cases of single parenthood as a result of death of partners were encountered in the survey. When such isolated incidences occur in a poor family the children left behind tend to drop out of school. These are the victims that desperately need the support of benevolent organisations such as Action Aid, ISODEC, Otumfuo Educational Fund etc

According to Elliot (1994), one parent families (broken homes) may be created by the death of one of the parents or by unmarried parenthood as well as by divorce. Single parent families (broken homes), may occur in various ways including divorce, death of a spouse and a single person deciding to have or adopt a child without getting married. Broken home may also be caused by economic factors, social factors, psychological factors, emotional factors, religious/moral factors as well as incompatibility of couples.

Economic Factors

In the study on social problems, Neubeck (1991) found out that women's participation in the labour force could contribute to a break in home. He further explains that as women have gained more control over childbearing through, the use of contraceptives they have entered into, paid positions outside the home (usually from necessity but often out of choice). Their dependence on their husband as supporters has diminished and consequently their roles in the family (home) changed. Considering Neubeck's view, one can say that changes in women economic status coupled with labour mobility have affected marital home. The days when men were considered as breadwinners are over as a result, women are seen everywhere competing with men in all fields of life, which sometimes compel them to stay away from home, for days, months and even sometimes years, thus failing to fulfill their marital responsibilities.

Bishop and Cohen (1987) said that more divorces occur because of conflict in value. They states that money problems, in-law interference and sexual incompatibility are some of the differences in value and these differences are to be ironed out other than that misunderstanding between couples are bound to take place hence divorce and separation.

The Weekly Spectator of 16th March 1996 no. 1448 in an article by Opoku Amankwa commented on the causes of divorce as high cost of living and economic conditions, extended family interferences, unplanned marriage due to unwanted pregnancies, a husband inability to maintain the family financially and marriages of teenagers (who are inexperienced). Deducing from the above article it is clear that most youths enter marriages without adequate planning in terms of finance,

psychological preparations among others. They therefore find it difficult to adjust or solve problems which invariably can result into divorce or separation.

Another major turmoil that had its onset in the last century was industrialization, which has had a profound impact on people. The introduction of machinery into the field of economic production has resulted in major changes throughout the whole industrial world. Existing industries have been transformed while many new ones have been created. The substitution of mechanical for physical power has caused the rearrangement of the forces of production and redistribution of the population. People are more mobile than ever before, making it difficult for the family to maintain a strong support system. Mobility has had an effect on the family, with its being smaller and less sturdy than in the past. This makes the family more vulnerable to disruption. As has been stated, because of Industrialization, blocks of people moved to the city. We have seen the rise of the modern industrial city, and felt the pains of urbanization. The increased productivity of labour and capital has made possible the rapid accumulation of wealth. These revolutionary changes in wealth have complicated every form of social activity and created a multitude of new problems. (Paul, 1959).

Deep and fundamental changes in the Industrial basis of society have effected and been accompanied by transformations in the social order. With the change in the material basis of existence, the functions of social institutions change in form. The periods of most rapid modern industrial development coincide with the periods of most rapid increase in divorce rates. As stated earlier, at the beginning of the modern era, the family was the economic unit of society. It was usually large and lived close to the soil, functioning as an economic unit, with each member of the family contributing according to his ability. If there existed incompatibility between husband and wife, the

care of the children and the economic necessities of the family offered an incentive for adjusting or suffering the difficulties. However, today we see the home maintained more as a comfort and luxury than as a necessity. Census Bureau statistics show young people are postponing marriage until they are older, and families are smaller. Because of the decreased Importance and dependency upon the family, economic reasons have not proved sufficient to hold the family together, and the divorce rate, has registered the result.

Social Factors

Baca and Etitzen (1997) are of the view that there is a need for the couple to have enough time to interact with each other so that they can collectively take decisions on issues affecting the family, plan to implement the decision and co-ordinate and control activities affectively and efficiently for harmony to prevail in the family. In the absence of the above collated efforts can result to broken homes.

Baca and Etitzen (1975) discussed the factor of time out of each day a member interacts as an important element in a relationship. If it is very little and there is less interaction, it is not healthy for the growth of strong kin ties in the home.

Bohanna (1970) says that one of the social factors responsible for single parenthood is poor communication in marriage. An instance where vital information is needed in the marital home and is not well disseminated can lead to misunderstanding, mistrust or suspicion. For example, if one of the couples declare his /her intentions partially and the other gets to know any of his nefarious activities, can lead to suspicion hence separation. In the same way, if vital communication is not done at the right time and at the right place, misunderstanding breaks the family apart.

For example, issues very personal to the family should not be discussed in the presence of outsiders (people who are not part of the family).

Another change that has affected the status of the family is the decline in authority of the husband and father. Whereas the man once had complete authority over the home and family, women are beginning to share in decisions regarding the home. The women's movement is largely responsible for this change. For so long, societal pressures locked women into the role of mother and housewife. Recently these traditional roles have been questioned and challenged, resulting in increased employment by women outside the home, and increases in legal, educational, and civic rights of women. With this new emphasis on equality, the trend is for married women to acquire more responsibilities outside the home, and for married men to assume more responsibilities within the home, so that the sexes share more activities. (Ann, 1976).

The effects of increased employment of wives on family life are manifold. With the possibility of economic security in a job, women have more freedom in the choice of a mate and in the decision as to whether to continue in an unsatisfactory marriage. It is suspected that this new freedom is reflected in divorce rate increases, in that women are exercising this freedom to leave bad marriages.

The role of marriage in the life of a woman is greatly modified. It is not as exclusively important as it used to be. The women's movement is a cause for divorce increase in that it has given women permission to strive for their own identity outside the home, primarily through employment, and to strive for personal happiness even at the risk of dissolving an unhappy marriage.

Until the mid-nineteenth century, divorce was almost solely the prerogative of the husband. Infidelity and desertion remained a woman's main grounds for

obtaining a divorce. Aware that their only means of sustenance was in marriage, women quietly endured their injustice until industrialization provided emancipation. As they left the kitchen for the office or factory, they were no longer content to endure cruelty or general unhappiness. This represents a new attitude toward marriage, and has resulted in dissatisfaction with those marriages which would have been regarded as successful a half century ago.

As has already been mentioned, there is a greater expectation for happiness in marriage and an increased emphasis on the romantic aspects of marriage. There has been a new awareness that marriage can be happy and satisfying, and 'this quality has come to be expected. The whole basis of marriage has changed from one of survival to one of pleasure and satisfaction. There is an increased dependency upon love to provide stability in family relations and a changed appreciation of sex and its correlated sentiments. With these changing attitudes and expectations from marriage, disappointments arise when marriage cannot fulfill all these expectations and the divorce rate increases.

Another important factor undoubtedly adding to the increase in divorce has been the changing divorce laws. Although it is difficult to determine whether or not there has been an increase in marital dissatisfaction, we can positively identify the removal of barriers to obtain a divorce. In 1967, the National Conference of Commissioners on Uniform State Laws received a grant from the Ford Foundation to look into adapting family law. The effect of their recommendations concerned reducing divorce to a legal recognition that a marriage has in fact broken down. On the basis of these recommendations a uniform law was drawn up to serve as a pattern for several states, with the goal being the no-fault divorce. "The reason why they cannot live together is of no concern to the world; it is no one's business but theirs."

Societal change is rapid and affects roles that individuals have in marital situations and other aspects of their lives. Roles are in a state of transition, making Interpersonal relationships somewhat more confusing and delicately balanced. With the changes in roles, there has come to be an acceptance of the possibility of divorce If the marriage does not bring happiness. With the acceptance of that possibility, divorce loses its emotional qualities, such as the feeling of failure or guilt, which tends to restrain the Individual. With these restraints loosened, people feel freer to separate or divorce. Possibly what is needed is variation in the form of marriage. "With the growing flexibility of marriage we can expect more alternatives, not as deviations but as acceptable styles." With added flexibility in marriage, people will have more choices in the type of family structure than now exist, thereby helping people to live more happily (Bohanan, 1970).

Shortage of Teachers

Shortage of teachers is a common feature in many schools in the district. For the 2003/2004 academic year, the District Education Office declared 109 vacant teaching positions. The fact that over 60% of the sampled teachers had not taught for more than three years in their current schools was an indication that there was a high mobility of teachers in the district. Even among the head teachers contacted only one had stayed in his current duty post for eight years. Many of the teachers were newly trained teachers who were compulsorily posted to the schools to teach. Most of them were only waiting for the mandatory three years to qualify for study leave so that they use the excuse of going back to school to leave the district. Some of the teachers agreed that their last years were often characterised by high rates of absenteeism because they travel frequently to follow up arrangements for their further studies. The

implication here is that in addition to lack of teachers, the children suffer from lots of actual teaching hours and this adversely affects the academic performance of the pupils, which ultimately drives them out of school.

The district has been using volunteer teachers and untrained teachers popularly called "pupil teachers" to fill the gap. During the 2002/2003 academic year the public primary schools had as many as 35% whilst the JHS had 15% un-trained teachers. The private schools (both Primary and JHS), who were always at the top in terms of the performance of their candidates in the BECE had 94% untrained teachers. The SHS graduates who could not secure places in the limited tertiary institutions could be recruited to teach in the rural areas just like the volunteers supported by Action Aid. These teachers could be sponsored to go to the training colleges and bonded for a number of years if they are able to rewrite their examinations to get the requisite grades to enter training colleges.

In fact, the school children even at the primary school indicated that one of the reasons why school was not attractive to some children was the problem of insufficient teachers. They further added that, if there are no teachers and no sports facilities to engage them, school be-comes so boring that children will exploit the least opportunity to stay away.

2.4 Impact or Effects of School Drop-out on the Girl-Child

Education facilities are linked to quality in terms of human resources and in-school resources. Availability of resources such as textbooks, desks and blackboards has been found to influence dropout (Molteno et al., 2000), as have various aspects of teaching and learning processes. Teaching practice and behavior can particularly influence a pupil's decision to drop out. Smith (2003) found that in some schools in

Zimbabwe's Southern Province teachers did not prepare lessons, had no schemes of work, and left pupil's assignments unmarked. Such classroom practices and implicit lack of in-service teacher development has serious implications for retention.

According to Nekatibeb (2002) learning environments have been well recognized as inadequate in Sub-saharan Africa due to level of economic development and poverty. Most learning institutions are in short supply of classrooms, facilities and learning materials. Nekatibeb (2002) observed that in many countries, teachers are poorly paid than other sectors or are not paid in good time. The result is teacher absenteeism, lack of motivation or attrition where schools and teachers are forced to search for alternative incomes from parents or to use student labor; this situation has a negative impact on girl's education, because it discourages parents from sending girls to school or shortens the time spent on teaching and learning (Ibid).

Inadequate or poor physical facilities adversely affect the quality off education. It has been established that in such poor environments the girl child comes off the worst because facilities are likely to be gender responsive (FAWE 2004). According to Lizettee (2000) the sanitary conditions of schools in rural and urban areas in developing countries are often appalling, creating health hazards and other negative impacts, thus schools are not safe for children. Lizettee observes that lack of facilities and poor hygiene affect both girls and boys, although poor sanitation conditions at school have a stronger negative impact on girls. All girls should have access to safe, clean, separate and private facilities in their schools. If there are no latrines and hand-washing facilities at school or if they are in a poor state of repair, then many children would rather not attend than use the alternatives (Ngales, 2005).In particular girls who are old enough to menstruate need to have adequate facilities at

school and normally those of boys. If they don't, they miss school that week and find it hard to catch up, which makes them more likely to drop out of school altogether (Lizettee, 2000).

Providing water and sanitation at school level is critical for girls. Privacy issues relating to sanitation are a major factor forcing girls out of schools (Birdsall, 2005). These studies are enchoed by a study in Kenya by the North Eastern Direction of Education (2004), which established that girls were forced to leave school due to lack of adequate sanitation facilities.

UNICEF (2009) further observes that child friendly schools should have fresh portable water within the school with proper plumbing infrastructure that allows for distribution of save water. In addition, separate toilets or latrines should be available for girls and boys, privacy, cleanliness and safety major considerations when planning location and design of facilities.

Currently, more than 60% of all schools in Africa lack sufficient sanitation facilities (UNICEF, 2009). Even in schools with facilities, unhygienic sanitation hinders the ability of students to concentrate and learn at school (WHO, 2005). In Africa, the lack of basic sanitation further decreases the enrolment of girls in secondary schools. Various studies have particularly linked the attendance of girls to the availability of adequate sanitation facilities in schools (UNICEF, 2006). Girls spend more time in schools when the number of sanitation facilities is adequate (UNICEF, 2006). As such, the need for improved access to sanitation goes beyond improved health and addresses issues of children rights and gender equity.

Studies carried out in Lesotho and Bangladesh, have indicated that girls have a preference for separate facilities (UNICEF, 2006). In schools where the toilets are

between girls and boys or are closely located, a significant number of girls drop out of school after they attain puberty because of harassment and lack of privacy.

Since the introduction of the Kenyan free primary education in 2003, the enrolment rate of students has tripled (CSAE, 2008). This increase in the number of pupils has not been matched by a proportional increase in the number of sanitation facilities.

According to the Kenyan Ministry of Public Health and Sanitation, schools should adhere to a standard ratio of one toilet for 25 girls and one toilet for 30 boys (GoK, 2008). These ratios however remained unattained and currently, more than 60% of all schools in Kenya lack sufficient sanitation facilities (UNICEF, 2009). Even in cases where the number of sanitation facilities is adequate, they are often in poor condition discouraging their use among children (UNICEF, 2009).

According to Ngales (2005) in a study on school girls towards health, dignity and wellbeing in Ethiopia, it was found that female students indicated that they often missed classes during mensuration or because culturally restrictions combined with poor hygiene and lack of privacy prevented them from using latrines at all. In addition, female boarding schools pupils mentioned that they feared using latrines at night due to poor lighting. The study concluded the girl's performance, attendance and retention rates were lower than boys, and poor school sanitation is one of the multiple difficulties that girls have to struggle with.

It is unlikely that the world will meet the Millennium Development Goal (MDG) target of reducing by half the population without access to sanitation. Further, though access to sanitation is inexorably linked to health, education, gender equity, the MDGs do not target improvement of school sanitation facilities. Additional effort is needed to improve access to clean, private and safe sanitation facilities in school.

Waweru (2007) found that the problem of school dropout was more pronounced in semi-arid district of Garissa than was the case in the relatively rich district of Nairobi and Kiambu. In another study by Bali carried out in six districts namely; Nairobi, Kajiado, Kilifi, Kiambu, Busia, and Siaya, it was found out that educational wastage rates among female students were higher in less developed districts (Bali, 1997). This study therefore aims at studying the factors leading to the girls drop out from school and come up with ways of tackling the problem.

School drop-out has many adverse effects on the girl child. After having dropped out of school, she becomes more vulnerable to many vices that surround her in the society. Research points to distance to school being an important determinant of educational access. Juneja (2001) observes that in areas where schools are further away from homes, the distance may be considered too far for younger children to travel, especially young girls. This also true in the cases of older girls and those children regarded by parents as vulnerable to sexual harassment (Colclough et al., 2000; Nekatibeb, 2002). Parents are afraid of the safety of their children when they have to travel longer distances to school. Thus, according to Ainsworth et al. (2005), the likelihood of children attending secondary school decreases the greater distance to the nearest secondary school.

According to Nekatibeb (2002) distances from school has been another deterrent for girls' education in many countries in Africa. A large number of studies in the region have reported that the long distances girls travel to school has two major problems including: one related to the length of time; the energy children have to expand to cover the distance, often on an empty stomach, the relates to the concern and apprehension parents have for the sexual safety of their daughters. The problem

of distance from school also has implications for the motivation of girls to stay in school.

In Guinea, studies shows that close proximity to schools had a positive motivating impact on girls; participation in schools whiles in Mali, most girls stated that living far away from school and having to walk discourages them (Ibid). Similarly, research by Ainsworth (2005) in Tanzania, indicate that drop outs increase in areas where distance to school is longer.

Mirsthy (2003) estimated that weariness from long journey and from school and often on an empty stomach makes school going on unpleasant routine for the poor children leading to their dropping out of school. Illness and lack of medical care may also lead to dropout after frequent absenteeism followed by poor performance. In rural districts, there are no roads and vehicles hence children have to walk for long distance through difficult terrain and dangerous environment which consequently affects their academic performance (Kimitei 2010).

2.5 Possible ways to curb the phenomenon

In trying to solve the problem of school drop-out among the girl child in basic school, the researcher came into contact with what other educationists and writers said about solving the problem. In other words, a deep reflection on the issue of school drop-out of the girl-child reveals that, drastic measures must be taken to remedy the unacceptable manner in which girls drop out of schools. Society is really educated if it's women are educated and so we made conscious efforts to find out from our respondents as to what to do to remedy the situation. Government should implement policies that will force the girl child to stay in school. According to the National Drop-out prevention center, partnership in education Journal (1994), to reduce drop-

out rate the needs of the young in at-risk situation should be provided through reshaping schools, communities and the environment.

That our national troubles with high school graduation are increasingly in the news is critically important. We should all be disturbed by the latest data from the Alliance for Excellent Education documenting the enormous negative economic impact of the dropout crisis. By some estimates, dropouts cost the nation $200 - $300 billion annually in lost wages and taxes, as well as criminal justice and social service costs. A report just released in California noted that high school dropouts, who are unable to access jobs in the increasingly high-tech economy, cost the state $1.1 billion annually in costs of juvenile crime alone. Author Russell Rumberger argued that dropouts have an immediate impact on public safety as well as the economy.

But threats of punishments to students, like withholding jobs, as proposed in Texas, will only make matters worse, creating a larger school-to-prison pipeline and perpetuating a downward life spiral. These kinds of solutions assume that students create the dropout problem, rather than the systems in which they go to school.

A great deal more of the effort around high school graduation in this country in recent years has centered on initiatives to precisely define and measure dropouts than on how to prevent them. Meanwhile, graduation rates have declined further in many states, and entire generations of students have fallen through the cracks, victims of a system that seems to be more focused on punishments for students' lack of education and poor performance than on strategies and incentives for developing successful school pathways.

To begin to reduce the dropout crisis, we must start focusing on the students themselves, not just the numbers. Across the nation, states have implemented high school exit exams to increase performance and strengthen accountability. But in many

cases, such exams have not been used to help at-risk high school students to access the interventions and instruction they need to earn their diplomas. Instead, these tests have often caused significant growth in high school dropout rates. Students who cannot pass the exam after repeated attempts give up or are pushed out. Of all the countries that use high school examination systems, the United States is the only nation that uses them to deny students high school diplomas.

In the 2008 study Julian Vasquez Heilig and I conducted on accountability efforts in Texas ("Accountability Texas-style: The progress and learning of urban minority students in a high-stakes testing context", Education Evaluation and Policy Analysis), we found that many schools in "Brazos City" tried to enhance their accountability rankings by developing "creative" ways to keep low-scoring students from taking the state's 10th grade exam by holding them back in 9th grade and pushing them out by counseling them to GED programs, harsh discipline policies, and fines for absences that caused families to go into debt. Although scores went up, more than 50 percent of the districts' students failed to progress from 9th to 10th grade where they would need to take the exit exam that would determine school rankings, and only one-third ultimately graduated from high school. What happens to students who are pushed out of the system, and who are then are denied a chance of employment as a result? Society ultimately pays the cost of their failure to get the education and the employment that would allow them to become contributing members of society, which they desperately want to do.

Instead of merely counting dropouts and tallying test scores, we must address the educational systems and structures that have produced our current dropout woes. Many schools in low-income communities simply do not have the education systems in place to meet the challenges of the 21st century. Schools still operate with

antiquated factory-model, warehouse structures, where 3,000 or more students cycle through six overcrowded classes a day, taught by teachers who see far too many students a day to provide them personalized attention. (In Los Angeles today, where class sizes are hitting 50, teachers see more than 200 students daily in a reversion to the early 20th century assembly line.) Teachers also often lack the training, ongoing professional development, and support necessary to succeed. High-quality materials, texts, computers, and libraries are scarce and often missing entirely.

Studies in New York City, Chicago, Philadelphia, California, and elsewhere have shown that schools that graduate urban students at much higher rates create smaller, more personalized instructional arrangements, where teams of teachers work with groups of students over a period of time. All students have advisors and counselors who are responsible for their academic success and who work with them and their families on charting school and life pathways and addressing personal and academic needs as they arise. Schools and parents partner together to raise young people and to deal with the challenges that life in the city poses for families.

These schools offer a rich and meaningful curriculum that is connected to important social concerns and big ideas in the disciplines. Educators demand high levels of authentic performance reflected in graduation standards that require students to undertake scientific investigations, historical research papers, literary analyses, mathematical modeling and problem solving, artistic exhibitions, and community service and internships that connect students to the world beyond the school allow them to develop personal and social responsibility. Strong, capable educators work together in teams to enable more than 90 percent of students to graduate and go on to postsecondary education and successful careers. Students complete high school because they are well-known and supported, and because of the pride and satisfaction

that comes from earning a diploma that means they are competent, contributing human beings.

We will not boost graduation rates by creating new punishments or even new reformulations in the graduation rate formula. We will graduate students by redesigning schools so that they support and nurture young people, help them deal with the complexities of their lives, and help them learn material that is worth learning. Long-term improvements to the high school graduation rate require systemic investments and real changes in educational practices at the district, school, and classroom levels (Darling-Hammond, 2009).

Eric Digest (1987) contends that, the key to reducing drop-out rate is helping the youth to overcome their sense of disconnection. Major concentration in a vocational program is helpful in student's detention and vocational experiences that are closely related to reducing the dropout rate. Teachers should be given in-service training to increase their knowledge and methods of teaching, so as to help the child perform well. Schools should be updated, Education and urban society noted that schools need to be transformed such that the educational system is congruous with the social, economic and philosophical reality of our post industrial, and multi-ethnic society. Pupils/students who perform poorly should be counselled and advised to put in more effort. The high school Journal (1990/1991) presents a case for group counselling aimed at improving the self-concept of potential dropout. The clearing house noted that teachers rate their students on academic skills and behaviour. Equality and excellence said that effective schools provide at-risk students with a community of support and can prevent them from dropping out. Parents/guardians should be forced by the law to be responsible. According to US Department of education, at George Washington preparatory High School, located in south-central

Los Angeles, both parents and students are required to sign a contract. Parents must attend workshops on how to help their children and must visit the school at designated times.

Furthermore, in my own view non- governmental organisations (NGOs) and the municipal assembly should set up an endowment found to sponsor the girl-child. This will help solve the problem of poverty in which some parents cannot afford to educate the girl-child to the expected level.

The government instead of paying fees and supplying only textbooks at the basic level should also supply uniforms, exercise books, pens and other learning materials. This, in a way, would enable the poor ones stay and even complete school. This should even be extended to the second cycle schools and if possible to the tertiary level especially for the girl child. In short, Government should ensure that the Free Compulsory Universal Basic Education (FCUBE) is not only a political policy to win political points. Rather, it should be well enforced to liberate the girl-child from this canker.

Ghana Education Service, Ministry of Education, cooperate bodies as well as able individuals should educate parents in the school and the Municipality as a whole on the importance of girl-child education to bring about a change in their attitudes towards the education of their female wards.

Guidance and counselling co-coordinators in schools should be properly equipped and resourced to counsel students so that they can make informed choices regarding the friends they make, their careers and other educationally related issues.

Government should design skills training for all girls who have dropped out of school. This will ensure that they do not idle and get attracted to some vices of the society which their peers are already in.

2.5 Chapter Summary

In this review chapter, I identify what other people say about the causes of school drop-out among girls, effects of school drop-out among girls and possible solutions to curb the phenomenon. A critical look at the views of these authors reveals that no significant research has been done on the topic in the Wa municipality and this is the gap this study seeks to cover.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the method used in the study. Areas covered include: the approach and design, population, sample and sampling technique, instrumentation, data collection procedure, data analysis technique and ethics.

3.2 Approach and Design

As indicated in the introduction section of this dissertation (see section 1.3), the purpose of the study was to investigate school dropout among girls in the Wa Municipality. In order to get to the bottom of the issues at hand, the study adopted the descriptive quantitative approach with a specific reliance on the cross-sectional survey. The design was chosen because surveys are good for asking about who, perceptions, opinions and ideas though are less reliable for finding out how people actually behave (Boyle, 2004). In Osuala, (1989) view also, it provides focus on the vital facts of people their beliefs, opinions, attitudes, motivation and behaviours. Again, information gathered from survey could provide a basis for sound decision and the drawing of implications.

3.3 The Population of the Study

The population of the study refers to the aggregation of a case as that meets designed set of criteria (Amedahe; 2002). The population of the study was all the teachers in the Wa Municipality numbering 952. The choice of the Municipality was informed by the fact that, according to the 2010 population census, it is the most

populous area in the upper west region. Being the populous area , it has the highest number of schools and teachers in the region.

Wa Municipality is situated in the northern part of the upper west region with Wa as the capital. The municipality is bordered to the north by Nadowli-Kaleo District, to the east by Wa East District, to the west by Wa West District and to the south by both Wa East and Wa west Districts. The community has a population of about 24,237. It has a land mark area of approximately 23,475 square kilometers which is about 70% of the region. There are 82 Junior High Schools in the Wa Municipality. The natives of the community are predominantly subsistence farmers. During the dry season, when there is little work most of the young energetic boys travel to the southern part of the country to labor on people cocoa farms as well as engage in the income generating activities to get money. When some of these boys return home they entice the poor girls with their money. Some of these girls end up getting pregnant and dropout of school. This can tribute to the dropout of girls in schools in the Wa Municipality. Though the main focus of the Municipality is education, the dropout rate among girls is alarming and worthy of the study.

3.4 Sample and Sampling Techniques

The multi stage sampling technique was used in arriving at the sample. This sampling technique was chosen because of the size and sparse nature of the study area. The following procedural process was used.

Step1: The Wa Municipality was selected purposively (see 3.3: The population for the study)

Step 2: Out of 14 circuit of the Municipality 4 circuits were selected using the simple random sampling technique.

Step 3: Four circuits had a total number of 16 zonal areas. Out of the 16 zones, 2 were selected using the sampling procedure as in step 2.

Step 4: The 2 zones had a total number of ten schools. Out of the 10 schools, 5 schools were selected using the sampling procedure as in step 2.

Step 5: The five schools had a total number of 360 teachers and were all selected.

3.6 Instruments for Data Collection

Data were gathered using questionnaire with close-ended items. The items for the questionnaire were self-constructed. This particular instrument was chosen because it makes it easier for the respondents to develop a sense of freedom and ease in responding to questions. In the opinion of Techman (1984), questionnaires are used by researchers to convert into data the information directly given by a person. A question does not mean just a list of questions. Also, the decision to use the questionnaire was also based on the fact that the absence of personal interaction between the researcher and the respondent would minimize researcher influencing the respondent and this eliminating biases Kumekpor (2002; Bryan, 2004)). The questionnaire had four sections. Section A was on the demographic data of the participants. Section B had five structured items on causes of dropout among girls. Section C also had 5 structured items on effect of school dropout among girls. Finally, section D had five structured items on solutions that can be found to solve a problem. All the items in section B, C, and D were designed according to views expressed by Buchmen (1993), Lizettee, (2000), Gachukia (2004), UNESCO (2006), Dyer (2002) among others.

3.7 Validity and Reliability of the Instrument

In terms of measurement procedures, validity is the ability of an instrument to measure what it is designed to measure. Validity is defined as the degree to which the researcher has measured what he/she has set out to measure (Smith 1991:106). Content validity and face validity were used in the research.

The researcher used content validity, in establishing the content validity of the instrument, the researcher gave the questionnaire to her supervisor to scrutinize and edit the item. The face validity was also established by showing the questionnaire to friends and lectures in the department of educational leadership for evaluation.

3.7 Pilot Study of Instrument for Reliability

In order to establish the reliability status of the instrument, a pilot test was conducted and a sister district called Kaleo. A total number three (3) schools were randomly selected for the exercise. Data were analyzed using SPSS. The reliability co-efficient was arrived at 0.84 cronbachs's Alpha, thus making the instrument very reliable for use.

3.8 Data Collection Procedure

Letter of instruction was collected from the graduate Department of educational leadership, university of Education Winneba, for the study. The researcher visited the targeted schools and copies of the introductory letters were given to the Headmasters/Headmistresses of the selected schools who in turn informed their teachers and students of the study and a time was fit for the administration of the instruments. The researcher also explained the purpose of the

study, the objectives of the study and the significance of the study to the Headmasters/Headmistresses and the sampled population.

On the appointed day, the instrument was given out to the respondents and a day was again fixed for the collection. Three research assistants were employed to help in the data collection. All the respondents were helpful and the schedule over a period of four weeks. Out of the 360 questionnaire given out, 350 were retrieved given a respondents rate of 97%.

3.9 Data Analysis Procedure

The analysis was organized in two parts. Part one was on preliminary analysis focused on the bio-data for the respondents. The second part was on the analysis of the research questions. The primary data were presented by simple percentages and by way of narration. After sorting out the questionnaire percentages was used to analyze the quantitative data.

Information that could be quantified was presented in tabular form to enhance the descriptions that were provided in the form of narrative report.

One of the purposes of the analysis is express the data in a way that is rationally digestible.

Data analysis is a systematic process of selecting, categorizing, comparing, synthesizing and interpreting to provide explanations of single phenomenon of interest (Pope & Sue, 2000).

3.11 Ethical Considerations

Ethical Considerations

For ethical consideration all protocol were observed including covering letters introducing the purpose of the study and confidentiality. The following ethical considerations also, will always be kept in mind when conducting the research.

1. The researcher could ensure that no physical or psychological harm will be committed on the parties as results of the study.

2. The information gathered during the study wound be dealt with confidentially and permission from the sources will be obtained for all information to be shared publicly.

3. The information gathered would be used for only education purposes.
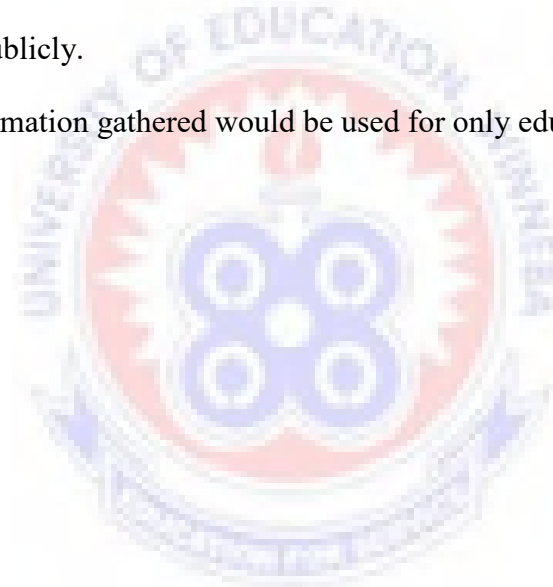
CHAPTER FOUR

DATA ANALYSIS INTERPRETATION

4.0 Introduction

This chapter presents the analysis and interpretation of data collected from the respondents. The discussion is based on questionnaire administered to three hundred and sixty teachers from the ten selected Junior High Schools in the Wa municipality to answer. This presentation of results has been done in two main parts. The first part dealt with the biographical information of respondents and the second part presents the main research results under the following subheadings: causes of school dropout among girls, effects of school dropout girls and the solutions to remedy the situation.

SECTION A

4.1. Biographical Information of Teachers

Although the Biographic data of my respondents do not contribute to the positions of responses for my research questions, I find it necessary to bring them in order to give the reader a clear picture about the background characteristics of my research participants.

4.2 Background Variables of Teachers

This section presents the biographical variables of the teachers. The biographical data are based on selected variables which include sex distribution, age distribution, and marital status

Table 1: Sex Distribution of Teachers

Sex	Frequencies	Percentage (%)
Female	170	47
Male	190	53
Total	360	100

Source: Fieldwork 2016

The total number of teachers in all the Junior High Schools in the municipality was 592. The population comprises 402 males and 190 females. The data reveals that out of the total sample size of 360 teachers 170 were males representing 47% of the total number of respondents where as 190 were females representing 53%.

From the table1,the results clearly indicate that the gender disparity has been highly in favour of females. This is because all the schools visited had females as majority. Perhaps the large number of female participant in the schools was as a result of female teachers refusing postings to rural areas than their male counterparts. The reason may be that female teachers tend to seek placement in schools located in the town and also to be with their spouses who are residing in town where these schools are locate

4.2.1. Age Distribution of Teachers

Data collected for the study on the age distribution of respondents is as shown in the table below.

Table 2: Age Distribution of Teachers

Age	Frequency	Percentages (%)
20 – 30yrs	87	24.2
31 – 40yrs	207	57.5
41 – 50yrs	66	18.3
Total	360	100

Source: Fieldwork 2016

Table 2, results indicates that majority of teachers (207) fell within the range of 31-40 years representing 57.5% while 87 teachers representing 24.2% aged between 20-30years and those who fell within 41-50years representing 18.3 were few. Therefore it could be deduced that majority of the teachers were fairly young in the selected schools for this study.

4.2.3 Marital distribution of teachers

The respondents were requested to tick the marital status that applied to them and their responses are in table 4: below.

Table 3: Marital distribution of teachers in schools

Marital Status	Frequency	Percentage (%)
Single	190	52.8
Married	160	44.4
Widow	10	2.8
Totals	360	100

Source: Fieldwork 2016

Table 4 indicates that a number of respondents were mot married. This is followed by a good number of them who were also married. Since majority of them are not married. It implies that many of the respondents were fairly young. This is confirmed by the results shown in table 2. Concerning the age distribution of respondents.

SECTION B

4.3.6 Presentation of Results Based on Research Questionnaires.

The presentation of the main results was done in accordance to the research questionnaire that were used to elicit responses from teachers. They were three research questions in all and the presentation of the main data results was in three sections.

4.3.1. Research Question One: What are the causes of school dropout among girls in Wa municipality.

Table 4: Causes of school dropout among girls

Causes of School Dropout Among Girls	Strongly Agreed	Agreed	Neutral	Strongly Disagreed	Disagreed
Peer group influence or pressure	78(42%)	243(65%)	48(13%)	0	0
Financial constructions and socio – cultural practices	160 (44%)	200(56%)	0	0	0
Broken homes	114 (32%)	196 (54%)	50(14%)	0	0
Teenage pregnancy	70(19%)	205(57%)	85(24%)	0	0
Shortage of teachers	184(23%)	176(46%)	100(28%)	0	0

Sources: Fieldwork 2016

From the Table the result indicate that all factors discussed influenced school dropout but some had more influence than others. For example peer group influence or pressure stands out as the major cause of school dropout.

Majority of the respondents (243) representing 65% affirmed the assertion. Following closely is another 78 (42%) also strongly affirming the assertion. However, 48 (13%) indicated that they were unsure with the assertion.

On the other hand, financial constrains and socio-cultural practices as a cause of school dropout, a little over half (200) making up 56% of the respondents endorsed the variable. Interestingly, 160 of them also making up close to half (44%) of the respondent even strongly endorsed the variable. None of them took the neutral position or disagreed or strongly disagreement.

The next variable on the table which surfaced on the questionnaire was "broken homes". It shows the following results: 196 (54%) agreed, 144 (32%) strongly agreed and 50 (14%) neutral. There were neither disagreements nor strongly disagreement.

Teenage pregnancy was also a variable on the questionnaire to find out the respondents opinion about whether it was a cause of school dropout. The results had a slightly different trend from the above. A little over half (205, 57%) consented with the variable. Following in sequence, was 85 of the respondents representing 24% taking a neutral position. However, it had a similarity with the first three variables because there were no disagreement and strongly disagreement.

The last variable on the causes of school dropout was about shortage of teachers. It represented the best results because the majority of the respondents (184; 23%) strongly agreed with the variable. A good number (176, 46%) simply agreed with the variable. This notwithstanding, a little over quarter (100, 28%) were neutral with no record of disagreement or strongly disagreement.

Discussing the results above in the last previous literature shows Horn (1992) noted socio-economic and cultural practices such as parental influence plays a crucial role in keeping young people in school. For that matter, the degree and nature of family support is determine by the stressful and unstable home life, socio-economic status. Single parents, house hold chores, sibling completion of Junior High School and peer education of parents are a factor that cause high dropout.

On teenage pregnancy, similar finding was made by Buchman (1993) that in spite of the numerical strength of American women less than thirty (30) percent of American children enrolled in school were girls. He emphasized that even with the small number there is high school dropout among the children especially the girl child due to financial and socio-cultural practices.

4.3.2: Research Question Two: What are the effects of the menace on the development of the Municipality?

Table 5: Effects of Dropout among Girls

Effects of School Dropout Among Girls	Strongly Agreed	Agreed	Neutral	Strongly Disagreed	Disagreed
Availability of resources	100(28%)	40(58%)	50(14%)	0	0
Inadequate or poor physical facilities	140 (39%)	42(59%)	8(2%)	0	0
Long distances	50(14%)	198 (55%)	112(31%)	0	0
Learning Environment	174(48%)	170(47%)	16(4%)	0	0
Teaching practices and behaviour	124(34%)	200(56%)	36(10%)	0	0

Source: Fieldwork 2016

From Table 5, an over whelming number (209, 58%) of the respondents endorsed the idea that availability of resources had a serious effect on school dropout. This was followed by a good number (100, 28%) of them strongly supporting the variable. Sequentially, a few of them (50, 14%) were undecided. Interestingly, none of the respondent neither disagreed nor strongly disagreed with the variable. This is in conformity with findings made by (Molteno et al., 2000) in his study that education facilities are linked with quality in terms of human resources and in – school resources. He noted that availability of resources such as textbooks, desks and blackboards has been found to influence school dropout.

The next variable on the questionnaire was about inadequate or poor physical facilities as another effect of school dropout. It is interesting to note that a great number of 212 of the respondents representing 59% affirmed the statement. It is not

surprising to note that a good number 140 of the respondent representing 39% strongly content with the assertion. However, a very negligible number (8, 2%) held a neutral position with the variable. Finally, neither of the respondent strongly disagreed nor disagreed with the statement. Similarity, it has been established that in such poor environment the child comes off the worst because the use facilities are likely to be gender responsive (FAWE). Interestingly, this is also in conformity with views expressed by (Birdsall, 2005) whom in their study noted that providing water and sanitation at school level is critical for girls. Privacy issues relating to sanitation are major factors forcing girls out schools.

Furthermore, the study also explored the respondents opinions on long distances as one of the effects of school dropout. Notably, majority of the respondents affirmed the statement. Surprisingly, a good number (112, 31%) were undecided. This was followed by (50) of the respondents representing 14% strongly endorsed the assertion. The results further reveal that none of the respondents disagreed or strongly disagreed with the views.

The findings in this study is in consistent with views expressed by Juneidia (2001) who conducted a similar study and came out with his findings that school dropout has many adverse effects on the girl child. He observes that in areas where schools are further away from homes, the distance may be considered too far for younger children to travel, especially young girls. This is also similar to views expressed by Ainsworth (2005) that parents are afraid of the safety from their children when they have to travel longer distance s to school.

Another variable to be considered on the questionnaire on effects of school dropout was learning environment. The results from the table reveals that a great number (170, 47%) of the respondents simply affirmed to the variable. Hence, it can

easily be deduced that there is a slight difference between the number of respondents strongly agreeing to the statement. Meanwhile only a few of the respondent (16) representing (4%) were ensured. However, there was no strongly discontentment and discontentment to the variable.

Finally teaching practices and behaviour was considered as another effect of school dropout. The result from the table revealed that teacher involved in the study felt that teaching practices and behaviours had negative influence on school dropout. To confirm, this, an overwhelming number (200, 56) of the respondents endorsed the variable. Whereas a good number (124, 34%) strongly content with the view, a very little number (16, 10%) remains neutral. However, none of the respondents strongly agreed or disagreed. This is in conformity with views expressed by Smith (2003) that teaching practices and behaviours can practically influence a pupil's decision to drop out of school. He found that in some schools in Zimbabwe's southern province teachers did not prepare lessons, had no scheme of work and left pupils assignment unmarked, such classroom practices and implicit lack of in- service teacher development has serious implications for retention. To come up with ways of solving the problem the table below shows the results.

4.3.3: Research question 3: What are the solutions to remedy the situations?

Table 6: Solutions to Remedy the Situation

Solutions To School Dropout Among Girls	Strongly Agreed	Agreed	Neutral	Strongly Disagreed	Disagreed
Discourage from peer pressure	112(31%)	238(66%)	10(3%)	0	0
Improvement on government educational policies	115 (32%)	240(67%)	5(1%)	0	0
Training of adequate teachers	125(32%)	240 (55%)	36(11%)	0	0
Provision of intellectual guidance and motivation	110(31%)	199(55%)	50(14%)	0	0
Provisioning of adequate resources	198(55%)	160(56%)	2(0.5%)	0	0

Source: field work 2016

The results from Table 6 indicates that majority (238, 66%) of the respondents affirmed that student should be discourage from peer pressure. In a similar view a good number (112) of the respondents representing 31% strongly affirmed the statement. Interestingly a very insignificant number (10, 3%) held on neutral potion. Following a similar trend in earlier discussion, all the respondents decided not to strongly disagreed or disagreed with the fact. This is supported by White (1987) who says that peers in the same environment serves as models for others to rate their characteristics, values and abilities. That is children use others as yard sticks with which to measure themselves. The children who live in an area where children perform well in school are likely to emulate them and so they will perform better academically. Also on the other hand, if children find themselves in an environment

where academic work is not considered seriously they tend to perform poorly in school and can lead to their dropping out of school.

Secondly, improvement in government educational policies as remedy to the phenomena was considered. It was clear from the table that an overwhelming number (240.67%) of the respondents endorsed the statement.

It is interesting to note that there is only a slight difference of (2, 1.5) of the respondents who agreed with the variable following each of them in a sequence in this discussing. This may mean that the two variables stand a great chance of being solutions to the problem. Again, a good number (115, 32%) strongly content with the statement while only a very insignificant number remain undecided. However, all the respondent refused to strongly disagreed and disagreed. This is in confirmative with the report of the national dropout preventions centre partnership in education journal that, to reduce dropout rate the need of the young in at risk situation should be provided through reshaping schools, community and the environment.

Thirdly, training of adequate teachers was the next available on the questionnaire as a remedy to the problem. Following a similar trend above, a great numbering (230, 63%) of the respondents shared the same views on the variable. Notwithstanding, (125, 32) of them endorsed the assertion, whiles (46, 13%) were undecided. Clearly none of the respondents either strongly disagreed or disagreed with the variable. This is similar to a report from a study conducted in the Asutifi District Assembly (2002) that shortage of teachers is a common feature in many schools in the district. For the 2003/2004 academic year, the district education office declared 109 vacant teaching positions.

Fourthly, when the respondents were asked their views on provision of intellectual guidance and motivation, an overwhelming number (199, 55%) of them

affirmed the variable. Whereas a good number (110, 31%) of the respondents strongly shared the same views on the variable, half (50, 14%) of them refused to comment on the statement. Interestingly all the respondent refused to strongly discontented or discontented with the assertion. This is supported by the ideas of Cox (1997) in his study that the child's home background act as a major determinant of his or her level of educational growth. He further stated that all difficult in learning occurs when the child's environment lacks intellectual guidance and motivation.

Finally on the part of provision of adequate resources as a solution to the menace, a great number (198, 55%) strongly affirmed the variable. Whereas (160, 44%) agreed with the statement surprisingly, an insignificant number (2, 0.5%) decided not to comment on the variable. Notwithstanding none of the respondents strongly disagreed or disagreed with the variable. Similarly, educational facilities are divided top quality in terms of human resources and in-school resources. Availability of resources such as textbooks, desk and blackboards has been found to influence dropout (Molteno et al., 2000). From the above results and discussions so far, a conclusion could be drawn for the following subheadings.

1. Causes of school dropout: All the variables about causes of school dropout influence school dropout but some have more influence than others. For example financial constructions, closely followed by peer group influence or pressure stands out as major factors leading to school dropout.

2. Effects of school dropout: with regard to the discussion of effects on school drop, inadequate or poor physical facilities, learning environment and availability of resource were earmarked as having serious effects on school dropout.

3. Solutions to the problem: Clearly it could be deduced from the discussion that all the variables are remedy to the school dropout but priority was given to some of the variable such as provision of adequate resources, improvement on government educational policies, and discouraging children from peer group influence.

Chapter Summary

This chapter dealt with the presentation and analysis of the data collected from the respondents. The presentation was in two sections. The first section covered the biographical data of the respondent whiles the second section dealt with the main research results under the subheadings causes of dropout, effects of dropout and solutions to remedy the phenomenon.

This leads us to the final chapter which deals with the introduction, summary of the main findings, conclusions and recommendation.
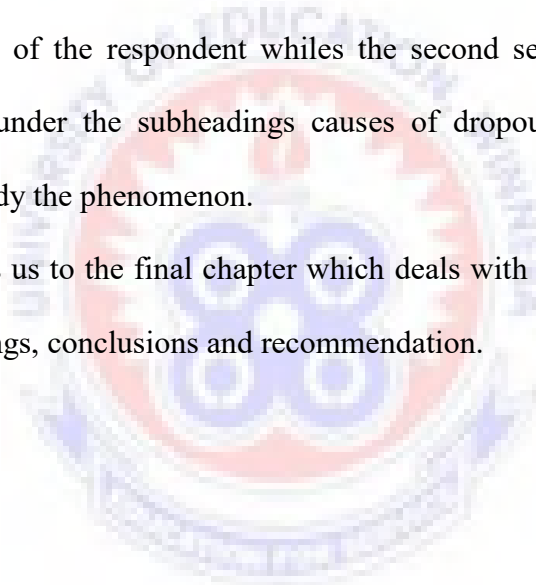
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented and discussed the results of the research. In this final chapter, I will summarise my main findings, drawing conclusions based on the findings, providing a way forward in a form of recommendation and ending with suggestions for future research.

5.2 Overview of the Study

The study was to find out the causes of dropout among girls in Wa Municipality. This study was conducted as purely quantitative study relying on the cross-sectional survey design. Questionnaire was the main instrument used for the data collection for the study with 360 participants. Data was collected in person and analysed using SPSS. The data was ranked based on the 5-point Liker scale strongly agree, agree, neutral, strongly agreed and disagree.

5.3 Summary of Findings

The results of the study showed that all the variables on causes of school dropout influence school dropout but some have more influence than others. For example the study found out that peer group pressure or influence and financial constraints were the major causes of school dropout among girls in the Wa municipality. What this means is that parents would have to be proactive on putting watchful eyes on their girls. It also means that both the school and the community should endeavour to work together so that such children could be helped with financial assistance to continue schooling.

The results of the study indicated that availability of resources will have positive influence on children to stay in school until they complete. This therefore suggested that government should provide enough resources in the various schools in the Wa Municipality.

Secondly, the study also revealed that lack of physical facilities and poor learning environment also affect children in school. This means that District assembly as well as government should provide more physical facilities and conducive learning environment in order to maintain children in school until they complete school. This will also help improve teaching and learning in the schools.

The study also found from the discussion that all the variables are possible solutions to curb school dropout in the Wa Municipality but majority of the respondents said discouraging children from peer pressure and improvement on educational policies are remedies to the problem.

This therefore, implied that government should improve more on educational policies. Also, parent should keep a watchful eye on the children both at home and school.

5.5 Conclusion

From the findings of this study it became clear that though there are other factors emanating from both the school and the community that cause children to drop-out of school in the Wa municipality, peer group influence or pressure and financial constraints were the major variables that cause school drop-out among girls in the Wa municipality.

With regard to the discussion on the effects of school drop-out among girls in the municipality, inadequate or poor physical facilities, learning environment, and

unavailability of resources were noted to have seriously affected the Wa municipality and it's development drive.

However, on solutions to the problem, it could be deduced from the discussion that all variables are remedy to the school drop-out among the girls in the Wa municipality but priority were given to some of the variables such as provision of adequate resources, improvement on government educational policies and discouraging children from peer group influence or pressure.

5.3 Recommendations

Based on the findings of the study the following recommendations are made. These recommendations are directed to policy makers, educational administrators, teachers, parents and all stakeholders in education because they need to work together to stem the tide of school dropout in the Wa municipality.

1. First and foremost, since children use others as yard sticks, parents should endeavour to bring up their children with positive behaviour rather than allowing them to be influenced negatively by their peers. It is also recommended that both the school and the community should work together to provide financial support for children to further their education. More specifically, government should help parents and families to be economically stable so that they can conveniently help their wards to go to school.

2. Secondly, government as well as communities should create an enabling environment by providing teachers with certain incentives such as accommodation so that teachers would be motivated to put up their best.

3. Thirdly, government should provide adequate resources such as logistics, infrastructure, among others for teachers to deliver effectively as well as children in the teaching and learning.

4. Fourthly, the municipal assembly, in conjunction with community leaders need to make by-laws to ensure that children go to school and at least complete the basic level which is free now.

5. Fifthly, the parents teachers association (P.T.A), school management committee (SMC) and school authorities should be informed to monitor the attendance of children in school. Through this, they can identify children who are genuinely in need for the municipal assembly to sponsor their education.

6. Finally, the community, school authority in conjunction with the municipal assembly should work closely together and make by-laws to prosecute people who impregnate school girls to serve as a deterrent to others.

5.6 Suggestions for Future Research

In the light of the findings of this mini dissertation, it is recommended that the following areas must be considered for future research:

1. The relationship between parental occupation and children's academic performance.

2. A comparative study of school dropout in rural and urban school areas in the Wa municipality.

3. The extent school dropouts are involved in criminal activities.

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APPENDIX

QUESTIONNAIRE FOR TEACHERS

My name is Venn Christiana. I am a student offering MA in educational leadership at University of education. Winneba-Kumasi Campus. I am carrying out a research on school dropout among girls ii Junior Schools ii the Wa Municipality. Your participation is crucial for the success of the research. The information you provide on the survey questionnaire is strictly confidential and will be used for academic purposes only. I will appreciate your time for participating in this research.

SECTION A: BACKGROUND INFORMATION ABOUT TEACHERS

(Please, tick [√] the right option)

NAME OF SCHOOL...

Al. Position of respondent

      1. Headmaster/Headmistress   [   ] 2. Subject Teacher   [   ]

A2. What is your age range? 1. 20-30yrs   [   ]

      2. 31-40yrs [   ]   3.41 50 yrs   [   ] 41-50 yrs

      4.51-60yrs [   ]   60 and above [   ]

A3. Marital status 1. Single [   ]   2. Married   [   ] 3. Widowed [   ]

A4. What is you gender identification?

      1. Male   [   ]   2. Female [   ]

A5. What is our highest educational qualification?

      1. SSSCE   [   ] 2. Cert 'A' [   ]

      3. Diploma   [   ] 4. HND   [   ]   5. First Degree [   ]

      6. Masters Degree   [   ] 7. Others   [   ]

SECTION B

This section contains 5 items. Please thick in the appropriate box to indicate the extend to which you agree or disagree with them using the following scale (Strongly agree = 1, agree = 2, neutral = 3, disagree = 4, strongly disagree = 5)

1. A. Causes of dropout among girls in schools

| No	Statement	Response				
A	Teachers should educate both students and parents on peer group influence or pressure	1	2	3	4	5
B	Teachers are aware that financial and socio-culture practices can lead to school dropout					
C	Broken home is one of the causes of school dropout					
D	Teenage pregnancy can lead to the school dropout among girls in school					
E	Short of teacher influence children to drop out of school					

SECTION C

Effects of school dropout

No	Statement	Response				
A	Availability of resources can influences school dropout	1	2	3	4	5
B	Teaching practices and behaviour of some teacher can influence a student's decisions to drop out of school					
C	Inadequate or poor physical facilities adversely affect quality of educations and can lead to children dropping out of school					
D	Long distance affect children in going to school					
E	Learning environment can affect children leading to school drop out					

SECTION D

Solution that can be found to remedy this situation

No	Statement	Response				
A	Children should be discouraged from peer group influence or pressure	1	2	3	4	5
B	Government should implement policies that will force the children to stay in school					
C	There should be adequate trained teacher to the fill the vacancies in school					
D	Children should be provided with intellectual guidance and motivation to stay in school					
E	Government as well as parents should provide adequate resources for children in schools					
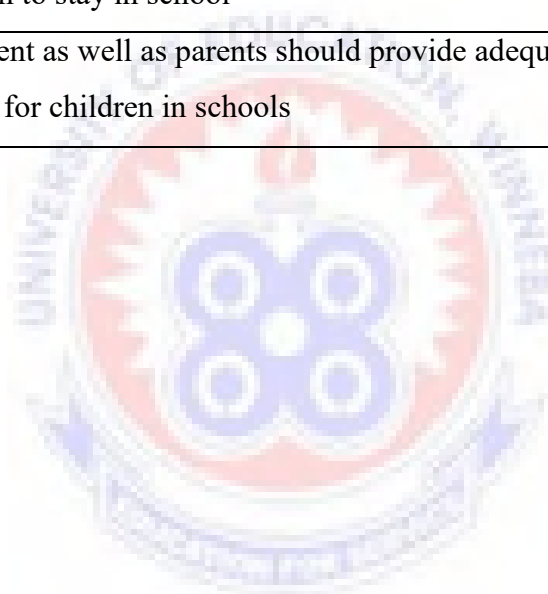
UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

DEPARTMENT OF EDUCATIONAL LEADERSHIP

P. O. Box 1277
Kumasi

December 11, 2015

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION: VENU CHRISTIANA
INDEX NO: 7131770016

This is to confirm that Venu Christiana is an MA student pursuing a programme in Educational Leadership at the Department.

Christiana is currently engaged in a research on "*Examining School Drop-Out among Girls in Wa Municipality*" as part of the requirements for the award of Master of Arts Degree.

We should appreciate any courtesies that you could extend to her as she gathers data for writing the Project Work.

Thank you.

Yours faithfully.

REV. FR. DR. FRANCIS K. SAM
Head of Department