

UNIVERSITY OF EDUCATION, WINNEBA

FACTORS MILITATING AGAINST GIRL CHILD EDUCATION IN GHANA. A
CASE STUDY OF DARBAA COMMUNITY IN THE ATWIMA NWABIAGYA
DISTRICT

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Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the
requirements for award of the Master of Arts (Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

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

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I thank my husband, Ing. Christian Owusu Ansah for his encouragement and immense support. I also thank teachers and members of Darbaa community for providing the needed information for this workpiece. Lastly, to my supervision, Dr. Philip Oti – Agyen and Vivian Serwaah Amaniampong for their assistance.



DEDICATION

To my family and the entire staff of Darbaa D/A basic school.

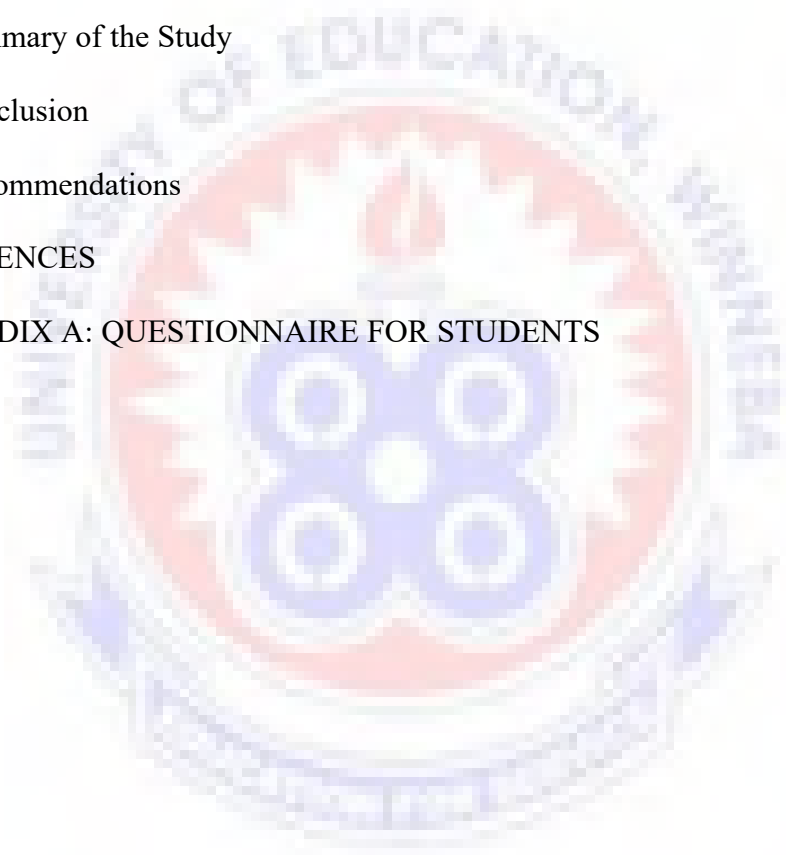


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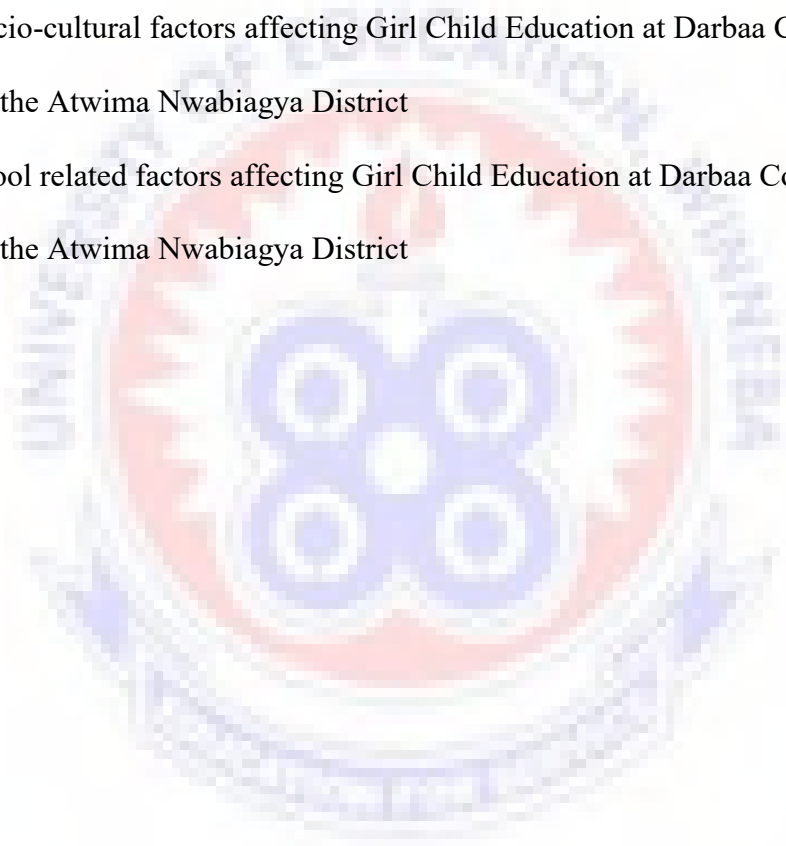
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ABSTRACT

This study examine the factors affecting girl child education in Dabaa Community in the Atwima Nwabiagya District. The objective of the study was to establish the socio-economic factors, socio-cultural factors and school -based factors that affects girl child education in the Darbaa Community. Descriptive survey design using mixed method approach was adopted for the study. Purposive sampling technique was used to select seventy (70) participants comprising of 62 students, 4 teachers and 4 parents for the study. Questionnaire and interview protocol were the instruments used in collecting data for the study The findings of the study revealed that socio-economic factors such as parental income. Parental occupation, level of parents' education and child labour were factors affecting girl child education in Dabaa community in the Atwima Nwabiagya District. Further, the study revealed that socio-cultural factors such as early marriage, female genital mutilation, parental attitudes towards girl child education, and teenage pregnancy affects girl child education in Dabaa Community in the Atwima Nwabiagya District. Finally, the study revealed that cost of schooling, irrelevant curricula, and teacher pupil interaction were school-related factors affecting girl child education in Dabaa Community in the Atwima Nwabiagya District. It is therefore recommended that government and other non-governmental organizations need to step up their efforts to eliminate socio-cultural practices that disadvantage the girl child in order to achieve gender parity in education.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter contains the background of the study which examines the history, the statement of the problem also identifies the challenges been faced by the girl child, the purposes of the research outlines the assessment of the girl child education. It again consists of the research questions, scope and the structure of the research, etc.

1.1 Background of the Study

Since the World Declaration of Education for All (EFA) in 1990, many developing countries, including Ghana, have been making strides to realize the universalization of primary education as well as to minimize illiteracy rates among their populations. Particularly, greater efforts have been made by governments worldwide to improve the education of women. In Ghana for instance the Education reforms introduced in 1995 had its ultimate education goal of providing Free and Compulsory Universal Basic Education (FCUBE) of good quality for all children, in order to achieve her goal of Education for All (EFA). Another intervention introduced by the Ghanaian government on the issue of gender disparity was the Growth and Poverty Reduction Strategy (GPRS II) and the Education Strategy Plan (ESP) 2003-2015, the Ghana government committed it-self to achieving the two Millennium Development Goals (MDGs) specifically universal primary education (MDG 2A) and gender parity in primary school (MDG 3) .

While Ghana has made considerable progress under the FCUBE programme and subsequent reform initiatives to expand free primary education for a rapidly expanding school age population throughout the country, the education system in

Ghana continues to struggle with a number of critical challenges in achieving its Education, particularly in the areas of girls enrolment, retention and quality improvement in pupils learning.

Numerous studies have stressed on the fact that certain factors affect girl child participation in schooling in Ghana. Specifically, socio-economic, socio-cultural and school-based factors have been identified as hampering girl child education (Brock & Camish, 1997). In the community where the study was situated, the education of boys is seen as more important than that of girls. But as to how such a sociocultural factor and other related factors affect girls participation in education is of paramount importance in order to come up with effective interventions that will facilitate achievement of gender parity in education. Hence the primary focus of this study is to find out the factors that affects girl child education in Darbaa Community in the Atwima Nwabiagya District.

1.2 Statement of the Problem

Girl-child education is recognized as one of the critical pathways to promote social and economic development. Offorma (2009) explains that girls generally do not have access to school despite the concerted efforts to push the cause. Fiscal crises, civil strife, political instability, drought, endemic poverty and persistently high demographic pressures on the education systems have resulted in stagnation in enrolment and a decline in quality (Asmal, 2003). In view of this, the government of Ghana introduced the FCUBE (Free Compulsory Universal Basic Education) in 1996 to promote access to basic education for all children in the country (World Bank Report 2004). Further, the Ministry of Gender, Children and Social Protection (MGCSP) is charged with the

responsibility of mainstreaming gender throughout the government ministries and departments.

Despite the considerable progress made in the country towards improving educational access and retention for girls in the education sector, girls' schooling still lags behind that of boys at all levels, particularly at the secondary and tertiary levels of education.

A study by Adetunde and Akampae, (2008) in Kenya reported that in Africa where the girls' basic school enrolment accounts for only 57% of the school-age population as compared with 75% to boys, and this gender disparity in education seems to cut across continents. A study conducted by Ziyaba (2015) in Bolgatanga in Ghana also indicated that the enrolment of girl child education in the northern region of Ghana was very low and therefore called on the government to come up with measures to reduce such a problem. The situation at Darbaa Community is not anything better as reports from the Atwima Nwabiagya District Educational Directorate indicates that there were 5% more boys than girls in the school (BS1 – JHS3). Further, more than half (> 50%) of the girls who complete JHS drop out and do not attend the Senior High school. Consequently, it appears no study have been conducted on the factors affecting girl child education in the Atwima Nwabiagya District specifically in the Dabaa Community. This motivated the researcher to examine the factors affecting girl child education in Dabaa Community in the Atwima Nwabiagya District.

1.3 Purpose of the Study

The purpose of the study was to investigate the factors militating against girl child education in the Darbaa community in the Atwima Nwabiagya District.

1.4 Research Objectives

. Specifically, the study sought to:

1. To identify the social –economic factors affecting girl child education in the Darbaa community in the Atwima Nwabiagya District
2. To determine the socio-cultural factors affecting girl child education in the Darbaa community in the Atwima Nwabiagya District
3. To ascertain the school related factors affecting girl child education in the Darbaa community in the Atwima Nwabiagya District

1.5 Research Questions

Based on the objectives set above, this study seeks to find answers to the following research questions:

1. What socio-economic factors affects girl child education in the Darbaa community in the Atwima Nwabiagya District?
2. What socio-cultural factors affects girl child education in the Darbaa community in the Atwima Nwabiagya District?
3. What school related factors affects girl child education in the Darbaa community in the Atwima Nwabiagya District?

1.6 Significance of the Study

The findings of the study will be of great significance to various stakeholders involved in the campaign for the promotion of girl-child access to education in that they will become aware of the main problems facing the girl-child education and adopt various strategies to eliminate them.

Further, it is hoped that the findings of the study will benefit the Ministry of Education, Education planners, teachers and parents. Specifically, the government of Ghana shall be able to put strategies in place to ensure the girl child completes school in the county.

Again, the findings may also be used by the Ministry of Education to enhance provision of teaching learning resources to enable girls to participate well in secondary education.

More so, the outcome of the study may sensitize parents to be aware of their roles in supporting the girl- child participation in education. Finally the results of the study may add to the existing knowledge on factors affecting principals' influence on girl-child participation in secondary education.

1.7 Delimitation of the Study

The study confined itself to only two public basic schools in the Darbaa community though private school would have had valuable contribution to the study. The study also focused on the students and teachers who were present at the time of the sampling session in the respective schools. Those absent were not included even if they could have had interesting input. Finally there are many factors that influence girl education but the researcher selectively focused on a few of them which were relevant and applicable to Darbaa community the area of study.

1.8 Limitations of the Study

Some of the parents were reluctant in giving the necessary information and responses with the reason that girls' education is not important because the girls will grow and get married which does not require school education.

Again, the low level of education in the study area made it difficult to use the designed questionnaire to collect data from a large number of people. Some respondents also thought the researcher was carrying out a government exercise so they demanded to be paid for their input. Besides, the researcher had to plead with some of the respondents who were farmers before she got the opportunity to interview them. They were simply not willing to leave their farm work for the interviews because they realized that they were not going to be paid for it. Though this problems occurred during the study but efforts were made by the researcher to collect the appropriate data for the study.

1.9 Organisation of the Study

The study is organized into five chapters. Chapter One introduces the study and it covers the background of the study, statement of the problem, the purpose of the study, the specific objectives of the study, the research questions that guided the study, significance of the study, delimitations of the study, the limitations of the study and organization of the study.

Chapter Two presents the review of relevant literature related to the research topic. Chapter Three covers the methodology of the study. Chapter Four presents the analyses of the data collected and discussions of the study. Chapter Five comprises the summary of major findings, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter discusses the meaning of education, types of education, Educational reforms in Ghana, Gender and Equity, Female education and development, Socio-economic Factors affecting girl child education, Strategies to improve girl child education.

2.2. Meaning of Education

Education has been defined to mean many things by various authors. Offorma (2009), Afful Broni and Ziggah (2006), Ocho (2005), Bhushan (1997) and Aggarwal (1995) see education as the process of providing information to an inexperienced person to help him or her develop physically, mentally, socially, emotionally, spiritually, politically and economically. These authors say that the definition given means that the individual has to acquire adequate and appropriate knowledge, skills and attitudes and values known as cognitive, psychomotor and affective behaviours to be able to function optimally as a citizen. These behaviours are the focus of training individuals in institutions of learning.

Shafritz (1988) are of the view that education is what happens to human beings from the day they are born to the day they die. They perceive education beyond schooling and think it is a process that covers the total lifespan of every human being. This implies that education is more than a formal process and amounts to something more than formal learning as well.

Antwi (1992) sees education as sharing, transmission or imparting of knowledge that is worthwhile. He adds that education is a process which involves helping those

who are taught to become aware of what is happening. Arends (2002) claims that the proper meaning of education covers these four important aspects of how we become educated:

- The necessity of having and manipulating knowledge, skills and information.
- The helpfulness of teachers, without requiring them.
- The constant need to see through the inherent illusion that arises from our unconscious mind.
- Our inability to influence our states of mind.

Based on the four criteria given, Arends (2002) sees education as a process of cognitive cartography which is explained as what all learners do to develop a map of reliable methods of getting from negative state of mind to positive state of mind. It can be inferred from the various definitions that education is the process of creating the awareness which leads to critical thinking and in effect leads to human development. In other words, education opens one's eyes about something for the person to get an interest in it and then develop a positive attitude towards that.

2.3 Types of Education

Education has been categorized into three domains by scholars. According to Dr. Nsiah-Peprah (Lecture Notes, 2008) these are formal, informal and non-formal education.

2.3.1 Formal Education

Norris (1999) and Nie, Junn & Stehlik-Barry (1996) explain formal education as a process which helps one to acquire verbal and cognitive proficiency so that he/she would be able to construct his/her own ideas and thoughts critically. The definition

above indicates that formal education aims at opening people's minds so that knowledge and skills acquired can be used profitably. Besides, Krueger & Mikael (2001) and Farrant (1996) agree that formal education is a process whereby children are provided with the tools for learning, such as reading, writing and manipulating numbers. It also introduces the children to the richness of the wider world and gives them the chance later on to obtain work and make a meaningful contribution to society. The authors imply that when children are given the necessary tuition, they will be able to read and write which in turn will help them to develop themselves and the society as a whole.

Annoh (1997) has the same idea as Shafritz (1988) that formal education is the process of acquiring new knowledge and skills through the benefit of structured teaching. They further explain that formal education is that which is deliberately planned and is guided by specific aims and objectives which it should be time bound.

2.3.2 Informal Education

Norris (1999), Annoh (1997) and Shafritz (1988) have indicated that informal education is the process of acquiring new knowledge and skills without the benefit of structured teaching. Thus, it is based on a style or approach in which desired skills or behaviours are reached through means that are not intentionally organized, structured or planned. The authors see informal education as a way of behaviour that has been traditionally accepted by the society and does not necessarily take place in the conventional classroom although some aspects of informal education do occur in the classroom.

Roy and Woodcock (2010) point out that informal education is that learning which goes on outside of a formal learning environment such as a school, a college or

a university. In other words, they view informal education as learning which occur outside the classroom or lecture theatre. Smith (1997) adds that informal education is just the learning that goes on in our daily lives or learning projects that we undertake for ourselves. It can be seen that informal education is incidental as it does not occur in the formal classrooms and is not planned. It occurs unintentionally and the education can come from anywhere including one's home and church.

2.3.3 Non-Formal Education

According to Spronk (1999), non-formal education is any skill that one acquires while he or she is growing. Carron and Carr-Hill (1991) define non-formal education as all educational activities organized outside the formal system and designed to serve identifiable clientele. Farrant (1996) sees non-formal education as any organized activity, outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of particular groups of children, youths or adults in the community. Addison (2009) adds that non-formal education takes many forms like adult education, continuing education, on-the- job training, accelerated training, farmer or work training, functional literacy, extension services and second-chance schools.

2.4. Educational Reform in Ghana

Ghana's education has gone through a lot of amendments since independence. According to Agyenim-Boateng (2011), as soon as Ghana gained independence, the Education Act of 1961 came into being and the Dzobo Report also gave birth to the Junior Secondary School (JSS) Concept in 1973. In 1974, the New Structure and Content of Education designed by the Dzobo Committee were implemented. There was

also an Education Commission Report on Basic and Secondary Education which also brought about the 1987/ 88 Education Reform Programme.

The Free Compulsory Universal Basic Programme which was enshrined in the 1992 Constitution was introduced in 1996 and the Ghana Education Trust Fund set up by the GET Fund Act 581 was implemented in 2000 to make sure that every child gets access to basic education in Ghana. The Jophus Anamuah-Mensah's Committee which was set up by the former president of Ghana, H. E John Agyekum Kuffour in 2001 also reviewed the education system and proposed a new structure to resolve the flaws identified by the Committee. The 29 member Anamuah-Mensah Committee report brought about the 2007 Educational Reform which is still in use but with a slight change to that of Senior High School (Ghana Government Official Portal website, 2010).

The new Education Reform had the following elements: two years of Kindergarten, six years of Primary School and three years of Junior High School and four years of Senior High School education. This makes up a total of eleven years Universal Basic Education. From the JHS, students who pass the Basic Education Certificate Examination (BECE) are expected to enter the SHS for four years. The immediate past (NDC) government has reverted this from four to three years. At the SHS, students are expected to offer any course of their choice for a period of four years (now three years).

The Anamuah-Mensah Committee also placed emphasis on Literacy, Numeracy, Creative Arts, ICT and Problem Solving Skills at the Basic level. Apart from the Kindergarten and Lower Primary where the Ghanaian Language of the school's location is used alongside English at all other levels, the medium of instruction is English.

The New Education Reform also introduced Creative Arts to the Primary school curriculum and Basic Design and Technology to the Junior High School (JHS) curriculum. Both constitute the nine-year Basic Education system in Ghana. These subjects were introduced in the basic school curriculum to enable both primary and JHS students to exhibit their inherent skills so that these skills could be used to solve problems in the society in which they live. The reform designed the JHS curriculum to consist of nine subjects which are English Language, Mathematics, Integrated Science, Social Studies, Ghanaian Language, Information Communication Technology, Religious and Moral Education, French and Basic Design and Technology. The Basic Design and Technology comprise Pre-Technical Skills, Home Economics and Visual Arts and students can choose to study one of these areas. The general aim of the JHS courses is to equip students with basic life skills which can help them to solve some problems in life.

2.4.1 Relevance of Education to Development

Education is intrinsic to development. Education is key to a nation's development. Education enables individuals to acquire knowledge and skills which constitute the most important key to development and poverty reduction in the current international dispensation where knowledge is the leading generator of wealth (UNESCO, 2002). The presence of human and natural resources in a nation is necessary but not a sufficient condition for development. Education provides the medium through which quality human resource is produced to exploit the natural resource endowment for economic growth and development in a nation. Referring to the invaluable role of education in training human capital for national development, Addai-Mensah (2006) states that "A nation's most treasured and dynamic assets are its human resources. A

country's growth and sustenance of development depends on the development of its human population through the provision of quality education. Putting adequate resources into and paying attention to the provision of quality education normally results in considerable strides in economic development and social transformation, and raises the quality of life of people”.

Education also helps people to make informed choices or decisions regarding lifelong issues such as life styles, diet and family size which have direct implications for health, fertility, life expectancy, productivity and per capita income growth levels of individuals and nations at large (UNESCO/OECD, 2002). Provision of universal primary education for both girls and boys on equal footing is the starting point for the realization of the invaluable contributions of education which should be supported with further training at secondary and tertiary levels.

2.5 The Concept of Gender

According to Fant (2008), gender is being male or female. Evans-Solomon (2004) explains gender as the perception of maleness or femaleness related to our membership in a given society. Fant (2008) is of the view that the society assigns roles based on a person's sex. He adds that some of the roles are assigned while some are shaped by ideology, culture, religion and economic development. Gender roles, according to Fant, are learned behaviours in a given society or community or other social groups through activities, tasks and responsibilities that are perceived as fit for males and females.

2.5.1 Gender Equity

According to Osita-Oleribe (2007), gender equity is whereby both males and females are given equal opportunity either in school, work place and the society in which they live. Ngounoue (2010) also adds that gender equity is a fair and reasonable way of behaving towards males and females so that both are treated equally without any discrimination.

2.6 Female Education and Development

Education is the prime mover in the lives of individuals and in a nation's development. Education also provides the key to economic asset for individuals and nations. According to Psacharapoulous and Patrinos every year of schooling lost represents a 10 to 20 per cent reduction in girls' future incomes. They argued that countries could raise per capita economic growth by about 0.3 per cent points per year or 3 per cent points in the next decade if they attained gender parity in enrolment (Psacharapoulous and Patrinos, 2002). When girls are educated, it has implications for improved infant/child and maternal health with rippling effects on household incomes and nourishment. For instance, a literate woman gains access to employment more easily than the illiterate woman and tends to manage scarce capital better by bringing to bear the knowledge and skills acquired in training to ensure greater success. There is a direct relationship between female education and poverty reduction. Educated women tend to have smaller family sizes and reduced fertility which has great potential benefits for their future generation. For instance, UNDP's statistics have indicated that the high fertility rate in Tanzania and Ghana in the early 70s (1970-75) dropped drastically from 6.8 births per woman to 5.1 and 6.9 to 4.1 respectively between 2000 and 2005 due to

continued and sustained efforts at ensuring the participation of girls in education in the two countries (UNDP, 2004b).

Female education is important for a nation's development. The relevance of female education to Ghana's national development process has long been recognized by scholars in the past. Dr. J. E. Kwegyir Aggrey once stated that when a man is educated it is an individual who has been educated but if a woman is educated it is a nation that has been educated (Cited in IBIS Survey Report on Female Education, 2007, p.1).

2.6.1 Female Education within the Framework of International Context

Since time immemorial, education has been recognized as one single significant contributory factor to economic development (World Bank, 1999, p. 16). The recognition of education as key to sustainable development, peace building and effective participation in the democratization process or governance system of a nation has informed several international gatherings. The 1948 Universal Declaration of Human Rights highlights the importance of education in this light. In the Article 26 of the Declaration, education was considered first and foremost as a fundamental human right of everyone. The Declaration recognised that "elementary" education would be free and compulsory, and that higher levels of education would be equally available on merit for the realization of the benefits of education.

The World Conference on Education held in Jomtein, Thailand in 1990, introduced an expanded vision of "Education for All" with its six main goals which anchored education into a local, national and global context. Building upon the Jomtein Conference, after the World Education Forum in Dakar in April 2000, most governments in the world committed themselves to ensure that by 2015 all children

would complete a full course of good quality primary education, significantly expand learning opportunities for youth and adults, halve illiteracy levels and eliminate gender disparities at all levels of education by 2015. The overriding importance of achieving universal primary education by 2015 and eliminating gender disparity in primary and secondary education by 2005, and at all levels of education by 2015 are a part of the Millennium Development Goals adopted by the UN General Assembly in 2000. The eight goals that the 189 countries signed included commitments to education, health and environmental sustainability.

2.6.2 Female Education within the Framework of National Context

Since 1925, female education has received official recognition and backing in the educational policy of this country. The Guggisberg's Sixteen Principles helped to put female education in the national context. Two of the sixteen principles (4 and 2) advocated equal opportunities for both boys and girls in basic education and the provision of secondary education with an educational standard that will help young men and women to enter a university (McWilliam and Kwamena-Poh, 1958, p. 58). The education reform programme of 1987 provided a great boost for the important role of female education in the development process of this nation. The legal framework for the reform which was set under the constitutional arrangement of the 1992 Constitution enjoined the government to put in place a system of education that will allow all children of school-going age to access a Free Compulsory Universal Basic Education (FCUBE) within five years of the assumption of office by the year 2005. In the same vein, the 1992 Constitution also required the government to intensify efforts to achieve functional literacy and stressed the need for the provision of secondary and higher education.

Additionally, the government was required to create equal access to technical and vocational education on the basis of capacity by every appropriate means with progressive introduction of free education (Graham and Hormeku, 1996, p. 73). Gender equality has received attention in all spheres of the Ghanaian national life. The Ghana Government has promulgated many acts on gender issues and also ratified some existing conventions with the ultimate aim of evoking contributions from all and sundry in the national development process. For instance, in 1986, the government ratified the convention on the “Elimination of all Forms of Discrimination Against Women and Children (CEDAW) (Awumbila, 2001, p. 56).

2.7 Girl-child Education

According to Evans-Solomon (2004), girl-child education is any formal education that the girl-child receives to enable her acquire knowledge, skills, good habit, values and attitudes. The values that the girls acquire through education can help them to exhibit their talents. Offorma (2009) explains girl-child education as education girls receive through learning and it can be formal or informal. She adds that it is very important that girls are given equal opportunities as boys to enable them use what they have learnt to solve problems in their society. Girl-child education has since been given a boost in some parts of Ghana (Evans-Solomon, 2004).

2.7 Factors that Influence Girl-Child Education

Randell and Gergel (2009) and Rena (2006) give some of the factors that influence Girl-Child Education as follows:

- Curricula that reinforce traditional gender stereotypes.
- Cost of Basic and Secondary Education.

- Inadequate sanitation facilities and lack of provision of sanitary.
- Sexual harassment by male teachers and classmates

Ocho (2005) adds that in developing countries, despite the decrease in the gender gap, girls still receive less education than boys for reasons such as institutional structure which exhibits biases against girls' school choice and cultural impediments. In India, specifically Andhra Pradesh, Rena (2006) found that parents' inability to pay their wards' school fees have made them to decide not to send their girl children to school because of inadequate income. Rena (2006) claims that parents try to keep the girl-children in the house with the view that the girls will help them both in the farm and also take care of the younger siblings. On the other hand, parents in Andhra Pradesh who managed to send their girl-children to school withdrew them so that they can help their mothers to manufacture local cigarettes known as "beedi" which they sell to earn money for survival as well as for the girls' marriage in future. Other factors that fight against girl-child education, according to Fant (2008) and King & Hill (1993), are demand and supply factors while Hyde (1993) adds household, societal and institutional factors.

Lungwangwa, Kelly & Sililo (1999) agree with Odaga and Heneveld (1995) that the factors that impede girl-child education are school-related factors, political and institutional factors, socio-cultural factors and socio-economic factors. The school-related factors and political and institutional factors represent supply while socio-cultural factors and socio-economic factors represent demand. The socio-economic and socio-cultural factors can further be characterized as limiting the demand for female education. They argue that at the household and community levels, demand for female education is limited, particularly in poorer communities and rural areas. They claim

poverty is a major depressing factor that prevents female education and where resources are scarce and choices have to be made, boys are more likely to be sent to school.

Socio-cultural factors are a major deterrent to schooling for girls. This is because some parents hold very strong negative views or are ambivalent about girls' schooling and see little relevance in formal education for girls. Bista (2004) and Houston (2003) are of the opinion that social and cultural beliefs, practices and attitudes often do not favour girls in their pursuit of education as boys. The authors cite factors that influence girl-child education in Ghana as financial factors, societal / parental attitudes to girls' education and lack of female role models. Houston's (2003) explanation is that financial strain on parents particularly parents in the rural areas who are unable to provide some basic needs of their girl-child is an obstacle for their girl-child to further their education.

Kasente (2004) and Kukuru (2003) mention that in Uganda, early marriage is a factor that influences girl-child education. They found out that when the girl-child grows and marries, it helps the family to escape the route from poverty. The authors found that parents think that if their girl children are sent to school, they will get pregnant and the parental investment in them will be a waste of money. Holmes (2003) expounds that overall, females receive less education than males, and they tend to dropout, or are withdrawn earlier for economic and social-cultural reasons. According to Holmes, the opportunity cost of sending female children to school in the rural areas of Uganda is very high. Parents therefore push their girls to marry early and the early marriage of the girls helps the parents to acquire a lot of money since the benefit of their schooling will not be accrued to their parental household.

Lifanda (2005) also emphasizes on the negative social attitudes and cultural practices which serve as a hindrance to girl child education in Nigeria mainly because

parents have preference for their boys' education over that of girls. The reason given is that the family name is preserved in the lineage of the male child, hence the male or boy child should be given better education than the girl-child. Lifanda explains that the belief that women are mainly brought up for the purpose of reproduction and domestic activity hinders the need to educate the girl-child as it is considered a waste of resources. The author further explains that some fathers in Nigeria think it is of no use to send their girl-child to school because she will by all means marry and will become another person's family member. Also, if a girl-child is educated, it will be very difficult for her husband to control her in marriage due to the knowledge she has acquired. Lifanda (2005) also mentions that one ethnic group in Mali prevents girls from attending school because their religious beliefs and attitudes remain very strong and for that matter women are not allowed to participate in literacy classes. He again points out that girls are not permitted to be seen in public places where they would mingle with the opposite sex. For this same reason, the girls in a village in Nigeria are also not able to attend school.

According to Randell and Gergel (2009), the four main factors that affect girls' education in Nigeria are macro-level factors, legal and policy factors, school-related factors and socio-cultural factors. The authors explain the various factors as follows: the macro-level factors are poverty, inadequate educational resources, HIV/AIDS, continued economic dependence on former colonial powers, and urban versus rural resource disparities. The legal and policy factors are lack of government funding for schools and teachers, lack of free basic education and lack of financial incentives for girls education. They outline the school-related factors as curricula that reinforce traditional gender stereotypes, inadequate sanitation facilities and lack of provision of sanitary materials for teenage girls, lack of female teachers as role models and sexual

harassment by male teachers and classmates. Randell & Gergel (2009) give the socio-cultural factors as sexual and gender based violence, child labour and domestic labour, early marriages and education for boys being more highly valued.

It can be inferred from the literature cited that the factors that limit girls participation in formal education ranges from finance to religion and male attitudes to women and girls. These factors have been categorized by Odaga & Heneveld (1995) in Figure 2.1. As seen from the diagram below, the outcome for girls is absenteeism, high levels of dropout and levels of illiteracy particularly in the developing countries.



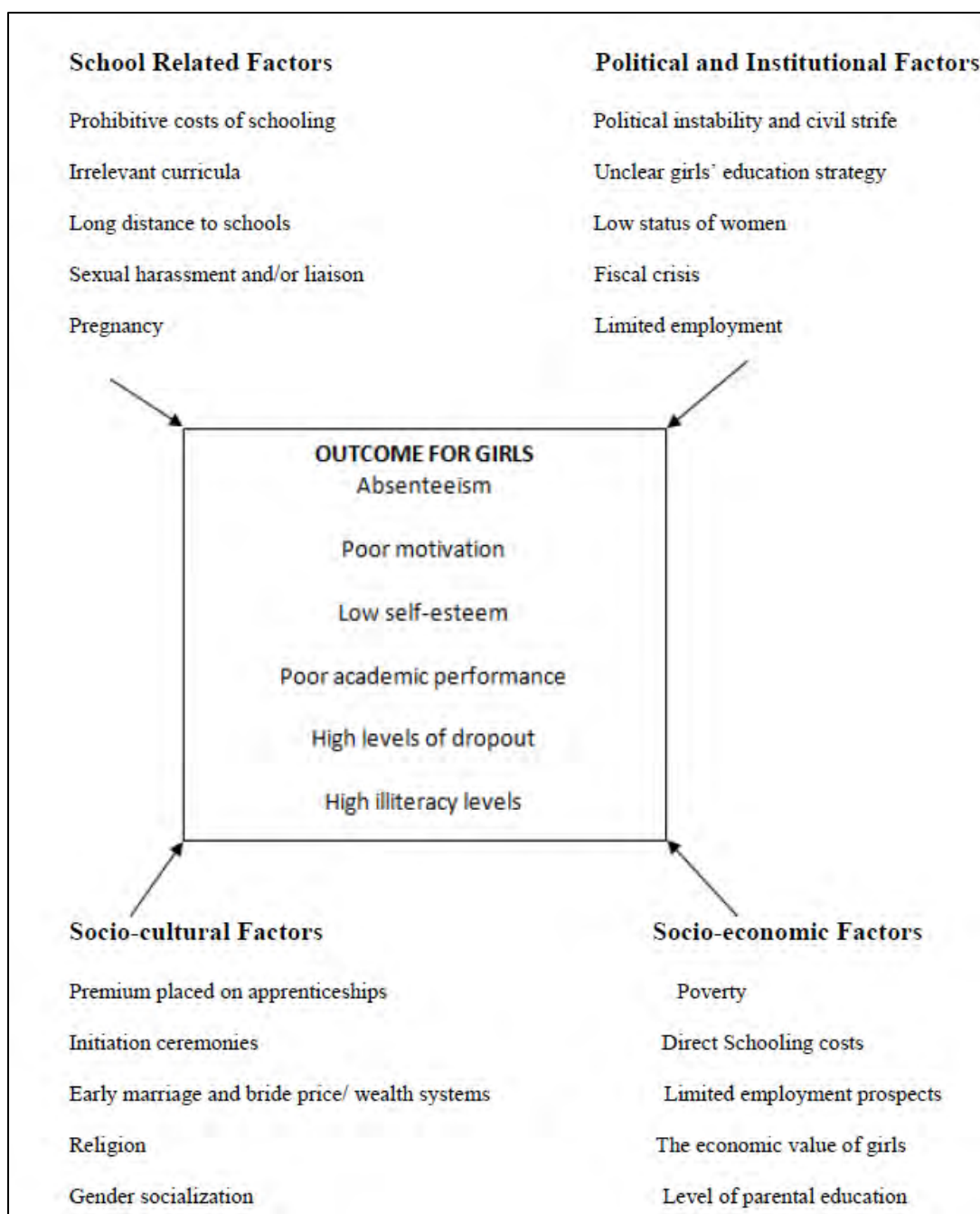


Fig 2.1: Factors that influence girls' education.

Source: Odaga and Heneveld (1995)

Adetunde and Akensina (2008) cite some of the factors that influence the girl-child education in the Kassena-Nankana District of Upper East Region, Ghana, as poverty, long-held negative attitudes about women's intellectual capabilities, teenage

pregnancy, early marriage, examination failure in mathematics and science, and the traditional division of household labour that continues to keep vast numbers of girls out of the classroom. Wilson (2010) adds that some of the barriers to girls' education are low levels of parents' education, religious practices, poverty and pregnancy. Wilson stresses that due to these factors some girls in Africa, especially Malawi, are unable to go to school as their male counterparts. As a result, girls have been relegated to the background and find it difficult to forge ahead in life. Amin and Huq (2008) are of the opinion that girls in Bangladesh are prevented from schooling by marriage. According to them, parents prefer collecting dowry prices on their girl children than to send them to school. The reason is that the parents think it is a waste of resources to send the girl child to school because at all cost the girl will marry and her education will be useless.

Ngounoue (2010), Hart (2009), Gachukia, (2008) and Osita-Oleribe (2007) assert that girl-child education has suffered several setbacks over the years due to socio-cultural, economic and political factors. They add that girls constitute the largest population of illiterate children world-wide and because they are discriminated against in education they are unable to occupy high economic impact on the society. Hart stresses that despite the Kenyan government's abolition of fees, more than 800,000 children continue to miss out in education particularly girls. By investigating why girls were still out of school, Hart (2009) found the cause to be pregnancy, sexual harassment, negative parental attitude towards education and gender stereotypes. Although these factors exist, Hart believes girls need to be empowered in order to become future leaders, self-fulfilled individuals and role models in the communities. In Malawi, cultural factors and gender-specific attitudes about the division of labour also shape decisions about whether a child should or should not be in school (Davison & Kanyuka, 1992).

2.8 Strategies to improve Girl-Child Education

Mumba (2002) explains education as a tool which helps human beings to develop very well. Education for girls in Zambia was not encouraging so the Programme for Advance Girls Education (PAGE) was instituted in 1994 to focus on capacity building, gender sensitization, and quality education for all children especially girls. This was done to empower girls and women to fully participate in economic and social development of the nation. Pigozzi (1999) thinks an important aspect of the measures that can be taken to mediate girl child education is to check the mental and physical health of the girl, her economic needs and educational needs. The author insists that life skills such as safety and sanitation are very important to the girl-child so she must be taught this. To Pigozzi, attention must be paid to skills training to increase the livelihood of girls and women.

To increase the participation of girls in secondary school in Malawi, the government of Malawi in 1993 adopted a policy which allowed girls who had become pregnant to return to school one year later (Mazloun, 2000). This was because 585 girls were dismissed from school due to pregnancy from 1997 to 2000 while 541 were readmitted within that same period as a result of the policy. Bernard (2000) is of the view that making education free and compulsory is the keystone of any national plan to eliminate gender disparity in education and achieve universal education. Bernard emphasizes the need to make the classroom more child-centred and gender sensitive so that there will be high enrolment rate for girls. Bernard adds that both male and female teachers must receive training in gender awareness in the classroom and be given regular salaries so that they can help implement the policies that will be introduced. Furthermore, the author adds that allowing young mothers to return to school and

providing alternative education for girls also increase girls' participation in education. Bernard (2002) cites an example that in 2000, Chile allowed girls who had dropped out of school due to pregnancy to continue and complete their education after they have given birth while in Turkey, learning centres were opened in five provinces to enable girls who did not get formal education acquire alternative education.

Another strategy that Bernard (2002) talks about is to recruit more female teachers who can serve as role models and make the girls feel more comfortable in school. Besides, girls must be given the opportunity to participate in sports because female athletes gain recognition and they become mentors to others.

According to Vescio (2005), sports play a major role in girl-child education. That is when girls are involved in sporting activities it helps them to stay in school and the sports also broaden their minds. He suggests that girls should be forced to engage in sports so that it can be used as a strategy to boost girl-child education. Similarly, Bernard (2002) says sports can contribute to achieving gender parity in education because as girls participate in sports, they acquire new interpersonal skills. And through additional social networks, the girls gain access to different opportunities which allow them to become more engaged in school and community life. The author cites an example that in Romania, sports has increased school participation among girls and their academic performance as well. Lincove (2006) agrees with Bruce (1997) that educating girls produces considerable social and welfare benefits, such as lower infant mortality and fertility rates.

In Bruce's (1997) view, girls' education in Ghana has some strategies which are quantitative (targeting access to and participation in education), and qualitative (focusing on transforming the learning environment and increasing achievement). They

also include improving management efficiency, which could increase retention and completion. Other strategies that can help increase access to education of girls are:

- Use of role models.
- Mobilising parents, communities and the private sector in support of girls' education. Supporting guardians or parents to cater for their children or wards schooling.
- Addressing local problems.

The qualitative strategies in girls' education are:

- Making education relevant to the lives of girls.
- Providing incentives to female teachers to teach in remote areas.
- Providing teachers with sensitisation and training.
- Increasing the supply of school infrastructure or teaching and learning materials.

In a speech on the strategies to increase girls' education, Kofi Annan, former UN Secretary General mentioned at the World Education Forum in 2000 that;

No development strategy is better than one that involves women as central players. It has immediate benefits for nutrition, health, savings and reinvestment at the family, community, and ultimately country level. In other words, educating girls is a social development policy that works. It is a long term investment that yields an exceptional high return. We need those with power to change things to come together in an alliance for girls' education: governments, voluntary progressive groups and above all, local communities, schools and families. (p.11)

Tomasevski (2005) and DeJaeghere (2004) are of the view that there must be a strategy which will ensure that all girls start and finish primary school. Their reason is

that education is a lever to provide girls with choices in life. Because primary education may not be enough, the authors add the need to apply human rights law to mould girls' education. This suggests that girls should have an equal right in education and their equal rights should be promoted through education. Tomasevski (2005) and DeJaeghere (2004) further stress that integrating girls into mainstream schools without altering curricula and textbooks perpetuates the stereotypes that impede gender equality. They indicate that some textbooks tend to portray women as staying at home while men are making history. An example is where textbooks in Peru, women are mentioned ten times less than men while in Croatia, the study of secondary school textbook showed that sons are the subject of 42% of the material on family life, and daughters only 17%.

The Government of Ghana introduced an Education Strategic Plan from 2003 to 2015 which indicated that there should be increase in access to and participation in education and training (Ameyaw Akumfi, 2003). Thus, girls and other disadvantaged groups, must be encouraged to enrol in school. Besides, the Education Strategic Plan stipulates that there must be improvement in the quality of teaching and learning for enhanced girls' achievement in school. Vocational/Technical education must be improved and extended to all schools so that girls will be motivated to go to school.

Randell and Gergel (2009) outline some strategies that can improve girl-child education and these strategies are as follows. The first strategy is making the classroom more child-centred and gender sensitive. To the authors teachers should involve students in their lessons so that the girls will be able to participate actively in class. The authors cite an example in Guatemala, where teachers used participatory teaching and learning methods to encourage girls to express themselves freely in class. In addition, teachers make full use of the local language in teaching for students to understand

whatever is being taught and this has improved the enrolment rate of girls in schools. Randell and Gergel mention that in Zambia, the Ministry of Education has recruited and trained teachers to become sensitive to gender and child rights issues in the country. They recommend that both female and male teachers should receive training in gender issues so that they can cope with every student in the classroom. Without this, some teachers may value and encourage boys' participation in class more than they value girls' and may allocate school tasks along strict gender lines, leaving girls to sweep the floors and the toilets.

Another strategy that Bernard (2002) mentions is eliminating gender bias from textbooks and learning materials. He outlines that in Vietnam, the government has developed a new gender-sensitive teacher-training module which ensures that textbooks are gender neutral and has increased girls' enrolment in school to 28 percent. More so, Bernard (2002) is of the view that supplying safe water and latrines encourage girls to go to school. The reason is that some girls drop out of school at the onset of menstruation partly because there are no separate toilet facilities for both boys and girls. This shows that a wide variety of strategies could be implemented to promote girls' education across the world.

2.9 Summary of the Chapter

Education has a significant role to play in shaping up the lives of the people as well as the entire society. It is therefore prudent to ensure that the child is given good and quality education. Educating the girl child is very crucial since there are a lot of benefits associated with that. There is therefore the need to understand the gender ratio, the female education development with respect to international and national context,

socio-economic factors confronting the girl child education and strategies needed to improve the girl child education.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section describes the sources of data and the methods employed to gather data. It further describes the research design, target population, and sampling

procedures. The chapter also discusses the validity and reliability of the data collection instruments, methods of data analysis and ethical consideration.

3.1 Research Design

Babbie (2010) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the finding. Polit et. al. (2001) also define a research design as “the researcher’s overall strategy for answering the research question or testing the research hypothesis”. Research design also describes how the study is conducted. It indicates the general plan, what happens to the subjects and which method of data collection are used in order to generate empirical evidence to answer research questions (McMillan & Schumacher, 2006). The researcher adopted a descriptive survey design using the mixed method approach to investigate the key factors affecting girl child education in Darbaa community in the Atwima Nwabiagya District. Orodho (2008), maintains that descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of respondents. Also Creswell (2003) defined the descriptive survey method as one which looks with intense accuracy at the phenomena of the moment and then describes precisely what the researcher sees. Also the mixed method approach employed will help the researcher to understand the phenomenon under study, from different angles in order to make clear conclusion. Further, in mixed method approach the researcher decides what to study, asks specific and narrow questions, collects numeric data from participants and analyse these numbers using statistics so that the entire research could be conducted in an unbiased and objective manner.

3.2 Population of the Study

Basically, Population refers to the universe of units from which the sample is to be selected (Ofori & Dampson, 2011). Population here refers to the group of people the researcher used to get the results of the study (Leedy & Ormrod, 2005). In statistics, the target population is the specific population about which information is desired (Ngechu, 2004). Mugenda & Mugenda (2003) explain that the target population should have some observable characteristics, from which the researcher intends to generalize findings of the study. According to Agyenim Boateng (2011), target population (ideal choice) is the actual population for which the researcher would use the findings to generalize the research findings. The target population for this study consisted of all girls and teachers in the two public Junior High school in the Dabaa Community, namely Dabaa D/A JHS and Dabaa M/A JHS as well as all parents in the Dabaa Community.

3.3 Sample Size and Sampling Techniques

Pallant (2011) defined sampling as the process of selecting a portion of the population to represent the entire population. A sample is a subset of a population selected to participate in the study, it is a fraction of the whole, selected to participate in the research project (Brink, 1996). Purposive sampling technique was used to select the sample for the study. Purposive sampling technique involves the picking of various sample grounded on the capabilities or the understanding of the various group that need to be sampled as stated by (Gay & Airasian 2003). Thus purposive sampling technique was used to select all the girls in the two public Junior High School in the Dabaa community, four (4) teachers who have taught in the school for more than five years

and four (4) parents that willingly participated in the study. In all a sample size of seventy (70) was used for the study, comprising of sixty-two (62) students who were girls, four(4) teachers and four(4) parents as indicated in table 3.1

Table 3.1 Sample Size Distribution

| Participants | Sample Size |
|--------------|-------------|
| Teachers | 4 |
| Parents | 4 |
| Students | 62 |
| Total | 70 |

Source: Field data, 2018

3.4 Research Instruments

Questionnaires and Interview schedule were the research instruments used for the study. The items on the questionnaire were made up of closed ended questions which were divided into four sections. The first section dealt with issues on demographic characteristics of respondent, the second section consisted of items on socio-economic factors affecting girl child education. The third section tackled issues on socio-cultural factors affecting girl child education whilst the fourth section comprised of items on school related factors affecting girl child education.. The interview protocol given to teachers and parents was also made up of four areas in line with the questionnaire.

3.5 Pilot Study

A pilot study was conducted at Kwamo M/A Junior High School before the actual data collection was done. This was done to ascertain the reliability and validity of the questions. The questionnaires were given to twenty-five (25) students selected randomly from the school. The responses after the pilot study helped the researcher to modify some of the questions to suite the research objectives. The Cronbach's alpha (α) test was used to check the internal consistency of items in the questionnaire and yielded a reliability score of 0.7 which is regarded as a good measure of reliability in research (Fraenkel and Wallen 2009). Further, the validity of the instrument was ascertain by giving the questionnaires to my supervisor and other experts in the research field for scrutiny. After the pilot study the necessary corrections were made and later submitted to my supervisor for scrutiny.

3.6 Data Collection Procedure

The researcher presented an introductory letter approving the research work from the Department of Educational Leadership, University of Education-Winneba, Kumasi Campus to seek permission from the Atwima Kwabre District to conduct the study. The researcher was given the permission to conduct the study. The researcher then visited the schools involved to brief the sampled population about the study after which the questionnaires were administered. The questionnaires were administered to the students during break time. The teachers were interviewed in the teachers staff common room at their own convenient time. The parents were also interviewed in their houses at a time convenient for them.

3.7 Data Analysis Procedure

The Statistical Package for Social Sciences (SPSS) version 21 specifically descriptive statistics such as frequencies and tables were used to analysed the quantitative data. The analysis of the data was done in response to the research questions and objectives. The data qualitative data was also analysed using themes that emerged from the study.

3.8 Ethical Consideration

Ethical considerations are very important when research is conducted. Blaxter, Hughes and Tight (2003) state that ethical issues are especially predominant with research because of the close relationships between the researcher and the researched. Bryman (2012) identifies three main areas of ethical issues, namely informed consent, confidentiality.

In this study, the researcher adhered to the following ethical measures in the process of data collection, analysis and dissemination:

- Participants were contacted for participation in the study face to face about the purpose of the study. They were also assured confidentiality before, during and after the study. The researcher remained open and honest to the participants during the entire investigation to ensure that all important information were reflected.
- To guarantee the confidentiality, anonymity, non-identifiability and non-traceability of the participants, the researcher used codes instead of names.
- The researcher guaranteed that the transcripts and the audiotapes would be kept in a secure place and that no one except the researcher would have access to

them; eventually the audio-taped and transcribed interviews would be destroyed.

3.9 Profile of Dabaa Community

Darbaa is a small community located in the Atwima Nwabiagya District in the Ashanti region of Ghana. It is close to Akropong. The Atwima Nwabiagya District lies approximately on latitude $6^{\circ} 32'N$ and $6^{\circ} 75'N$ and between longitude $1^{\circ} 45'$ and $2^{\circ} 00'$ West. It is one of the 30 political and administrative districts in Ashanti Region having as many as 37 towns. It is situated in the western part of the region and shares common boundaries with Ahafo Ano South and Atwima Mponua Districts to the West, Offinso Municipal to the North, Amansie–West and Atwima Kwanwoma Districts to the South, and Kumasi Metropolis and Afigya Kwabre Districts to the East. It covers an estimated area of 294.84 sq. km. The district capital is Nkawie.

There are one hundred and eighty-one (181) kindergarten/nursery schools, one hundred and eighty-three (183) primary schools, one hundred and twenty three (123) Junior High Schools, and five (5) Senior High Schools in the district. There are also four (4) Vocational schools and one (1) Theological University in the district. These schools comprised of public and private educational institutions that provide human resources development opportunities for children and the youth in the district (Ghana Statistical Service, 2014).

Darbaa located on $6^{\circ} 59' 36'' N$, $1^{\circ} 37' 30'' W$ has 2 basic schools, 1 health centre and 3 teachers bungalow. There are as many as 12 churches. The schools have a population of 528 made up of 252 males and 276 females with 38 teachers (10.males and 28 females). Agriculture (farming) is the main occupation in the town.

Fig. 3.2 Map showing Darbaa and its surrounding towns**CHAPTER FOUR****RESULTS AND DISCUSSION****4.0 Introduction**

This chapter presents and discusses results of the study. The facts and figures gathered from the study were discussed and presented using tables. It also discusses data gathered from the interviews conducted with some of the participants of the study.

4.1 Demographic Characteristics of the Respondents

This section explains the demographic characteristics of the respondents

Table 4.1 Demographic Characteristics of Students

| Variable | Frequency | Percentage |
|---------------|-----------|------------|
| Gender | | |
| Male | - | - |
| Female | 62 | 100 |
| Total | 62 | 100 |
| Age | | |
| 10-15 | 28 | 45 |
| 15-20 | 34 | 55 |
| Total | 62 | 100 |
| Class | | |

| Variable | Frequency | Percentage |
|--------------|-----------|------------|
| JHS 1 | 25 | 40 |
| JHS 2 | 21 | 34 |
| JHS 3 | 16 | 26 |
| Total | 62 | 100 |

Source: Field data, 2018

Table 4.1 indicates the demographic characteristics of the students. The result in Table 4.1 shows that all the students that participated in the study were females. On the age of the respondents, the study revealed that majority of the respondents (55%) were within the age bracket of 15-20 years, followed by 55% who were within the age bracket of 10-14 years. On their class the study revealed that majority of the students 40% were in JHS1, followed by 34% who were in JHS whilst 26% were in JHS 3. This indicates that majority of the students that took part in the study were in JHS 1.

Table 4.2 Demographic Characteristics of Teachers

| Variable | Frequency | Percentage |
|----------------------------------|-----------|------------|
| Gender | | |
| Male | 3 | 75 |
| Female | 1 | 25 |
| Total | 4 | 100 |
| Age | | |
| 20-29 | - | - |
| 30-40 | 2 | 50 |
| 41-50 | 2 | 50 |
| 51-60 | - | - |
| Total | 4 | 100 |
| Educational Qualification | | |
| Diploma | - | - |
| Bachelor's Degree | 3 | 75 |

| Variable | Frequency | Percentage |
|----------------------------|-----------|------------|
| Master's Degree | 1 | 25 |
| Total | 4 | 100 |
| Teaching Experience | | |
| 1-5 years | - | - |
| 6-10 years | 1 | 25 |
| 11-15 years | 3 | 75 |
| 16 years and above | - | - |
| Total | 4 | 100 |

Source: Field data, 2018

From table 4.3, it is indicated that four teachers participated in the study, the results revealed that out of the four teachers three were males with one female. Two of the teachers were within the age range of 30-40 whilst the remaining two were also within the age range of 41-50. With respect to their educational qualification, the study indicated that three of the teachers were Bachelors degree holders whilst one was with a Masters degree. On the basis of their teaching experience, the study revealed that three of the teachers have taught within the period of 11-15 years whilst one person has taught for a period of 6-10 years

Table 4.3 Demographic Characteristics of Parents

| Variable | Frequency | Percentage |
|---------------|-----------|------------|
| Gender | | |
| Male | 3 | 75 |
| Female | 1 | 25 |
| Total | 4 | 100 |
| Age | | |
| 21-30 | - | - |
| 31-40 | 2 | 50 |
| 41-50 | 2 | 50 |

| Variable | Frequency | Percentage |
|-------------------|-----------|------------|
| 51-60 | 4 | 100 |
| Occupation | | |
| Civil servant | - | - |
| Farmer | 4 | 100 |
| Business person | - | - |
| Casual labourer | - | - |
| Total | 4 | 100 |

Table 4.3 indicates the demographic characteristic of parents who took part in the study. From the analysis the results it could be said that majority of the parents that took part in the study were males (75%) whilst the remaining 25% were females. On their age, it was revealed that 50% were within the age range of 31-40 whilst the remaining 50% were also within the age range of 41-50. Further, the study revealed that all the parents who took part in the study were farmers thus farming was their main income of livelihood.

Research Question One: What socio-economic factors affects girl child education in the Darbaa community in the Atwima Nwabiagya District?

To answer research question one, respondents were asked to determine the extent to which they agree or disagree with the following statements on the socio-economic factors affects girl child education. Their responses are shown in Table 4.4.

Table 4.4: Socio-Economic Factors Affecting Girl Child Education at Darbaa Community in the Atwima Nwabiagya District

| Statement | Strongly | Agree | Disagree | Strongly |
|-----------------------------|----------|--------|----------|----------|
| | Agree | | | Disagree |
| | N(%) | N(%) | N(%) | N(%) |
| Parental Income | 28(45) | 32(51) | 4(6) | - |
| Parental occupation | 32(51) | 24(38) | 4(6) | 2(3) |
| Level of parental education | 42(68) | 15(24) | 5 (8) | - |
| Child Labour | 35(56) | 21(35) | 6(7) | - |
| Limited employment prospect | 18(29) | 10(16) | 22(35) | 12(19) |

Source: Field data 2018

Results from table 4.4 indicates that that 45% of the girls strongly agreed that income of parents affect their education whereas 51% agreed. Thus, cumulatively 96% of the girls are in agreement that indeed parental income is a factor that has affected them. However, only 6% disagreed to this fact that parental income affects girl child education. This results implies that parental income has an influence on girl child education in the Dabaa community in the Atwima Nwabiagya District. This finding is in agreement with the point emphasised by Khan (1993). According to him high parental income enables parents to meet the basic needs, regularly buy school uniforms, food, learning materials and sanitary towels for their daughters. However, in a society where the education of boys is seen as more important than that of girls, the needs of the girls may not be considered by their parents hence make them to miss or completely drop out of school. Houston's(2003) also maintained that financial strain on parents

particularly parents in the rural areas who are unable to provide some basic needs of their girl-child is an obstacle for their girl-child to further their education

Again, results on the association between parental occupation and girls' education clearly shows that 51% and 28% strongly agreed and agreed respectively that parental level of occupation affects girls' participation in education. Only 6% and 3% of the respondents disagreed and strongly disagreed respectively with this view. The findings is in consonance with that of Meena, (2001). She attributed that parents with higher occupation have their income enhanced which lead to acquisition of better resources, self-esteem and more importantly increase girls' motivation to pursue education. To a higher level.

Further, on Parental education, the results revealed that 68% and 24 % strongly agreed and agreed respectively that parental level of education affects girls' participation in education, while only 8% did not agree that parental education affects girls' participation in education. Therefore, on the overall, majority (92%) of the girls agreed that parental level of education has militated against their participation in education. This findings implies that the level of parental education affects the girl child education. This results confirm the assertion made by Houphouet-Boigny, D. (2000). According to them there is a close coherence between the meaning of education to parents and their children's participation in education that is if education is regarded as a value in the family, there are high chances that children will participate in education. Consequently, parents and other family members are role models for their children or siblings in education matters.

More so, the study revealed that 56% and 35% strongly agreed and agreed that child labour was one of the factors affecting girl child education. Only 7% disagreed to this point. This results implied that child labour was a major factor affecting girl child

education in the Dabaa community in Atwima Nwabiagya District. Finally, it can therefore be concluded that parental income, education and occupation as indicators of socioeconomic status greatly affect girls' participation in education. However, out of these three factors, parental income and education are the leading factors.

Research Question Two: What socio-cultural factors affects girl child education in the Darbaa community in the Atwima Nwabiagya District?

To answer research question two, respondents were asked to determine the extent to which they agree or disagree with the following statements on the socio-cultural factors affecting girl child education. Their responses are shown in Table 4.5.

Table 4.5: Socio-cultural factors affecting Girl Child Education at Darbaa Community in the Atwima Nwabiagya District

| Statement | Strongly Agree N(%) | Agree N(%) | Disagree N(%) | Strongly Disagree N(%) |
|--|------------------------|---------------|------------------|---------------------------|
| Early marriage | 35(57) | 27(42) | - | - |
| Female genital mutilation | 28 (44) | 24(39) | 7(10) | 3(9) |
| Parental attitude towards girl child education | 42(68) | 15(24) | 5 (8) | - |
| Teenage pregnancy | 26(42) | 24(39) | 12(19) | - |
| Religion | 21(39) | 17(27) | 20(32) | 4(6) |

Source: Field data, 2018

Results from table 4.5 indicated that the socio-cultural factors that affects girl child education were early marriage, female genital mutilation, parental attitudes towards the girl-child education, teenage pregnancy and religion. The respondents were required to respond to each item by indicating strongly agree, agree, disagree or strongly disagree. The results indicates that 57% and 42% strongly agreed and disagreed respectfully that early marriage is a socio-cultural factor that affects girl child participation in education in Dabaa Community in the Atwima Nwabiagya District. This results confirmed the findings of a study conducted in Kenya by Oketch and Rolleston (2007) on the effects of socio-cultural practice on girl child participation in primary education. The study revealed that early marriage denies a girl-child the opportunity to attend school, They continued that in some rural Arid and Semi-arid areas of Kenya, parents arrange some marriages for their children, and when this is done, it is usual for the girl-child as young as 12 years to quit school and go into the marriage for procreation.

Further, 44% and 39% of the respondents strongly agreed and agreed respectfully that female genital mutilation was one of the socio-cultural factors that affects girl-child participation in education. Only 10% and 9% disagreed and strongly disagreed to this point. This finding indicates that female genital mutilation is one of the socio-cultural practice affecting girl child education in the Dabaa Community in the Atwima Nwabiagya District. This results is in consonance with that of Kiptiony (2008). In his view Female Genital Mutilation (FGM) has been known to have a wide range of psychological and psychosomatic disorders. According to Kiptiony (2008), girls may experience disturbances in sleep patterns, mood and cognition when they are affected by this practices. Abor (2006) in a study done in Ghana revealed that FGM affects both the physical and psychological well-being of a girl-child due the female

genital deformation and mental torture resulting from the pain undergone. With such effects, a girl-child may lack the requisite attention and concentration for good academic performance. Consequently, such a child may fail in school work, experience low self-esteem and eventually drop out of school.

Further, 68% and 24% of the respondents strongly agreed and agreed that negative parental attitude towards girl child education was a factor contributing to girl child education. Only 8% disagreed to this view. This findings therefore implies that parental attitudes towards girl child education was a socio-cultural factor affecting girl child in the Dabaa Community in Atwima Nwabiagya District. This finding is in consonance with a study conducted by Arai and Tabata, (2006) in Pakistan. Their findings revealed that negative attitude of parents on girl chid education influence their girl child performance in school. They continued that such attitude causes their children to lose interest in schooling which consequently leads school dropout.

Greater effect is observed in parental attitude towards girls where 98% of the girls positively agreed that it is critical factor. In a study carried out in Pakistan, gender disparity in education is attributed to a large extent to the parent's attitude against girls.

Moreover, on the teenage pregnancy, 42% and 39% of the respondents strongly agreed and agreed that teenage pregnancy is a factor militating against their education. Only 19% disagree to this point. This finding confirm the assertion made by Sutherland (2002) that girls who become pregnant usually face a lot of ridicule from their fellow pupils to the extent that it would be difficult for them to return to school after giving birth. Though the government and Non-Governmental organizations have been very supportive to such girls and even give them a leeway to join schools of their choice to recover from the pregnancy stigma, this has born little fruit, an indication that it is a serious stigma that require psychological interventions.

Finally, 39% and 27% strongly agreed and agreed that some religious factors affect girl child education. However, 32% and 6% disagree and strongly disagreed that religious factors affects girl - child education. The results means that religious factors contribute to girl child education in the Darbaa Community in the Atwima Nwabiagya District. This finding confirm that of Lifanda (2005) when he mentioned that one ethnic group in Mali prevents girls from attending school because their religious beliefs and attitudes remain very strong and for that matter women are not allowed to participate in literacy classes.

Research Question Three: What school related factors affects girl child education in the Darbaa community in the Atwima Nwabiagya District?

To answer research question two, respondents were asked to determine the extent to which they agree or disagree with the following statements on the socio-cultural factors affecting girl child education. Their responses are shown in Table 4.4

Table 4.6 School related factors affecting Girl Child Education at Darbaa Community in the Atwima Nwabiagya District

| Statement | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-------------------------|----------------|---------|----------|-------------------|
| | N(%) | N(%) | N(%) | N(%) |
| Cost of schooling | 32(52) | 28 (44) | 4(6) | - |
| Irrelevant curricula | 32(52) | 24(39) | 4(6) | 2(3) |
| Long distance to school | 12(19) | 10(16) | 18 (29) | 22(37) |

| | | | | |
|--|--------|--------|--------|--------|
| Teacher Pupil interaction | 26(23) | 18(39) | 10(21) | 8(17) |
| Inadequate sitting furniture for girls | 20(32) | 17(27) | 15(24) | 10(16) |

Source: Field data 2018

It is evident from the results in Table 4.6 that cumulatively, 96% of the respondents positively agreed that cost of schooling is a school-related factor that affects girl child education. Only 6% disagreed to this view. This result implies that cost of schooling is a factor that affects girl child education in the Dabaa community in the Atwima Nwabiagya District. This result confirmed the assertion made by Ongwae, (2009) that financial constraints is one of the contributing factors that affect girl child education. He continued that most developing countries face financial challenges making it difficult to meet their daily needs which indirectly affect their children's performance in school.

Again, 52% and 39% strongly agreed and agreed that irrelevant curricular is also a factor that affects girl child education. Only 6% and 3% disagreed and strongly disagreed on this factor. This result implies that irrelevant curricular is a factor that can affect girl child education in the Dabaa Community in the Atwima Nwabiagya District. This result confirmed that of Grace, (2010) that most of the things and materials taught in schools are theological which make it difficult for graduates emerging from such schools difficult in seeking employment after school. She continued that there is a mismatch between what students are taught in school and the realities in the society, as most employers are not ready to recruit such people.

Further, 19% and 16% strongly agreed and agreed respectively that distance to school was a school-related factor that affects girl child education. However, majority of them disagreed and strongly disagreed that the distance from home to school was not

a factor that affects their education as 29% disagreed and 37% strongly disagreed. This findings means that long distance to school was a school related factor that affect girl child education in the Dabaa Community in the Atwima Nwabiagya District.

Again, on teacher-pupil interaction, it was observed that majority of the respondents 62% identified this as a factor that affects their education. However 38% disagreed to this point. This results means that teacher-pupil interaction is a school factor that affects girl child education in the Dabaa Community in the Atwima Nwabiagya District. This findings therefore is in line with Tjombonde, (2002). He asserted that when the school environment is structured in such a way that each individual teacher creates a learning climate either through formal or informal interactions with pupils it helps to increase pupils performance. To him pupils are human first and learners second. Thus, the school is not only an educational institution for teachers to enhance pupils' learning but also an interactive community of human beings.

Finally, the inadequate sitting furniture was explored, the results indicate that 32% and 27% of the respondents both strongly agreed and agreed respectfully that this was a school -related factor that contributor to their participation in education. Whilst 24% and 16% disagreed and strongly disagreed to this point. This finding corroborates that of Oketch and Rolleston (2007). They emphasised that in rural parts of Kenya, particularly in Arid and Semi-arid areas, school infrastructures are not good including pupil seats. Many pupils, both boys and girls share a seat/bench and some, particularly girls may be uncomfortable squeezing on one seat. In effect, some especially the mature ones may opt out of school. The study result clearly shows that availability of resources enhances or promotes girls' participation in education, while inadequacy of these resources adversely affects their participation.

Analysis of Interview Results

Socio-Economic Factors on Girl Child Education in Dabaa Community

The teachers and parents selected as participants of the study were also interviewed on their view on the influence of socio-economic factors on girl-child education in Dabaa community. Based on the responses a number of socio-economic factors emerged from the respondents. Specifically,

A male teacher was of the view:

'Dabaa community being agrarian in their socio-economic engagements, make parents prone to pulling their children from school during peak seasons such as planting, weeding and harvesting. The children are also used in child labour as they are often sent to the markets to trade of the farm products.'

Another teacher also responded in a similar way:

Hmmm, in this community things most of the school girls are normally engaged in home chores such as cultivating in the crop fields, selling of farm produce in the markets, and assisting their parents in the farm, some of these things goes a long way to affect the students especially the girls attendance to school which does not help. impediments to girls attending school.'

A female teacher also said that:

Most of the parents in this community are not educated they don't see the essence of education so sometimes their children will be in class and they will even come and call them, either to send them on errands or take them home to look after their young siblings, sometime these Children when they go like that will never return back to school

One of the interviewed parents also said that:

You see as a parents and a proud famer my wife too is a trader when we grow crops in the farm my children especially the girls have to help their mother in the market to help them sell the crops we grow, if they don't sell where will I get money to give them to go school, so when they sell I get money and give them some to go to school, but today's children don't want to do that they only want to go to school and they don't want to help their parents.

He continued that:

Sometimes my wife will let the children to go and sell in the morning before they will go to school. To me I don't see anything wrong with it but these children will delay and end up not attending school that day.

Crowning the discussion on the socio-economic factors on girl child education in Dabaa community, the study revealed that socio economic factors such as parents income level, type or nature of parent's occupation the educational background of parents and child labour were some of the socio-economic factors that affects girl child education in Dabaa Community

Socio-Cultural factors on girl child education in Dabaa Community

The respondents (Teachers and Parents) gave an important contribution to this point by emphasising that among the socio-cultural factors affecting the education of the girl child is the fact that some of the community members have a negative attitude towards educating a girl child, since they strongly believe that the girls place is in marriage and be submissive to the husband and not to waste money in educating the girl.

Another teachers who was interviewed on the socio cultural practice on girl child education also retorted that:

This practice of the dowry system has led to some parents withdrawing female children from school for marriage in order to get dowry and other items from their in-laws and I can attest to the fact that the dowry system has immensely affected female education in the Community

Another teacher also lamented that:

To me I see marriage to be matter of choice. Yet many girls are forced into marriages at a tender age to the detriment of their education. These girls are not always given the chance to exercise their right to choose as a human being. Young girls within the ages of 12 to 17 years are often exchanged for marriages without their consent. Once they are given out in marriage you see them getting pregnant as soon as possible and then affecting their education

One of the parents also had this to say:

Me there is no point in educating a girl who will eventually get married and the benefit of her studying will be enjoyed by the husbands family instead of me who laboured for it. So I don't see why I should worry myself about taking my girl child to school it waste of money time and resources.

Another parents also added that:

The typical natives in this community expose their girl children to puberty rites and female genital mutilation which does not help the girls, me what I know is that if children are expose to these things they don't feel happy to go out talking of going to school, and they will end up staying home.

Another parents also said that:

School is for boys not girls that is what we know and that is what we came to meet the girl is for the kitchen and marriage so school is not all that important for them but for the boys .

In conclusion it could be said that both teachers and parents admitted that socio-cultural practices such as early marriage, female genital mutilation, and parental attitudes towards female education affected girl education in Dabaa Community

School -related factors on girl child education in Dabaa community

The respondents were also asked about their view on school related factors that affects girl child education in the Dabaa community. All the respondents were in agreements that school related factors affects girl child education. One of the teachers had this to say

The income level of most parents in this community are very low as a results of that they are unable to cater for their children in terms the expenses in school. Sometimes we have to drive students home because of exercise books, this problem causes some of the girls to drop out of school.

Another teacher also responded that:

It will shock you to see and hear that in this modern times some people do not still see the importance of going to school. Some of the members in this community still think that things that are learnt in schools are not important for girls especially and they won't need it in their life. to them things taught in schools are not all that important for girls

The interviewed parents also had this to say:

Me I don't have enough money to be buying books and paying for printing fees and par times so in simple and shorts when my children finish JHS I look for trade for them to learn thus all because school is expensive environment .

Another parents also said that:

I have warn my child to go to school on several occasions but she don't mind me beacuese she says that the school don't have good tables to sit on so sometimes they put their books on their lap when they are writing because of that she don't like going to school regulary.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the study, conclusions made from the findings and recommendations derived from the conclusions of the study.

5.1 Summary of the Study

The study examined the factors affecting girl child education in Darbaa in the Atwima Nwabiagya District. The study had three specific objectives. It first examined the socio-economic factors that affect girl child education in the Darbaa community. The second research objective sought to find out the socio- cultural factors confronting girl child education in Darbaa community, whilst the third objective investigated the school- related factors that affects girl child education in Darbaa Community. Descriptive research design using mixed method approach was adopted for the study. Purposive sampling technique was used to select seventy (70) participants comprising of 62 students, 4 teachers and 4 parents. Questionnaire and interview

protocol were the instruments used in collecting data for the study the findings of the study revealed that socio-economic factors such as parental income. Parental occupation, level of parents' education and child labour were factors affecting girl child education in Dabaa community in the Atwima Nwabiagya District. Further, the study revealed that socio-cultural factors such as early marriage, female genital mutilation, parental attitudes towards girl child education, and teenage pregnancy affects girl child education in Dabaa Community in the Atwima Nwabiagya District. Finally, the study revealed that cost of schooling, irrelevant curricula, and teacher pupil interaction were school-related factors affecting girl child education in Dabaa Community in the Atwima Nwabiagya District.

5.3 Conclusion

It is concluded based on the findings that parental income, parental occupation, level of parents' education and child labour were socio-economic factors affecting girl child education in Dabaa community in the Atwima Nwabiagya District.

Again, it concluded that that socio-cultural factors such as early marriage, female genital mutilation, parental attitudes towards girl child education, and teenage pregnancy affects girl child education in Dabaa Community in the Atwima Nwabiagya District.

Finally, it is concluded that cost of schooling, irrelevant curricula, and teacher pupil interaction were school-related factors affecting girl child education in Dabaa Community in the Atwima Nwabiagya District.

5.4 Recommendations

Based on the objectives of the study the following recommendations were made.

1. It is recommended that government and other non-governmental organizations need to step up their efforts to eliminate socio-cultural practices that disadvantage the girl child in order to achieve gender parity in education.
2. It is recommended that the concept of quarterly “meet the girl” session be introduced. This is whereby prominent people in the community or in the District especially women, meet the girls and have a talk with them. The girls will in turn be given the opportunity to ask questions and interact with the resource personnels on issues bordering them
3. In addition, Ghana Education Service through the District Education Directorate should create the awareness of the importance of girl child education to all stakeholders of education in the country.
4. Lastly, a policy on early marriages should be made so that all marriages will be abolished in such communities for school going age girls. This will essentially help to reduce the rate of teenage pregnancy with culprit, both the girl and such adults or boy being dealt with to serve as an example for others.

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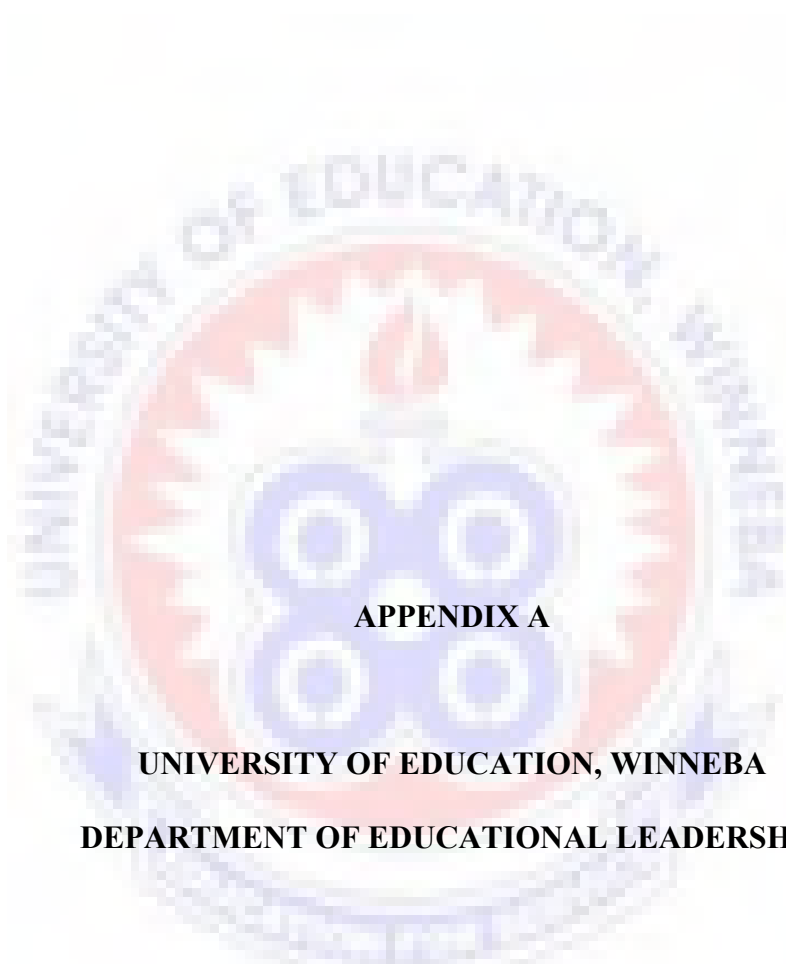
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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR STUDENTS

Dear Sir/Madam,

I am a graduate student of the University of Education, Winneba- Kumasi Campus conducting a study on the factors militating against girl child education in Ghana a case study of Darbaa community in the Atwima Nwabiagya District. Please, you have been selected a respondent to this questionnaire. This research is for academic purpose only;

your identity and responses will not be disclosed. Could you please spend about 10 minutes to fill this questionnaire?

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. What is your age?

- a). 10- 15 [] b). 16- 20 [] c). 20- 25 []

2. What is your gender?

- a). Male [] b). Female []

3. Which class are you in?

- a). JHS 1 [] b). JHS 2 [] c). JHS 3 []

4. What is the occupation of your parent?

- a) Civil servant [] b). Farmer [] c). Business man [] d). Casual labourer []

SECTION B: SOCIO-ECONOMIC FACTORS AFFECTING GIRL CHILD EDUCATION AT DARBAA COMMUNITY IN THE ATWIMA NWABIAGYA DISTRICT

This section contains items that seek to find out the socio-economic factors affecting girl child education in Darbaa community. On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your choice.

| | Statement | SA | A | D | SD |
|----|-----------------------------|----|---|---|----|
| 5. | Parental income | | | | |
| 6. | Parental occupation | | | | |
| 7. | Level of parental education | | | | |
| 8. | Child Labour | | | | |

| | | | | | |
|----|-----------------------------|--|--|--|--|
| 9. | Limited employment prospect | | | | |
|----|-----------------------------|--|--|--|--|

SECTION C: SOCIO-CULTURAL FACTORS AFFECTING GIRL CHILD EDUCATION AT DARBAA COMMUNITY IN THE ATWIMA NWABIAGYA DISTRICT

This part of the questionnaire contains items that seek to find out the socio-cultural factors affecting girl child education at Darbaa community in the Atwima Nwabiagya District. On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), and indicate your opinion.

| | Statement | SA | A | D | SD |
|----|--|-----------|----------|----------|-----------|
| 10 | Early marriage | | | | |
| 11 | Female genital mutilation | | | | |
| 12 | Parental attitude towards girl child education | | | | |
| 13 | Teenage pregnancy | | | | |
| 14 | Religion | | | | |

SECTION D: SCHOOL RELATED FACTORS AFFECTING GIRL CHILD EDUCATION AT DARBAA COMMUNITY IN THE ATWIMA NWABIAGYA DISTRICT

This part of the questionnaire contains items that seek to find out school related factors affecting girl child education at Darbaa Community in the Atwima Nwabiagya District.

On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), and indicate your opinion.

| | Statement | SA | A | D | SD |
|-----|--|----|---|---|----|
| 15. | Cost of schooling | | | | |
| 16. | Irrelevant curricula | | | | |
| 17. | Long distance to school | | | | |
| 18. | Teacher Pupil interaction | | | | |
| 19. | Inadequate sitting furniture for girls | | | | |

Thank you for your time

