

UNIVERSITY OF EDUCATION, WINNEBA

FEMALE DROP OUT IN BASIC SCHOOLS IN THE BIBIANI ANWIASO BEKWAI
DISTRICT

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

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DECLARATION

STUDENT'S DECLARATION

I, THELMA BARTELS ARHINFUL, declare that this project report, with the exception of quotation 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 other degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

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

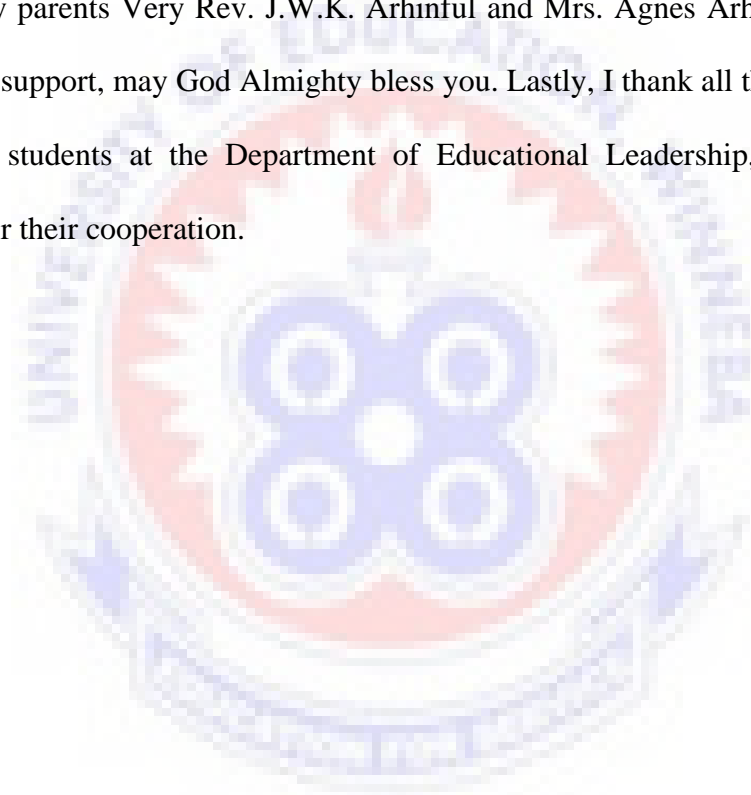
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DEDICATION

To my dear son John Abeiku Arhinful and my best friend Francis Kwame Quason.



TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	1
Background to the Study	1
Statement of the Problem	3
Purpose of the Study	4
Objectives of the Study	4
Research Questions	5
Significance of the Study	5
Delimitation of the study	6
Definition of Terms	6
Organization of the Study	7
CHAPTER TWO: LITERATURE REVIEW	8
Introduction	8
Educational Policies in Ghana	9
Dropout in Ghana	12
Economic Factors that Contribute to Female dropout.	15

Parental investment	15
School Costs	16
Home Factors	16
Household work	16
Attitude of parents	17
School Factors	18
Extra – curricular activities	18
Absenteeism	19
Supervision in the school	20
Teachers’ attitude towards females’ students	22
Female teachers in school	23
School Distance too far from home	23
Cultural Factors	24
Early Marriage	24
Pregnancy	25
Cultural Beliefs	26
Female Migration	27
Poverty in the home	28
Child labor	29
CHAPTER THREE: METHODOLOGY	32
Research Design	32
Population	33
Sample and Sampling Procedure	34

Data Collection Instrument	34
Pre-testing	35
Validity of the Instrument	36
Data Collection Procedure	36
Data analysis Plan	37
Ethical Consideration	37
CHAPTER FOUR: RESULTS OF THE STUDY	38
Introduction	38
Demographic Characteristics of Respondents	39
Highest Qualification	40
Analysis of the Main data	42
Interview Report	49
Measures to Control Female Dropout in Basic Schools	52
Summary of Results	53
CHAPTER FIVE: DISCUSSION OF FINDINGS	54
CHAPTER SIX: SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	61
Summary	61
Summary of Key Findings	62
Conclusions	63
Recommendations for Practice	63

Suggestion for Further Study	64
REFERENCES	65
APPENDIX A: QUESTIONNAIRE FOR TEACHERS	69



LIST OF TABLES

TABLE	PAGE
1: Gender of Respondents	39
2: Age of Respondents	40
3: Highest Educational Qualification	40
4: School Factors that Causes School Dropout	42
5: Home Factors that Cause School Dropout	45
6: Measures to Control Female Dropout in Basic Schools	48



ABSTRACT

The purpose of the study was to investigate female dropout and migration in basic schools in the Bibiani Anwiaso Bekwai District of the Western Region. The objectives of the study were to find out school factors that causes female dropouts, ascertain home factors that causes female dropouts and to determine the effects of female dropouts on schooling decisions in the Bibiani Anwiaso Bekwai District. A descriptive research design with quantitative approach was used for the study. The target population sums up to 174 comprising 12 heads teachers, 102 teachers and 60 dropped out girls. Purposive sampling was used to select seven head teachers, 84 teachers and 5 dropped out girls. A total of 96 respondents consisting of 7 head teachers, 84 teachers, and 5 dropped out girls were used for the study. The study found among others that school factors that cause female drop out of school are the use of students for non-academic duties and school distance too far from home. Home factors that cause female drop out of school are lack of parental interest and parent's inability to provide academic needs. Some of the effects of female dropout of school are involvement in armed robbery, early marriage, sexual promiscuity, teenage, pregnancy, child labor and female migration. It is recommended based on the findings that the Ghana Education Service should direct heads of educational institutions not to allow their teachers to use abusive language on students but rather establish good rapport with students to enable them to have interest in schooling.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is the bedrock and the engine of growth and development of any nation in the world. The educational system of any nation is a mirror through which the image of the nation can be seen, and also likely to be shaped. Education has been and will continue to be the potential cause of change in any society. Education is also meant to develop manpower for different levels of the economy which is an ultimate guarantee of national self-reliance (Brown, 1991). The cost of education and other socio-cultural factors as cited in the literature are causes of drop out from school once they are enrolled.

Dropout is defined as the premature termination of an educational cycle. The general definition includes categories wider than formal educational activities and courses. Dropout is a term used to describe individuals who leave an activity, a course, a programme, or a school before completing its requirements (Dejnozka & Kapel, 1991, p.185). A dropout can also be defined as a child who enrolls in school but fails to complete the relevant level of educational cycle. At the primary level, this means that the dropout fails to reach the final grade usually grade V or VI (UNESCO 1987)

Migration is the movement of people from one place to another with the intentions of settling temporary or permanently in a new location. The movement is often over long distances and from one country to another but internal migration is also possible; indeed internal migration is the dominant form globally. Child migration is the movement of children ages 0-18 years within or across political borders, with or without their parents or

legal guardian, to another country or region. They may travel with or without legal document.

The reason pupils are unable to complete basic education in developing countries have been attributed to household factors, school factors, cultural factors and economic factors (Brown, 1991). Making sure that children are enrolled in school is one thing, and whether they will be able to complete school is another thing completely.

Females' access to education is considered as a important indicator for the progress of any society. According to Brown (1991), the education of females in a society determines its social, financial, natural, physical and human capitals which contribute to its growth and development. Education is a significant factor influencing the socio-economic and health conditions of a family and determines the gender relations in the society. Sen (1989) states that, the education of women strengthen their positions in the family and community thereby producing multiple benefit. Sen argues that, the education of women or girls is the single most powerful way to encourage smaller, healthier and better educated families.

Economists believe that investment in educating women and girls brings a higher return for developing countries by promoting women's social and economic status (Hertz 2006; Conway & Bourque, 1995). The researcher being a woman is equally concerned with women's life opportunities, their empowerment, entitlement and rights as well as with the notion that a woman or a girl should have equal access to resources, including education. The United Nation Declaration of Human Rights acknowledged the right to education and declared that elementary education should be made free and compulsory (UNESCO, 2003).

The International Bill of Human Rights includes provision for free compulsory primary education and emphasis non-discrimination in education. To turn this ambition to reality, several treaties and declaration have been promulgated since then. The convention on the elimination of all forms of Discrimination against women (CEDAW, 2001) and the convention on the Rights of the child (CRC, 1989) include the most comprehensive sets of legally enforceable commitments covering both rights to education and to gender equality. One hundred and seventy-three countries ratified CEDAW by 2003 and CRC has been ratified by almost all the countries of the world (UNESCO, 2003). All these interventions are geared towards the girl child education. In spite of all these interventions by various governments and international bodies, the girl-child is still discriminated upon, these and other factors are the justification for this study

Statement of the Problem

The Bibiani Anwiaso Bekwai District has been overwhelmed by the involvement of children in mining, lumbering and domestic labour. Dropout from school especially, female seems to be very common in the study area. There seems to be a high occurrence of dropout particularly, when mining for gold is at its peak. The girls seem to prefer involving themselves in mining (galamsey) activities, going to the forest to look for mushrooms and petty trading to going to school.

Successive governments in Ghana have been trying hard to improve girl child access to school and completion. The free compulsory universal basic education, the ratification of the convention on the elimination of all forms of discrimination against women and the convention on the Rights of the child were all geared towards access to

education (UNESCO (2003). Despite all these interventions by various governments and international bodies like the convention on the elimination of all forms of Discrimination against women (CEDAW, 2001) and the convention on the Rights of the child (CRC, 1989), the girl-child in basic schools in the Bibiani Anwiaso Bekwai District seems to be discriminated. These and other factors have given the researcher the motivation to investigate female migration and dropout of school in basic schools in the Bibiani Anwiaso Bekwai District.

Purpose of the Study

The purpose of this study was to investigate female dropout and migration in basic schools in the Bibiani Anwiaso Bekwai District of the Western Region.

Objectives of the Study

The study sought to:

1. find out school factors that causes female dropouts in the Bibiani Anwiaso Bekwai District.
2. explain home factors that causes female dropouts in the Bibiani Anwiaso Bekwai District.
3. discuss measures to be adopted to control female dropouts in the Bibiani Anwiaso Bekwai District.

Research Questions

1. What are the school factors that cause female dropouts in the Bibiani Anwiaso Bekwai District?
2. What are the home factors that cause female dropouts in the Bibiani Anwiaso Bekwai District?
3. What measures could be adopted to control female dropouts in the Bibiani Anwiaso Bekwai District?

Significance of the Study

The outcome of the study would enable the Ministry of Education and for that matter Ghana Education Service to formulate policy to deal with female drop out in basic schools.

The study would also serve as a guide to other researchers in education who may conduct further research on the factors that lead to female dropout and migration in basic schools in future.

The study would add to already existing literature on female dropout of academic institutions such as the University of Education, Winneba and other bodies by serving as a reference source.

The study would also add to the existing knowledge on female dropout in basic school in the Bibiani Anwiaso Bekwai District to serve as a reference source.

The study would also inform females on the need to be educated.

Delimitation of the study

This study was delimited to some selected basic schools in the Bibiani Anwiaso Bekwai District due to time and financial constraints. The objectives of the study were also delimited to identify the school factors and home factors that cause school dropouts and to find out the effects of school dropouts in the district.

The study was however delimited to head teachers, teachers and some female dropouts in the Bibiani Anwiaso Bekwai District of the Western Region.

Definition of Terms

In this section, some of the major terms used in the study were explained for clarity.

Dropout: An individual who leaves a school before completing its requirements (Dejnozka & Kapel, 1991, p.185).

Dropout Rate: The percentage of pupils or students who leave school before completing a grade or level. Also the percentage of students who leave a school year before moving to a higher grade (UNESCO, 1982, p.56).

Female Migration: Female migration is the movement of people from one place to another with the intentions of settling temporary or permanently in a new location.

Lumbering community: Lumbering is the trade of cutting, transporting, preparing or selling timber.

Organization of the Study

The study was organized into six chapters. Chapter one is the introduction which comprises, background to the study, statement of problem, purpose of the study, objectives of the study, significance of the study, limitations of the study, delimitation of the study, definition of terms and the organization of the study.

Chapter two takes critical look at the relevant literature related to the study. Chapter three comprises the description of methodology. It includes the introduction, research design, population, sample and sampling techniques, research instrument, reliability and validity of the instrument, data analysis and ethical considerations.

Chapter four presents the analysis of the findings. Chapter five presents the discussions of the research findings with reference to the research questions and the literature, and Chapter six also deals with the summary of findings, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews the related literature on female drop out and migration of school in basic schools. These includes works that have been done by other researcher which are relevant to the study. The related literature is reviewed under the following sub-heading:

1. Educational Policies in Ghana
2. Dropout in Ghana
3. Economic Factors that Contribute to Female dropout
4. Home Factors
5. School Factors
6. Cultural Factors

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself but day in and out females are dropping out of school and migrating to urban areas which are affecting their education. Education is considered as positive light and migration is assumed to interfere with children's ability to access education.

The UNESCO (2003) posited that all children particularly girls or females must have access to and complete quality education by the year 2015. We know it very well that both boys and girls have equal right to be educated, and in developing a nation it is important to provide education irrespective of gender.

Dr. Kwegyir Aggrey said that if you educate a man you educate one person but if you educate a woman you educate the whole nation (UNESCO, 2003). This assertion shows that the girl child education is paramount. An increasing body of literature shows that girls dropout rates are higher compared to boys' in most parts of the world. At Bibiani Anwiaso Bekwai District, female or girls' drop out of school is alarming as females or girls drop out of school than boys each academic year. This assertion is supported by UNESCO's (2012) claim that, the dropout rate is higher for girls due to some factors which extensively contribute to an increase in girls' dropout though those factors also impact dropout rate for boys. Holcamp (2009) also supports the argument that some socio-cultural factors highly impact girls' dropout though those factors also contribute to boys' dropout rate but to a lesser extent. Therefore, it can be argued that some particular factors produce poor educational outcome which consequently increase the dropout rate for girls.

As stated early on, dropout rate does not occur through a single factor; it is a composition of several factors. A number of studies have been conducted on girls' dropout issues based on particular regions, societies and cultural perspectives in various parts of the world (UNESCO, 2012; Holcamp, 2009). This chapter therefore talks about the various factors that contribute to girls' dropout of school. For the purpose of the study, all the factors have been divided into four groups namely; economic factors, household or home factors, school factors and cultural factors.

Educational Policies in Ghana

The development of education in Ghana since independence is guided by various Educational Acts and Programmes. The Education Act 1961 is the principal legislation on

the right to education and it states in section 2 (1): “Every child who has attained school going age as determined by the Ministry of Education shall attend a course of instruction as laid down by the ministry in a recognized school for the purpose of the ministry” (Education Act, 1961) Formal education is generally acknowledged as the foundation of civilization and development. In modern times, the scope of emphasis had been stretched from mere formal education to quality education. This is the reason government all over the world are enjoined by the Education for All (EFA) agenda, not just to provide education to all children of school going age, but that they must not sacrifice quality education under any circumstance.

Ghana became independent in 1957, and at the time, it had one of the most developed educational systems in Sub-Saharan Africa (MOE, 2001). Over the next forty years, its education system expanded to provide places for most, but not all, of its children. Since the educational reforms of the late 1980s, enrolments have grown steadily, this contrast with Sub-Saharan countries with Universal Free Primary Education Policies, which have experienced short periods of rapid growth (MOE, 2001).

The Ghana government sought to achieve universal primary education by providing a constitutional legal backing and included it in its constitution as legal requirement in 1992. Since then attempts to achieve this goal have included a major restructuring of the first and second cycle education which reduced its duration from 17 years to 14 years. Basic education (kindergarten and basics 1 – 9) is free and compulsory in Ghana’s educational system (MOE, 2001). The 1992 constitution gives further incentive to the provision of education as a basic right for all Ghanaians. Article 38, sub section 2 states:

The government shall within two years of parliament first meeting after coming into force of this constitution, draw up a programme for the implementation within the following ten years for the provision of a Free, Compulsory Universal Basic Education (FCUBE, 1996).

The Free and Compulsory Universal Basic Education (FCUBE) programme was launched in 1996. It was a ten year programme (1995 – 2005) designed to establish the policy framework strategies and activities to achieve Free Compulsory Basic Education for all children of school going age. Even though, school enrolment has improved significantly in recent years especially with girls, one major challenge facing it has been high levels of drop out (MOE, 2001).

Akyeampong (2007) postulated that over 20% of school going children in Ghana have either dropped out or never enrolled in school at the primary level. There is the reality of school dropout in Ghana's educational system. In 2006, non-completion rate stood at 15% and 35% for primary and Junior High schools respectively (MOE, 2001).

The establishment of the girls Education Unit in 1997 in Ghana's Educational system marked a major step in the country's commitment to ensuring the respect for the general principle of securing a non-discriminatory environment and the reduction of gender disparities in the educational sector. In 1951, Accelerated plan declared the first cycle of education to be free and compulsory; some minimal fees were introduced in the 1980s to meet the cost of textbooks cost (MOE, 2001). There is also a policy to achieve a Universal Basic Completion (UBC) rate by 2015 and every child in the relevant age group also has to complete second cycle education in Ghana by 2020. The Education strategic Plan (ESP) (2003 – 2015) is very gender sensitive with its allocation of funds for the education of girls.

The Millennium Development Goal (MDG) on education enjoins all countries to work towards achieving universal education by the year 2015. Specifically, the MDG is to ensure that all boys and girls complete a full course of primary schooling (MOE, 2001).

The Ghana government has also decided to pay capitation grants and implement school feeding programmes to cover fees and cost of feeding respectively for public schools. This is aimed removing user-fees and feeding costs which has become a barrier to many poor families and communities.

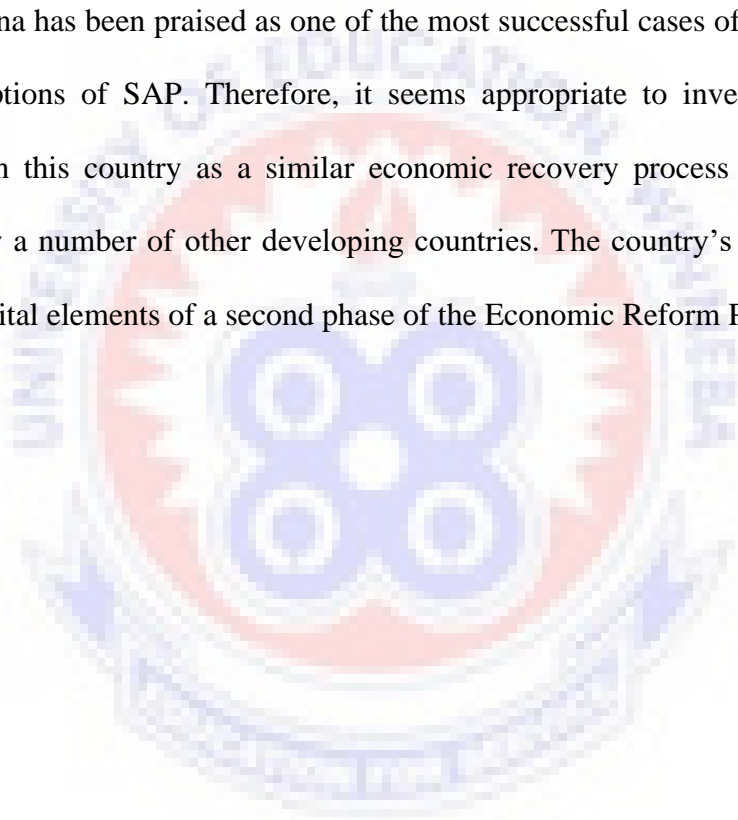
Dropout in Ghana

Ghana's experience of initial development and subsequent decline of its educational system is common among other developing countries. Ghana has a long history of a Western type of school education, though it had been directed at a small proportion of the population until the latter half of this century (MOE, 2001).

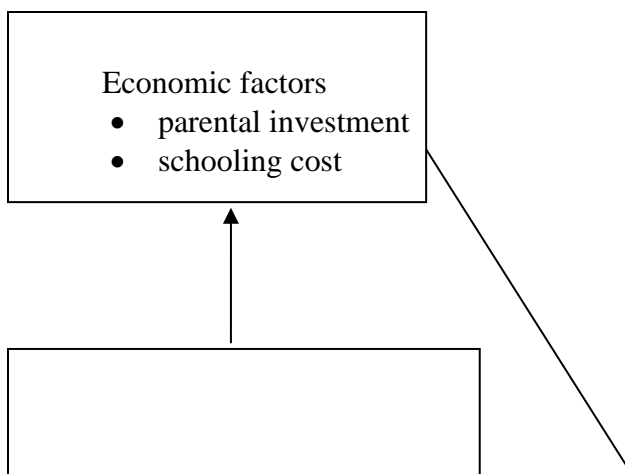
Ghana was the first colony in sub – Saharan Africa to gain independence in 1957, and to establish a mass educational system. Strong demand for education was recognized and the independence brought political commitment to increase access to education. Then the country and its educational system went through hardships due to political instability and economic decline in 1970s. Economic recovery with a Structural Adjustment Programme (SAP) included rehabilitation of social infrastructure. Educational reforms which started in 1987 streamlined the previous system aimed at increasing efficiency. The reform has received financial and technical support from a number of donor agencies globally.

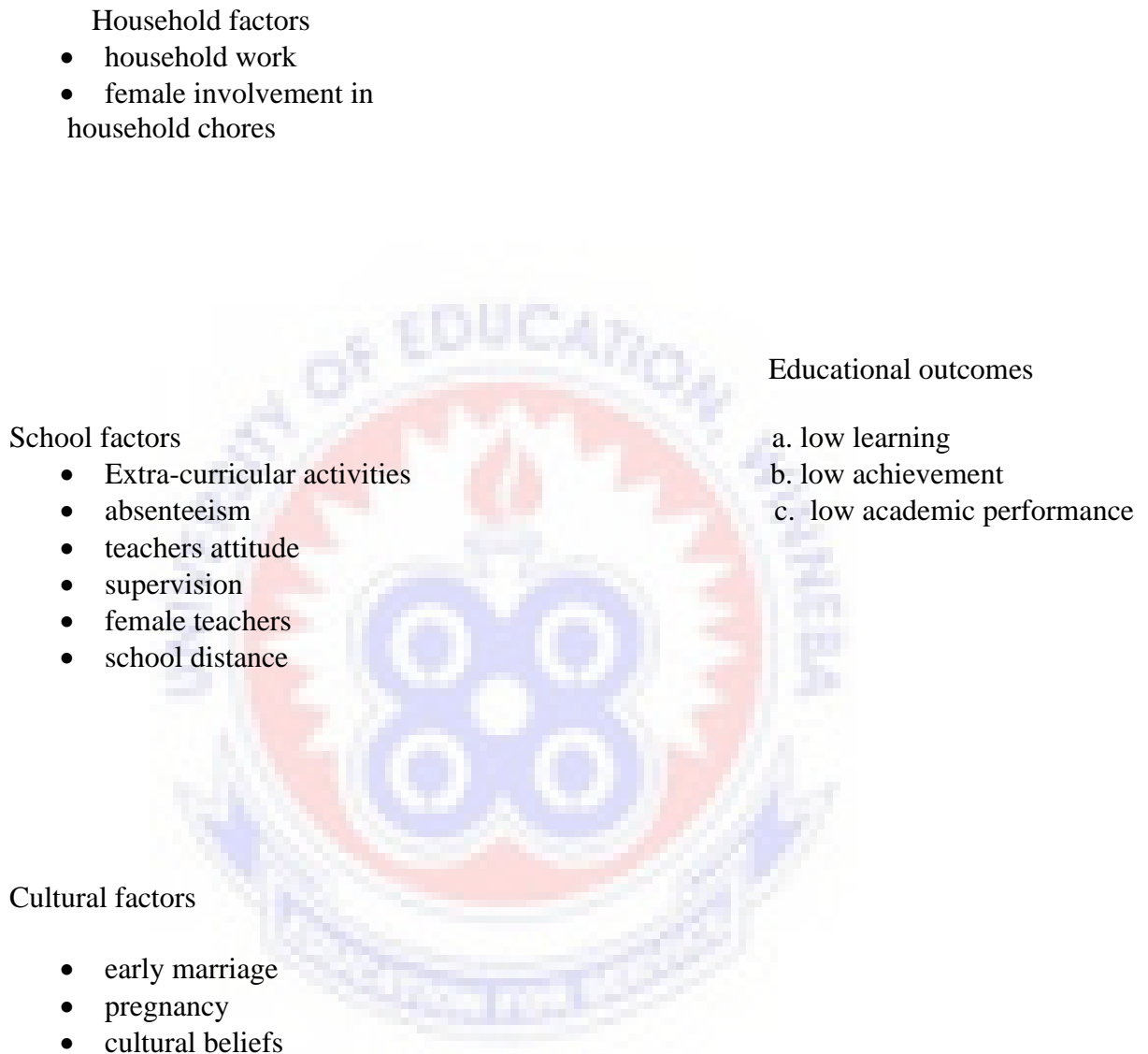
Education in developing countries has increasingly been discussed in a wider context of development, such as, education's role in facilitating economic and social development as well as equity. Ghana is recognized to have achieved an initial stage of economic recovery in the early 1990s. The Ghanaian economy between 1982 and 1991 grew at an average rate of approximately 5 to 6 per cent, while the rest of Africa excluding Nigeria averaged 2.3% between 1982 and 1991 (Glick & Sahn, 2000).

Ghana has been praised as one of the most successful cases of countries accepting the prescriptions of SAP. Therefore, it seems appropriate to investigate the issue of education in this country as a similar economic recovery process that is likely to be followed by a number of other developing countries. The country's education reform is one of the vital elements of a second phase of the Economic Reform Programme (ERP).



The conceptual model of girls dropout is presented in Figure 2.1.





Field work, 2017

Figure 2.1 Conceptual Model of Girl's Dropout

The model indicates that there are so many factors that lead to female dropout. These include economic factors, household factors, school factors and cultural factors. These factors lead to low educational outcomes like low learning, low achievement and

low academic performance which eventually result in girls dropout of school as the model depicts.

Economic Factors that Contribute to Female dropout.

Parental investment

Parental investment for children's well-being can sometimes become gender biased. Although parents are altruistic to the gender of their children, they do not invest in education equally for all. For instance, it appears some parents in the Bibiani Anwiaso Bekwai District does not know the importance of taking their children to school so they pay little attention in providing exercise books, uniforms and even feeding their children. As a result of this, when pupils become frustrated, they eventually drop out of school. There is considerable evidence in the literature supporting this view that, there is gender bias in the case of parental investment in children (Glick & Sahn, 2000). Parents preference for sons encourage more of them to invest for their son's well-being, in order to take care of their parents in the future. In fact, parental gender bias investment occurs particularly when parents have limited or lower income and resources causing girls to leave school earlier than boys (Glick & Sahn, 2000).

According to Fuller and Laing (1999), there is an association between a family's financial strength and the likelihood of the daughters dropping out. Again, due to underage parenting, most children whose needs are not met eventually dropout of school since they, the children, will have to fend for themselves and see themselves through school. These children therefore involve themselves in menial jobs and illegal gold mining popularly known as galamsey, involved in petty trading or travel entirely from the community to look

for money for their upkeep and this is a major challenge in Bibiani Anwiaso Bekwai District. When a girl entering adolescent does not get all what she needs, she finds a way of looking for those things for herself.

School Costs

Direct and indirect schooling costs are important factors for the education of children. Brown (1991) indicated that schooling cost especially school fees, are a central reason for early dropout from schools. Schooling costs are sometimes linked to the gender of the children as parents sometimes become unwilling to pay school fees for their girl child. Brown further stated that in rural China, parents incapability to pay school fees was the reason for the dropout of 47% of girls while 33% of boys dropout in elementary school.

Shovan and Sengupta (2012) also found that school fees were significant reasons for the dropout rate of 27% of boys but 30% of girls before graduation in South Africa. In poor households in India, the cost of schooling for girls are likely to be higher while the benefits are more tenuous for them than boys. Though direct costs are similar for boys and girls, parents are less willing to spend on girls. Lloyd, Mete and Sathar (2000) also identified that in Kenya, higher school fees increases the likelihood of dropouts for girls but not for boys.

Home Factors

Household work

There is substantial literature on how a child's work has impact on his or her educational outcomes regardless of the gender of the child. Many studies observe that girls

begin working at an early stage than boys especially in rural areas. Girls also tend to do more work in the house than boys. Shovan and Sengupta (2012) indicated that female students drop out of school to take care of their younger siblings. If children less than six years are present at home, elder sisters are more likely to drop out.

In the words of Fuller and Liang (1999), if mothers work and get wages outside the home, female students take some of the responsibilities of the household which causes them to drop out. In general, girls take more loads on household chores than boys.

Fuller and Liang (1999), argue that the advantage of having female as household heads may be as a result of increased autonomy of female when males are absent in the decision making process. Shahidul (2013) examined data in Bangladesh and found that if a mother participates in household decision making process, the dropout rate of girls is decreased. Though female headship give advantage to girls, studies sometimes show controversial results. This is because many studies found a single female headed household to face greater financial and time constraints than two-parent household in general.

Attitude of parents

Family or home factors play a critical part in a young person's success or failure in school. A study of family patterns of interaction among non-achieving students in middle class communities identified parental indifference, parental pressure, among other patterns, as a major pattern of interaction that created hazards for students. It is perceived that parental indifference is a major attitudinal problem that disturb the schooling of a child as a result of parents in attentions' to the accomplishments of their children at school. Parents have priority for their commercial interest to the detriment of their children's schooling

(Shovan & Sengupta, 2012). Such parents put premium on their interest and social activities neglecting or paying less attention to the child's basic needs school. These behaviors of such parents would inform the child to feel not appreciated by their parents which eventually result in getting lower grade, truancy or even dropping out of school.

When parents become over protective, domineering, over directing, perfectionistic and always expecting their children to do better without ever giving attention to their achievements and capabilities, they the parents do great harm to those students. In such circumstance, children are pressured to perform above the level of their ability and, feelings of inadequacy, less hope, disinterest in school and pessimism emerge as a reaction or repercussion (MacDowell, & Hostetler, (1996).

Rice (1981) asserted that, it has been quite explicit that parents of low socio economic standing produce drop out children. Many parents', who complete only primary school often, consider their wards graduating from junior High school to be sufficient. They sometimes discourage their children from attending school. Their older daughters are urged to stay home to look after the younger sibling or to do household chores. The sons are also expected to go out and look for work to do to earn income to help the family.

School Factors

Extra – curricular activities

There is substantial evidence which shows that participation in extra-curricular activities vary by gender. Girls are usually less participative in extra-curricular activities than boys. Hewett (2010) indicated that there is a significant difference in the proportion of participation in extra-curricular activities of males and female students. Results showed that approximately 76% of male students participated in extra-curricular activities

compared to only 48% of female students. Sometimes girls' participation in extra-curricular activities is constrained by lack of facilities in the schools. Hewett further observed that 90% of schools had extra-curricular facilities for boys but the facilities for girls were not available or were provided minimally. This occurs in schools in most developing countries.

What is more, some societies consider sports as a male activity. For instance, in Senegal participation in sports is socially and culturally prohibited for Muslim women (Hewett, 2010). In England, during the secondary school cycle, Muslim women face restrictions by their culture and religion to participate in sporting activities in schools (Benn, 2008; Carroll & Hollinshead, 1993). In fact Muslim religion does not permit the wearing of some kit such as skirts, shorts and t-shirts for sports and also the idea of public changing and showering among their women.

Absenteeism

Absenteeism can be the cause for early dropout from school. Hewett (2010) argues that girls are at a greater risk of absenteeism, repetition and drop out and have lower educational achievement than boys in upper primary school. There are some causes for girls' dropout because of absenteeism. Teenage pregnancy among girls is commonly associated with frequent absence from school initially, then permanent and or temporary dropout. Girls drop out more because of absenteeism due to child labour, migration or household work. This is because a good deal of literature on household work found that girls do more household work than boys which may increase non-attendance in schools for girls.

It is observed in our Ghanaian setting that most girls especially from the rural areas are sent to the cities to live with guardians who may not be their family members and such guardians may promise to send these girls to school but when they get there, they no longer send these girls to school. When these girls don't feel comfortable living with such people and they return to their hometown again, they no longer go back to school due to shyness thus, may absent themselves from school even if they are enrolled again.

The availability of toilets and access to feminine hygiene supplies impact on girls' absenteeism. On this, Benn (2008) indicates that female students were more likely to be absent if their toilets at school were dirty. Also, in Ethiopia, female students were often absent in class during menstruation and frequent absence led to dropout from school.

Supervision in the school

Supervision in the school is very necessary if the school is to set and maintain moral and academic standards that society applaud. The ultimate purpose for supervision within a school therefore, is to create favourable circumstances for learning which, in actual fact, are devoid of any avoidable hindrances, through a healthy working relationship within the school (Asiedu-Akrofi, 1978). The relevance of supervision lies in its role in making effective schooling. (Swanstrom, 1995), describes effective school as one in which students progress further than might be expected from consideration of its intake. In other words, effective school adds extra value to its students' outcomes in comparison with other schools serving similar intakes. To Swanstrom (1995) what brings the difference between an effective school and that of less effective one is supervision. Supervision thus takes care of scrutinizing the curriculum, syllabuses and contents of subject areas, teaching and

learning materials in terms of appropriateness, quantity and quality and time, the materials which are available, timetabling, students' school attendance and suitability of learning environment and, above all, the teachers' knowledge, technical and social skills and methods of instruction.

The people responsible for effective supervision within the school setting include the head of school, the staff and students leaders. These individuals, by virtue of their administrative roles in the school, are responsible for ensuring that there is generally a congenial atmosphere for free and effective teaching and learning in the school.

Duodu (2003) posited that the school head is bound by his or her position to ensure that all students in his or her benefit from all services the school provides without any hindrance. It is the administrative role of the head to promote cordial relationships between the staff and students in order for students to develop interest in school to avert school dropout.

Amisa (2002) provided the impact of supervision in schools as follows:

- i. Supervision develops and updates teachers' knowledge and competence.
- ii. It improves attitudes to work and individuals in the school.
- iii. It reduces the rate of irregular attendance, absenteeism, truancy and lateness of students.
- iv. It enables the head to give an instant summative evaluation of both teachers and students under him or her.
- v. It sets a right tone in the school for effective teaching and learning.

- vi. It helps to achieve the school's set goals.

Amisa further stated that the absence of effective supervision however, creates unpleasant situation which usually hinders the teaching and learning process and disturbs the tone of the school which creates room for students to become truants and thereby drop out of school.

According to (Shovan & Sengupta, 2012), guidance and counseling, as a process of supervision, should not be ignored or neglected in the school. Their reason is based on the fact that students who are receiving insufficient encouragement and guidance with their academic frustration will be more likely to consider first, tardiness and truanting, and later, drop out of school.

Teachers' attitude towards females' students

Studies have observed how the attitude of teachers towards female students is linked to dropout issues. According to Njau and Wamahiu, (1994), teachers in schools more positively view boys to be performing better than girls so their attitude and their teaching practices have an impact on them and that both female and male teachers do pay attention to boys than girls in the classroom.

A research by Fawe (2001) indicated that teachers were not conscious in using their language towards girls in the classroom. They also view girls as less intelligent to boys and that girls are just there to marry early. According to Njau and Wamahiu (1994), in a study on dropout rate in Sub-Saharan Africa, it was found that the cause of higher rate of girls' attrition was the attitude of teachers toward girls in school. Teachers favoured the boys than girls in terms of academic performance and achievement which led to dropout of girls from school.

Female teachers in school

According to Njau and Wamahiu (1994), lack of female teachers is an obstacle to girls' participation and enrolment in schools. Njau and Wamahiu stated that Afghan people believe that girls should not be taught by male teachers, however, female teachers are not available in the society which is a reason for the low rate of female education. In some societies, parents make their daughters stop schooling before adulthood as female teachers are not available in schools but the fact is, female teachers are effective in achieving higher educational outcome for female students. A number of studies have identified that having female teachers in schools have a positive impact on female students academic achievement (Njau & Wamahiu, 1994).

School Distance too far from home

School distance is an important factor of school dropout for female students. Juneja (2001), observed that if school distance is considered too far from home, young females drop out more due to the vulnerability to sexual harassment (Njau & Wamahiu, 1994).

Parents are afraid of the safety of their children when they have to travel long distances to school. Most female pupils who travel far from villages to school normally drop out of school due to sexual harassment they encounter on their way from school. Ainsworth (2005) found that the likelihood of attending secondary schools for girls decreases with greater distance compared to nearer distances. Njau and Wamahiu (1994) also said that school distance is also an obstacle for girls' education in many countries in Africa. A large number of studies in African regions report that school distance can

discourage girls from being educated for two major reasons. One of them is the length of time and energy needed to cover long distances on empty stomachs. Some of the pupils who come to school from some villages to where schools are in the district can walk almost one hour thirty minutes before they get to school. Another thing is parental anxiety about sexual safeguard of their daughters. Short distance to school gives motivation to girls to stay in school. Ainsworth (2005) claimed that the close proximity of school had a positive impact on girls.

Cultural Factors

Early Marriage

According to Holcamp (2009), in rural areas girls attrition rate become higher because parents consider girls schooling as of no benefit when they would have to leave their own families after marriage. Mansory (2007) also observed that early marriage is a cause of dropout. A lot of research has highlighted on girls age and education and found out that when girls reach puberty, parents consider it as time for them to be married and tend to prepare girls for marriage instead of continuing schooling. Some studies argue that early marriage of girls is associated with dropout in certain context.

The PROBE team (1999) of India reported that a country's education might give girls better preparation for marriage, however, parents sometimes are reluctant to let their daughters have their education as higher education raises the cost of marriage for girls. Shahidul (2012) also indicated that in Bangladesh girls with lower socio-economic backgrounds drop out from school when schooling inflates dowry in the marriage market of girls. It has been observed that if girls have higher education but have lower socio-

economic background, they face difficulties in getting a husband because the pattern in which parents need to pay higher amount of dowry to marry their educated daughter to similarly educated grooms may result in early dropout among girls.

Pregnancy

It has been observed that teenage pregnancy is a significant cause of school dropout for girls. There are some specific characteristics with girls who drop out of school, which are: girls with poor school performance, girls who have experienced temporary dropout previously, low economic status, family migratory life styles and the consequent vulnerability of girls. Shahidul (2012) argued that, some unexpected circumstances of girls such as lack of social and economic opportunities and gender inequality in education system lead to motherhood and consequently dropout from schools. Shahidul added that the attrition rate of girls is higher than the dropout of boys and the cause for girls' attrition is pregnancy.

In Ghana if a female student get pregnant in the basic level the student concerned is sacked from school and as the child gives birth she does not return to school again. Sometimes this situation is common in pupils writing Basic Education Certificate Examination. Some force to write and some do not write at all. Though some countries permit girls to return back to school after getting pregnant, research has shown that the re-entry rate is very low. According to Grant, Lloyd, and Mensch (2013), re-entry to school after pregnancy depends on some circumstances such as if they can get caregiver for their child and if they are able to share or relinquish childcare responsibilities.

Cultural Beliefs

Save the children, (2005), indicates that cultural norms and beliefs constrain girls' education especially in many developing parts of the world. In these societies, traditional values and some religious beliefs constrain girls from making their own decisions and expressing their own opinions. Chege and Sifuna (2006) examined that many cultures favour education for boys more than girls. Kapakasa (1992) studied girls persistence in school and found out that the initiation ceremonies have significant effect on girls' dropout rate when parents have more propensity to pay for the expenses of the ceremony than their daughter's education. Atayi (2008) posited that in Africa parents were more concerned about the role for girls at home, as in this role, girls do not need education since they are supposed to take care of the children and prepare meals.

Atayi (2008) observed that many girls attended religious classes which provide relevant skills for future married life as skilled wives. The author stated that seclusion of women was a factor for girls' dropout. However, traditional values are stronger in rural areas in developing countries compared to urban areas and people often do not allow girls to leave homes even for schools. Withdrawing from school to travel to urban areas mostly affects regular school attendance which usually leads to dropout. (Njau & Wamahiu, 1994) noted that some children enrol at the beginning of the school year but leave by the middle of the term as a result of their demand for their labour harvest time. Such children may re-enrol the following year in some grade but, again, are unable to complete when the season of migration comes.

Child migration to work and demands of the labour market influences schooling decisions and dropout patterns (Benn, 2002). In situations where rural-urban migration exist with opportunities for children to work and earn money, school children often terminate their schooling in order to migrate and find work. In the northern region of Ghana, children especially females from poor rural communities migrate to wealthier localities in the south in search of employment (Afosaa, 2009).

Female Migration

Until the late 1970s, most writings on international migration either focused explicitly only on male migrants or seemed to assume implicitly that most migrants were males. That assumption was particularly prevalent when attention was focused on the economic aspects of international migration, because it was widely believed that the participation of women in international labour migration was negligible. Such beliefs were rarely based on statistical evidence since both then and now, data on international migrants often were not classified by sex. Consequently when scholars began to call attention to the participation of women in international migration, one of their tasks was to refute those beliefs until recently when a comprehensive set of global estimates permitting an assessment of the extent of female migration was not available (Afosaa, 2009).

According to estimates published by the World Bank, there has been only a slight increase of percentage of women among international migrants over the past fifty year (Kapakasa, 1992). In 1998, the United Nations population Division first released a set of estimates from 1965 to 1990 that separated male and female migrants. A more recent shift in migration patterns relates to an increase in the migration of single women and partnered

women who migrate without their families. Due to stipulations present with the contact-based employment, worker families are prevented from permanently settling and as a result women are migrating alone.

Poverty in the home

Most Ghanaian homes live in poverty which is eventually eating into the fabrics of our educational endeavours. According to Owusu's (1987) research to find reasons juveniles engage themselves in early employment in Kumasi, the Ashanti regional capital of Ghana indicated that 44% of juveniles who go into early employment needed money to buy textbooks, school uniforms or to pay for their school fees, 27% of them engage in trading activities in order to supplement the household budget. Early employment of growing children including students, are therefore the result of poverty that their parents suffer. Such economic engagement affects the student's school attendance. Webster (1987) opined that poverty has some major effects on students concerned. Poverty stricken students experience chronic malnutrition from birth and they are educationally at a disadvantage in that, malnutrition affects the development of their brain. They are a very important source of labor for their families. The daughters for instance are expected to leave home early at not more than seven or eight years of age. Although secondary education has been state funded, where the school fees per term may be up to four times the average monthly wage or salary of the male married worker, the parents find it difficult to keep just a word in school. He concluded that poor health, child labor and poverty militate against the ambitions of many third world students and their parents.

The literature enumerated so far indicate that conditions of poverty or low socio-economic status are related to school attendance and performance of student since such students are demotivated and therefore have interest in school and eventually drop out of school.

Child labor

Child labor is perceived to be another factor that contribute to students truancy and drop outs in school. Amisa (2002) stated that African parents of today and parents of preindustrial societies such as the fisher folks, farmers and even the market women do not derive any pleasure in having their children in school. To such parents, it is an economic burden to send their children to school, thinking that if children should stop attending school and instead help to perform some other jobs that could bring income to the home, the better.

According to Duodu (2003), 4% of the world's population who are fifteen years old or less participate in the labor force. Most of these working children live in the developing countries and normally work as unpaid family workers who help their families on the farm or in the small shops and commercial establishments. Children who work for third parties outside the family do not receive their wages but their parents get them. It could be deduced from this literates that economic environment of parent account for children working instead of going to school and those who attempt to go to school either go to school late or go home before closing time.

Child labor exists in both the rural urban areas. MacLennan and Amisa (2002) compared the incidence of child labor in rural and urban areas and revealed that the

problems which rural working children encounter are exacerbated in urban settings. Whereas in the rural areas, child labor is traditionally carried out within the context of the household, urban child labor takes place without an employer employee structure. When children are incorporated in this structure, the parental protections that exist in domestic and aggressive activities are generally absent. Urban child labors work longer hours at strenuous and often dangerous tasks, hence the effect on their schooling is more considerable. Children in both urban and rural area who are involved in child labor do not go to school regularly.

Summary of Literature

This chapter reviewed related literature on female drop out and migration of school in basic schools. It included works that have been done by other researcher which are relevant to the study. The literature was reviewed on educational policies in Ghana, dropout in Ghana, economic factors that contribute to female dropout, home factors, school factors and cultural factors. In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself but day in and out females drop out of school and migrate to urban areas which are affects their education.

The literature reviewed so far indicates that some parents do not know the importance of taking their children to school so they pay little attention in providing exercise books, uniforms and even feeding their children and they become frustrated and eventually drop out of school. There is gender bias in the case of parental investment in

children (Glick & Sahn, 2000). Parents' preference for sons encourage more of them to invest for their son's well-being, in order to take care of their parents in the future. Parental gender bias investment occurs when parents have limited or lower income and resources causing girls to leave school earlier than boys (Glick & Sahn, 2000).

Also, girls begin working at an early stage than boys especially in rural areas and therefore do more work in the house than boys. Shovan and Sengupta (2012) indicated that female students drop out of school to take care of their younger siblings. In homes with children less than six years, elder sisters are more likely to drop out. Absenteeism also causes early dropout from school. Hewett (2010) argues that girls are at a greater risk of absenteeism, repetition and drop out and have lower educational achievement than boys in upper primary school.

Again, the literature revealed that early marriage is a cause of female dropout and that when girls reach puberty, parents consider it as time for them to be married and tend to prepare girls for marriage instead of continuing schooling (Mansory, 2007).

CHAPTER THREE

METHODOLOGY

The chapter deals with the research methodology adopted for the study. It includes the research design, population, sample and sampling techniques, data source, data collection instrument, pre-testing, the validity and reliability of the instrument, the data collection procedures, data analysis and ethical consideration.

Research Design

Research design is the method or a plan used by the researcher to elicit appropriate information and to answer the research questions. According to Kothari (2004), a research design refers to the advance planning of the methods to be adopted for collecting relevant data and the technique to be used in the analysis.

The researcher adopted the descriptive survey design using the quantitative approach for the study. Descriptive survey design is the procedure for describing, recording, analyzing and interpreting conditions (Agyedu, Donkor & Obeng, 2013). Descriptive survey research design is a type of research whereby investigators administer

a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours or characteristics of the population (Creswell, 2012). Creswell further believes that, this procedure involves collecting quantitative data using questionnaires, and statistically analyzing the data to describe the trends about responses to questions and test research questions or assumptions.

The foremost strength for using the descriptive design is that it provides researchers with a lot of information from various respondents (Creswell, 2012). Similarly, the data collected are easy to analyze. Descriptive design is not without weaknesses. A weakness of descriptive survey design is how to retrieve all questionnaires that have been distributed to respondents.

Population

According to Creswell (2005) population in research is defined as a group of individuals or people with the same characteristics and in whom the researcher is interested. The target population of the study comprised all head teachers, teachers and female drop out in the 12 public junior high schools in the Sefwi Bekwai circuit of the Bibiani Anwiaso Bekwai District of the Western Region. Statistics from the District Education office put the population of head teachers at 12, teachers 102 and female drop out 60. The accessible population was head teachers, teachers and female drop out in the 12 junior high schools in the Sefwi Bekwai circuit of the Bibiani Anwiaso Bekwai District of the Western Region. The total population sums up to 174.

Sample and Sampling Procedure

Sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research (Creswell, 2005). Therefore a sample is a group of people that are chosen out of a larger number and are asked questions or tested in order to get information about a larger group (Kusi, 2012).

Purposive sampling was then used to select seven head teachers who had been in their positions for more than five years and 84 teachers who hold various positions in the schools. Purposive sampling was also used to select 5 girls who dropped out of school in the 2017 academic year. Creswell (2005) indicated that in purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon of the situation. A total of 96 respondents were used for the study.

Data Collection Instrument

The researcher used questionnaire, to collect data for the study. According to Kusi (2012), a structured questionnaire is a data collection instrument which is often used in quantitative studies. It contains predetermined standardized questions or items meant to collect numerical data that can be subjected to statistical analysis.

The questionnaire was designed by the researcher from the literature with guidance from her academic supervisor. The questionnaire was divided into four sections. Section A dealt with the demographic data of respondents. Section B sought opinions to on school factors that cause female dropouts. Section C asked questions on home factors that cause female dropouts and Section D demanded responses on the suggestion of measures to control female dropouts in the Bibiani Anwiaso Bekwai District. It was a 4-point likert

scale of 4= Strongly Agree, 3 = Agree, 2 = Disagree, 1= Strongly Disagree in which higher score indicate more perceived positive responses.

The researcher used likert style type scale to save time as well as to facilitate easy analysis as they would be in usable form immediately (Bell, 2008). A questionnaire is cost effective and less time consuming as compared to other instruments. One of the weaknesses of a questionnaire is how to collect or retrieve all the questionnaires administered.

Face to face interview was conducted in the home settings of the five dropped out girls on separate days and time agreed upon.

Pilot-testing

According to Bell (2008), the purpose for piloting instrument is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate. The questionnaire was administered to 30 respondents selected randomly at Anwiaso L/A Junior High School which was outside the study area and which has similar characteristics as the area under study. The purpose of the pre-test was to enable the researcher make the necessary changes to the items which may be inappropriate and determine the level of ambiguity of the questions for the necessary corrections to be effected. Ambiguous items were deleted and inappropriate items were modified to suit the situation. Cronback Alpha was use to analyse data from the pilot test and 0.76 alpha coefficient was achieved

Validity of the Instrument

Validity is the degree to which an instrument measures what it is supposed to be measuring. Thus, the validity of an instrument is the accuracy to which items fulfill the function it was designed to fulfill (Polit & Hungler, 1999). The validity of the instrument was ensured as the researcher submitted the designed questionnaire to her academic supervisor for the necessary corrections and modifications to be made before it was finally administered to the respondents. The weaknesses, inconsistencies, unclear items and ambiguities in the questionnaire were either modified or deleted.

Data Collection Procedure

In order to collect data from the selected schools, the researcher submitted an introductory letter from the head of educational leadership department to seek permission from the Bibiani Anwiaso Bekwai District Director of Education which was given. The researcher after given the permission visited the study schools to brief the respondents about the purpose of the study. In each of the schools, the researcher contacted the head teacher and explained the objectives of the study to him or her. Genial relationship was established between the researcher and the respondents to make respondents feel at home in responding to the questionnaires. The questionnaire was thereafter administered to all the respondents. The researcher was present to explain items which were not clear to the respondents. The researcher visited the schools after a grace period of two weeks to collect the completed questionnaires.

Data analysis Plan

According to Polit and Hugler (1999) before an analysis can begin, the researcher must develop what is known as a coding scheme, which is a plan for organizing responses into a form amenable to analysis.

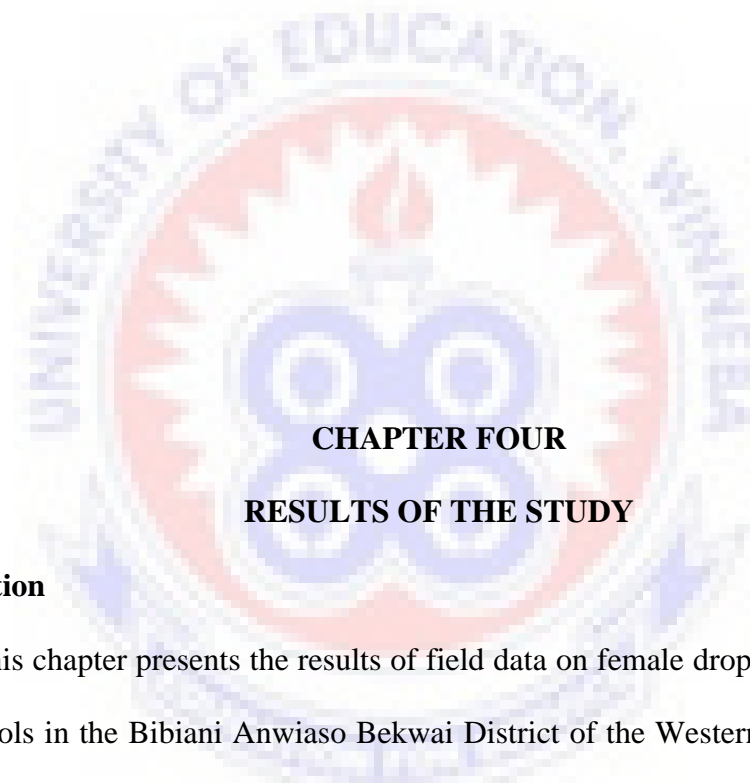
The data collected through the questionnaire were edited, evaluated and classified according to the specific research questions to ensure their completeness, consistency, accuracy and relevance. Quantitative data from the questionnaire was coded and entered into the Statistical Package for Solutions and Services (SPSS) all the research questions were analysed using descriptive statistics such as frequencies and percentages and the results presented in tables.

The interview data were transcribed, read through (iterate), and analysed for emerging themes using constant cooperative analysis (Bell, 2005). The qualitative data were used to support the statistical analysis by using excerpts from the data.

Ethical Consideration

First of all, a written informed consent was sought from the head teachers, teachers and female dropout for them to voluntarily participate in the study. They were assured of confidentiality and anonymity. In order to maintain anonymity of the respondents as well as the schools, the general terms, head teacher, teacher, basic school, girl dropout and parents were used throughout the report when referring to the respondents or a particular school so that they remain unidentifiable. This protected the respondents' identities and motivated them to be more honest in providing the appropriate responses to the

instruments. The respondents were assured that the information that they would be provided would be used for academic purposes only.



CHAPTER FOUR

RESULTS OF THE STUDY

Introduction

This chapter presents the results of field data on female dropout and migration in basic schools in the Bibiani Anwiaso Bekwai District of the Western Region. Data were gathered from 96 head teachers, teachers and drop out girls. Results from the data were analysed with the help of frequencies and percentages. Results were presented according to the research questions. This chapter is presented under four headings. These include:

1. Demographic characteristics of respondents
2. School factors
3. Home factors

4. Measures to control female dropout

Demographic Characteristics of Respondents

The demographic characteristics of the respondents of the study which included the gender, age and highest educational qualifications were examined. These were required to enable the researcher to know the kind of respondents used in the study. The first part of the analysis concerns gender of respondents for the study. This is presented in Table 1.

Table 1 Gender of Respondents

Variable	Frequency	Percentage (%)
Male	52	54
Female	44	46
Total	96	100

Source: Field Data, 2018

Table 1 indicated that 54% of the respondents were males while 46% of the respondents were females. This means that more males participated in the study than females but the study was not dependent on gender, and therefore has no effect on the study.

Age was analysed to find out age attainment of respondents involved in the study. Table 2 displays the results.

Table 2: Age of Respondents

Age	Frequency	Percentage (%)
21-30 years	24	25
31-40 years	22	23
41-50 years	24	25
51-60 years	26	27
Total	96	100

Source: Field Data, 2018

As indicated in Table 2, 25% of the respondents were between the ages of 21-30, 23% of the respondents were between the ages of 31-40, 25% of the respondents were between the ages of 41-50 while 27% of the respondents were between the ages of 51-60. The result means that majority of the respondents fell between the ages of 51 and 60 and were matured enough to take part in the study.

Highest Qualification

The highest educational qualification of respondents was further analysed. This was to find out the level of education attained by the head teachers and teachers. Table 3 presents the details.

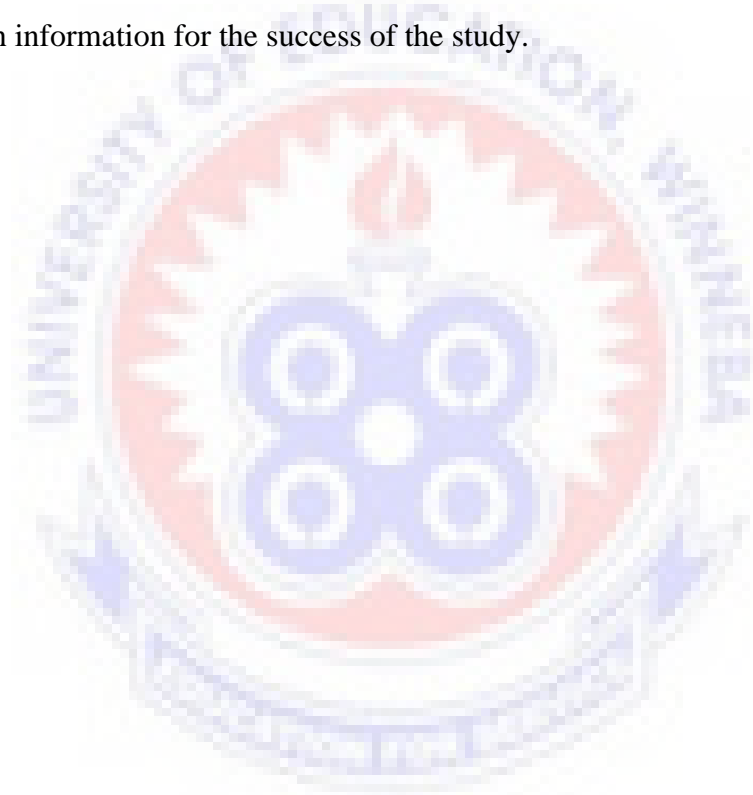
Table 3: Highest Educational Qualification

Qualification	Frequency	Percentage (%)
School Drop out	5	5
Diploma	20	21
Bachelor's Degree	33	34

Master's Degree	18	19
Total	96	100

Source: Field Data, 2018

Table 3 showed that 5% of the respondents were girl drop outs, 21% of the respondents were Diplomates. About 34% of the respondents were holders of the Bachelor's Degree while 19% of the respondents had Master's Degree. The result mean that majority of the respondents were holders of bachelor's degree and very knowledgeable to give rich information for the success of the study.



Analysis of the Main data**Research Question 1: What are the school factors that cause female dropouts in the Bibiani Anwiaso Bekwai District?**

The respondents were asked a number of questions relating to school factors that cause female dropout. The results are presented in Table 4.

Table 4: School Factors that Causes School Dropout

Statement	Strongly Agree N(%)	Agree N(%)	Disagree N(%)	Strongly Disagree N(%)	Total N (%)
Use of students for non-academic activities	45 (49)	38 (42)	8 (9)	-	(91) 100
School distance too far from home	34 (37)	47 (52)	10 (11)	-	(91) 100
Teachers' absence from classes	42 (46)	31 (34)	10 (11)	8 (9)	91 (100)
Teachers attitude towards female students	24 (26)	50 (55)	6 (7)	11 (12)	91 (100)
Students' abuse	32 (35)	45 (49)	8 (9)	6 (7)	91 (100)
Lack of female teaching staff	46 (51)	32 (35)	13 (14)	-	91 (100)
Students absenteeism	54 (59)	28 (31)	9 (10)	-	91 (100)
Lack of proper supervision by school authorities	45 (49)	38 (42)	8 (9)	-	91 (100)
Dislike for extra-curricular activities	21 (23)	42 (46)	28 (31)	-	91 (100)

Source: Field Data, 2018

From Table 4, majority of the respondents (59%) strongly agreed that students absenteeism was one of the school factors that caused female dropouts in basic schools. About 31 agreed while 10% disagreed. About 49% of the respondents strongly agreed that the use of students for non-academic duties was one of the school factors that caused female dropouts in basic schools. About 42% of the respondents agreed while 9% of the respondents disagreed. The result means that the use of students for non-academic duties is a school factor that causes female dropouts.

Majority of the respondents (52%) agreed that school distance too far from home caused female dropouts in basic schools. Also 37% of the respondents strongly agreed while 11% of the respondents disagreed. The result means that school distance too far from home is the main school factor that causes female dropouts.

Again, 46% majority of the respondents strongly agreed that teachers' absence from classes caused female dropouts in basic schools. Over 34% of the respondents agreed, 11% of the respondents disagreed, while 9% of the respondents strongly disagreed. The analysis means that teachers' absence from class causes female students to drop out of school.

Moreover, 26% of the respondents strongly agreed that teachers attitude towards female students caused female dropouts in basic schools. Over 55% majority of the respondents agreed with the statement, 12% of the respondents strongly disagreed. Only 7% of the respondents disagreed. Thus, from the analysis, it could be said that teachers attitude towards female students causes female dropouts.

Over 49% of the majority of the respondents agreed with the statement. More so, 35% of the respondents strongly agreed that students' abuse caused female dropouts in

basic schools. About 9% of the respondents disagreed while 7% of the respondents strongly disagreed. The result means that students' abuse causes female dropouts.

Moreover, majority of the respondents (51%) strongly agreed that lack of female teaching staff caused female dropouts in basic schools. Over 35% of the respondents agreed while 14% of the respondents disagreed. This implies that lack of female teaching staff causes female dropouts.

Further, over 59% of the majority of the respondents strongly agreed that students' absenteeism caused female dropouts in basic schools. About 31% of the respondents agreed and 10% of the respondents disagreed. The result means that absenteeism causes female dropouts.

Furthermore, about 49% of the majority of respondents strongly agreed that lack of proper supervision by school authorities caused female dropouts in basic schools, 42% of the respondents agreed. Only 9% of the respondents disagreed. The analysis shows that lack of proper supervision causes female dropouts

Nearly 46% of the majority of respondents agreed, 31% of the respondents disagreed. Lastly, 23% of the respondents strongly agreed that dislike for extra-curricular activities caused female dropouts in basic schools. The result means that dislike for extra-curricular activities is a school factor that causes female dropouts.

Research Question 2: What are the home factors that cause female dropouts in the Bibiani Anwiaso Bekwai District?

Opinions on home factors that cause female students to drop out of school were elicited from respondents. The respondents were asked to indicate their agreement or disagreement with the statements. The results are shown in Table 5.

Table 5: Home Factors that Cause School Dropout

Statement	Strongly Agree N(%)	Agree N(%)	Disagree N(%)	Strongly Disagree N(%)	Total N (%)
Lack of parental interest	32 (35)	28(31)	31(34)	-	91 (100)
Parent's unwillingness to provide academic needs	42 (46)	49(54)	-	-	91(100)
Inability of parents to fulfill financial obligations	28 (31)	56(61)	7(8)	-	91 (100)
Inadequate provision of learning materials	44 (48)	32(35)	15(17)	-	91 (100)
Helping parents on economic activities	34(37)	38(42)	19(21)	-	91 (100)
Low income of parents	48(53)	36(39)	7(8)	-	91 (100)
Traditional norms and beliefs	24(26)	42(46)	16(18)	9(10)	91 (100)
Over engagement in household chores	42(46)	37(41)	12(13)	-	91 (100)
Caring for younger siblings	32(35)	40(44)	12(13)	7(8)	91 (100)

Source: Field Data, 2018.

From Table 5, majority of the respondents (61%) of the majority of the respondents agreed that inability of parents to fulfill financial obligations caused female dropouts in basic schools. Again, 31% of the respondents strongly agreed. Only 8% of the respondents

disagreed. This implies that inability of parents to fulfill financial obligations causes female dropouts.

Also, 54% of the majority of the respondents agreed while 46% of the respondents strongly agreed that parent's unwillingness to provide academic needs caused female dropouts in basic schools,. This shows that parent's unwillingness to provide academic needs causes female dropouts.

Again, over 53% majority of the respondents strongly agreed that low income of parents caused female dropouts in basic schools. About 39% of the respondents agreed. Only 8% of the respondents disagreed. The analysis means that low income of parents causes female dropouts.

Majority of the respondents (46%) agreed that traditional norms and beliefs caused female dropouts in basic schools. More so, about 26% of the respondents strongly agreed, 18% of the respondents disagreed while 10% of the respondents strongly disagreed. The result implies that traditional norms and beliefs causes female dropouts.

Majority of the respondents (44%) agreed that caring for younger siblings caused female dropouts in basic schools. Over 35% of the respondents strongly agreed. About 13% of the respondents disagreed and 8% of the respondents strongly disagreed. The result means that caring for younger siblings causes female dropouts.

As indicated in Table 5, 42% of the majority of the respondents agreed that helping parents on economic activities caused female dropouts in basic schools, 37% of the respondents strongly agreed, while 21% of the respondents disagreed. This means that helping parents on economic activities causes female dropouts.

Again, 46% majority of the respondents strongly agreed that over engagement of students in household chores caused female dropouts in basic schools. Over 41% of the respondents agreed while 13% of the respondents disagreed. The result shows that over-engagement of students in household chores causes female dropouts.

Over Also, majority of the respondents (48%) strongly agreed that inadequate provision of needed learning materials caused female dropouts in basic schools, 35% of the respondents agreed while 17% of the respondents disagreed. The result shows that non provision of needed learning materials causes female dropouts.

Over 35% majority of the respondents strongly agreed that lack of parental interest caused female dropouts in basic schools. About 31% of the respondents agreed while 34% of the respondents disagreed. The result means that lack of parental interest causes female dropouts.

Research Question 3: What measures could be adopted to control female dropout in the Bibiani Anwiaso Bekwai District?

The respondents were asked to suggest measures that could be adopted to control female dropout. The suggestions from the respondents were grouped into eight areas. The results are presented in Table 6.

Table 6: Measures to Control Female Dropout in Basic Schools

Measures	Frequency	Percentage
The District Director of Education continuously creating awareness on the need for female education	18	20
Provision of peaceful school environment with mentorship	10	11
Provision of scholarship for female students	13	14
Provision of adequate teaching and learning materials for female students	19	21
More females giving leadership positions to boost the interest of female students in schooling	8	9
Provision of all financial needs of female students by parents	10	11
Female students not engaged in house hold chores overly	5	5
Ghana Education Service enacting policy debarring parent to use female students during school contact hours	8	9
Total	91	100

Table 6 showed that the highest percentage of the respondents, 21% suggested that adequate teaching and learning materials should be provided to female students to enable them have the interest to learn. The next highest percentage, 20% disclosed that the District

Director of Education should continuously create awareness on the need for female education for parents to have the interest to educate the girl child.

Again, 14% of the respondents were of the view that scholarships should be provided to female students to reduce the financial burden on parents. Over 11% respectively indicated that peaceful school environment should be provided, with mentorship and that parents should provide all financial needs of female students to enable them have stable mind to learn and remain in school.

Also, 9% were of the view respectively that more females should be given leadership positions to boost the interest of female students in schooling and that Ghana Education Service should enact policy debarring parent to use female students during school contact hours. Finally, 5% of the respondents stressed that female students should not be engaged in house hold chores overly by parents.

Interview Report

Interview was conducted on five female dropouts to elicit their views on the factors that contribute to female dropouts in school. This was to confirm the responses given by teachers on the questionnaire. The aim was also to explore further on factors that contribute to female dropouts in school. The interview focused on the following areas:

1. School factors
2. Home factors
3. Measures to control female drop-out

On school factors, when the dropped out girls were asked whether they were engaged in non-academic activities when they were in school, the general response was

that they were sometimes engaged in non-academic activities like weeding. Others also said that they were engaged in farming. DG1 stated, “My parents sometimes ask me to go to the farm to help instead of going to school”

When asked how far the distance from home to school was, most of the dropped out girls said the distance from their homes to school was more than two kilometers. One of the dropped out girls remarked “I have to walk all the way from Akutuase, a distance of about four kilometers to school daily which was tiresome”

The researcher found out whether they observe frequent absenteeism on the part of the teachers, one of the dropped out girls DG2 had this to say “my teacher at times did not come to school and later it became rampant. Going to school without my teacher made me develop disinterest in schooling”. Others indicated that their teachers became absent intermittently.

When asked the kind of attitude of the teachers towards them, most of the dropped out girls said that the attitudes of the teachers towards them were not all that cordial as some of them hated them without cause. A typical comment in this regard by DG3 was “some teachers wanted to touch my buttocks and when I resisted, he developed hatred for me”

The researcher again asked whether they were in anyway abused or humiliated, one of the dropped out girls remarked “my teacher insulted me in front of the whole class several times for no wrong doing which led to my dropping out of school. Others said that their teachers cane them mercilessly.

When finally asked other issues in the school made them dropped out of school, almost all the dropped out girls stated that they were not academically good due to the unfavorable school environment.

On home factors, the dropped out girls were asked whether their parents were prepared or willing to pay their school fees, most of them said that their parents were willing. One dropped out girl said “my mother was a petty trader, a farmer and a divorcee. Nothing came from my father towards my education so my mother used the little that she had and that contributed to my dropping out of school”.

Response were elicited on problems they had in collecting learning materials from their parents, this was what one of the dropped out girls said “my parents told me that the government said it would provide all learning materials for students so I should go to school for the learning materials and that they have nothing to do with learning materials as basic education was free”.

When further asked whether they were engaged in commercial activities like selling at home, all the dropped out girls affirmed that they had to sell at times to buy some personal needs for themselves as their parents did not provide all their needs. One of the dropped out girls remarked “at times I had to help my mother in her petty trading to make ends meet and this contributed to my dropped out of school”.

When finally asked whether they performed a lot of household chores, the responses were that all the dropped out girls performed a lot of household chores as they were the only female children of their parents. One of them remarked “I had to tidy up the whole compound, fetch water, bath my little brother, cook and sometimes help my mother in organizing herself in her trading”. All these responses from the interview confirm the

views of teachers and parents on the school and home factors that contribute to the drop out of girls in basic schools.

Measures to Control Female Dropout in Basic Schools

The study revealed that adequate teaching and learning materials should be provided to female students to enable them have the interest to learn. The finding means that if girls are given adequate teaching and learning materials encourage them to attend school. It was found that the Ghana Education Service should continuously create awareness on the need for female education for parents to have the interest to educate the girl child. The finding means that there is the need to create awareness as means to control female dropout.

It was found that, scholarships should be provided to female students to reduce the financial burden on parents. The finding means that if girls are given scholarships, it will improve their access to education. It was also found that peaceful school environment should be provided, with mentorship. The finding means that amenities needed in a school should present to make it convenient and comfortable for girls to attend school. It was also found that parents should provide all financial needs of female students to enable them have stable mind to learn and remain in school. The finding means that if girls are provided with all their financial needs in the school, it will motivate them to attend school regularly.

It was found that more females should be given leadership positions to boost the interest of female students in schooling. The finding means that girls see females in leadership as their role model and therefore it will boost their moral in education. It was found that Ghana Education Service should enact policy debarring parent from using

female students during school contact hours. The finding means that if parents are debarred from using female students during school contact hours, girls' school attendance will improve and dropout rate will decrease. It was found finally that female students should not be engaged in house hold chores overly by parents. The finding means that if girls used to perform less house hold chores they will have time to study and perform to remain in school.

Summary of Results

In summary, the study has provided answers to three research questions. The findings of the study revealed that girls were used for non-academic activities in school. Also school distance too far from home, teachers' absence from classes, teachers' attitude towards female students, students' abuse, lack of proper supervision and dislike for extra-curricular activities caused female dropout in basic schools. Majority of the respondents indicated lack of parental interest, parent's unwillingness to provide academic needs, of students, helping parents on economic activities, traditional norms and beliefs, over engaging in household chores and caring for younger siblings caused female dropout in basic schools.

The study further established that Ghana Education Service should create awareness on the need for female education, provision of peaceful school environment with mentorship, provision of scholarship for female students, more females given leadership positions to boost the interest of female students and Ghana Education Service enacting policy debarring parent to use female students during school contact hours.

CHAPTER FIVE

DISCUSSION OF FINDINGS

The chapter present discussions of the data gathered to address the research questions formulated for the study to investigate female drop out and migration of school in basic schools in the Bibiani Anwiaso Bekwai District in the Western Region.

On research question one, it was found that girls were used for non-academic activities in the basic schools. The finding means that girls will not have ample time for academic work and this will affect their performance and in the long run kill their interest in attending school. Hewett, (2010) found that girls do more household work like fetching water and cooking during school hours.

It was also found that school distance too far from home caused female dropouts in basic schools. The finding means that girls will not attend school regularly because of the long distance to school and this will eventually kill their interest in attending school. The finding is in line with Juneja (2001) observation that school distance is an important factor of school dropout for female students. Juneja observed that if school distance is considered too far from home, young females drop out more due to the vulnerability to sexual harassment. The finding is in agreement with Ainsworth (2005)'s finding that the likelihood of attending secondary schools for girls decreases with greater distance compared to nearer distances. The author (2005) claimed that the close proximity of school had a positive impact on girls.

Njau and Wamahi (1994) also said that school distance is also an obstacle for girls' education in many countries in Africa.

It was revealed that teachers' absence from classes caused female dropouts in basic schools. The finding means that girls will have less academic work and this will affect their performance and at the end kill their interest in schooling. It was also revealed that teachers attitude towards female students caused female dropouts in basic schools. The finding means that girls will not have the interest to attend school due to the unfavorable attitude of teachers towards them and this will wane their interest to attend school. Several Studies have indicated how the attitude of teachers towards female students is linked to dropout issues. According to Njau and Wamahiu (1994), teachers in schools more positively view boys to be performing better than girls. Teachers attitude and teaching practices have an impact on them and that both female and male teachers do pay attention to boys than girls in the classroom.

Fawe (2001)'s finding indicated that teachers view girls as less intelligent compared to boys and that girls are just there to marry early. Njau and Wamahiu (1994)'s, finding on dropout rate in Sub-Saharan Africa, supported this finding that the cause of higher rate of girls' attrition was the attitude of teachers toward girls in school. Teachers favoured boys than girls in terms of academic performance and achievement which led to dropout of girls from school.

The study found that students' abuse caused female dropouts in basic schools. The finding means that girls will not be happy to go to school and this will affect their performance in academic work and at the end drop out of school.

It was revealed that lack of female teaching staff caused female dropouts in basic schools. The finding implies girls will not have any female teacher to serve as a role model to motivate them to go to school to achieve academically and will subsequently drop out

of school that lack of female teaching staff is another school factor that cause female dropouts. The result is in consonance with Njau and Wamahiu (1994)'s assertion that lack of female teachers is an obstacle to girls' participation and enrolment in schools. Njau and Wamahiu stated that Afghan people believe that girls should not be taught by male teachers, however, female teachers are not available in the society which is a reason for the low rate of female education.

The study again revealed that absenteeism caused female dropouts in basic schools. The findings means that girls absence from school repeatedly due to engagement in other trading activities will lead to less academic work and low performance and this will lead to teenage pregnancy and eventually drop out of school. Hewett (2010) argued that girls are at a greater risk of absenteeism, repetition and drop out and have lower educational achievement than boys in upper primary school.

The study again found that lack of proper supervision caused female dropouts in basic schools. The finding means that girl can absent themselves without the knowledge of school authority due to ineffective supervision and this will lead to truancy and at the end drop out of school. The study also found dislike for extra-curricular activities caused female dropouts in basic schools. The finding means that girls who do not have interest in extra-curricular activities will not attend to school regularly and this will result in low interest in schooling which will finally lead to drop out of school. According to the literature (Glick & Sahn, 2000), there is substantial evidence which shows that participation in extra-curricular activities vary by gender. Girls are usually less participative in extra-curricular activities than boys. Hewett (2010) indicated that there is a significant difference in the proportion of participation in extra-curricular activities of

males and female students. Results showed that male students participated in extra-curricular activities compared to female students. Sometimes girls' participation in extra-curricular activities is constrained by lack of facilities in the schools. Osiki (2008) observed that 90% of schools had extra-curricular facilities for boys but the facilities for girls were not available or were provided minimally. These findings confirmed the findings of this study.

On research question two as to whether home factors cause drop out girls, findings indicated that lack of parental interest caused female dropouts in basic schools. The finding means that girls will have to fend for themselves at time and therefore involved in petty trading to buy the needed resources to attend school and this will kill their interest in schooling. The finding is in line with Glick and Sahn (2000) assertion that there is gender bias in the case of parental investment in children. Leug and Zhang (2008) also found out that parents' preference for sons encourages more of them to invest for their son's well-being, in order to take care of their parents in the future. In fact, parental gender bias investment occurs particularly when parents have limited or lower income and resources causing girls to leave school earlier than boys.

Findings again revealed that parent's unwillingness to provide academic needs is a major home factor that causes female dropouts in basic schools. The finding means that girls will not get the needed resources to attend school and therefore will get involved in truancy and as a result drop out of school. It was also found that inability of parents to fulfill financial obligation caused female dropouts in basic schools. The finding means that girls' financial needs will not be met by their parents and will therefore not be motivated to attend school since they will have to get involved in income earning activities and

subsequently leave the school. This finding is corroborated by Fuller and Laing (1999)'s findings that there is an association between a family's financial strength and the likelihood of the daughters dropping out. Again, most children whose needs are not met eventually dropout of school since the children, will have to fend for themselves and see themselves through school. These children thus involve themselves in menial jobs and illegal gold mining popularly known as galamsey, involved in petty trading or travel entirely from the community to look for money for their upkeep and this is a major challenge in Bibiani Anwiaso Bekwai District. When a girl entering adolescent does not get all what she needs, she finds a way of looking for those things for herself.

The study revealed that low income of parents prevented females from going to school. The finding means girls will have it difficult in paying for other fees aside school fees and this will lead to irregular school attendance and low academic performance. It was found that helping parents on economic activities caused female dropouts in basic schools. The finding means that girls will not have enough time to study and this will affect their academic performance and in effect be disinterested in attending school. The findings is in agreement with Shovan and Sengupta (2012)'s observation that female students drop out of school to take care of their younger siblings. If children less than six years are present at home, elder sisters are more likely to drop out. Fuller and Liang (1999) posited that if mothers work and get wages outside the home, female students take some of the responsibilities of the household which causes them to drop out. In general, girls take more loads on household chores than boys.

The study again revealed that inadequate provision of needed learning materials caused female dropouts in basic schools. The finding means girl will fall short of some

needed learning materials and this will affect their academic work and thereby result in low academic performance and in the long run drop out of school.

It was found that traditional norms and beliefs caused female dropouts in basic schools. The findings means that some traditional norms and beliefs hinder the effective education of the girl child as value is put of boys education than girls. This is in line with Save the children (2005) assertion that cultural norms and beliefs constrain girls' education especially in many developing parts of the world. In these societies, traditional values and some religious beliefs constrain girls from making their own decisions and expressing their own opinions. Chege and Sifuna (2006) supported this finding that many cultures favour education for boys more than girls. This is consistent with Kapakasa (1992) that the initiation ceremonies have significant effect on girls' dropout rate when parents have more propensity to pay for the expenses of the ceremony than their daughter's education. Atayi (2008) observed that many girls attended religious classes which provide relevant skills for future married life as skilled wives. The author stated that seclusion of women was a factor for girls' dropout. However, traditional values are stronger in rural areas in developing countries compared to urban areas and people often do not allow girls to leave homes even for schools.

It was also revealed that over engaging in household chores caused female dropouts in basic schools. The finding means that girls are over engaged in household which reduces their school attendance and that result in low academic performance leading to girls drop out. It was finally found that caring for younger siblings caused female dropouts in basic schools. The finding means that girls do not have ample for their academic activities at school which eventually lead to abysmal performance and drop out of girls. The findings

is in consonance with Atayi (2008) that in Africa parents were more concerned about the role for girls at home, as in this role, girls do not need education since they are supposed to take care of the children and prepare meals.



CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the findings of the study, conclusions drawn, recommendations made and suggestions for further research.

Summary

The purpose of the study was to investigate female dropout and migration in basic schools in the Bibiani Anwiaso Bekwai District of the Western Region. The objectives of the study were to find out factors that causes female dropouts in the Bibiani Anwiaso Bekwai District.

Descriptive survey design with quantitative approach was used for the study. The target population of the study comprised all head teachers, teachers and female drop out in the 12 junior high schools in the Sefwi Bekwai circuit. Purposive sampling was used to select head teachers and teachers who hold various positions in the school. Purposive sampling was also used to select 5 girls who dropped out of school in the 2017 academic year for the interview section. Questionnaire and interview guide were used to gather data. Cronbach alpha was used for the pilot test. Data were analyzed using percentages and frequencies.

Summary of Key Findings

A number of findings emerged from the study. They included:

On school factors the study revealed that the use of students for non-academic duties, school distance too far from home, teachers' absence from classes, teachers' attitude towards female students, students' abuse/humiliation, lack of female teaching staff, absenteeism, lack of proper supervision and dislike for extra-curricular activities caused females to drop out of school.

On home factors the study also unearthed that lack of parental interest, parent's unwillingness to provide academic needs, inability of parents to fulfill financial obligations, non-provision of needed learning materials, low income of parents, helping parents on economic activities, traditional norms and beliefs, over engaging in household chores and caring for younger siblings caused females to drop out of school.

The study further unearthed that the Ghana Education Service continuously creating awareness on the need for female education, provision of peaceful school environment with mentorship, provision of scholarship for female students, provision of adequate teaching and learning materials for female students, more females giving leadership positions to boost the interest of female students in schooling. provision of all financial needs of female students by parents, female students not engaged in house hold chores overly and the Ghana Education Service enacting policy debarring parent from using female students during school contact were suggestions of measures to control female dropouts.

Conclusions

Based on the findings of the study the following conclusions were drawn:

It could be concluded that both school factors and home factors contribute to female dropout and migration in school. This shows that teachers or educational authorities and parents contribute to female dropout.

It could be concluded that though supervision was carried out monthly, it was intensive visits. It could be concluded that the suggestions made on the measures to control female dropouts, if implemented, would go a long way to reduce female dropouts of school.

It could therefore be concluded that the use of students for non-academic duties, school distance too far from home, teachers' absence from classes, teachers' attitude towards female students, lack of parental interest, parent's inability to provide academic needs and the inability of parents to fulfill financial obligations all deter females from attending school.

Recommendations for Practice

From the findings and conclusions drawn, the following recommendations are made.

The Ghana Education Service should organize regular in service training programmes on how to deal with the causes of school dropout to minimize the rate of student dropout if not to avert its occurrence.

2. Heads of educational institutions should educate parents at PTA meetings and public platforms on the importance of educating the girl child to enable parents to fulfill their financial obligation on the girl child education.

3. Ghana Education Service should provide all educational institutions with adequate material, facilities and logistics to enhance teaching and learning and to attract students to attend school regularly.

4. The Ghana Education Service should direct heads of educational institutions to institute measures to guard against the abuse and humiliation of students but rather establish good rapport with students to enable them to have interest in schooling.

Suggestion for Further Study

1. The study was conducted in basic schools in the Bibiani Anwiaso Bekwai District of the Western Region so further study should be conducted in the remaining Metro, Municipal and Districts of the Western Region. It is suggested that the same study should be replicated in other districts to confirm or refute the findings of the study.
2. It came out from the study that other factors apart from school and home factors prevent girls from attending school. There is the need for further study to be conducted to find out those factors.

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APPENDIX A

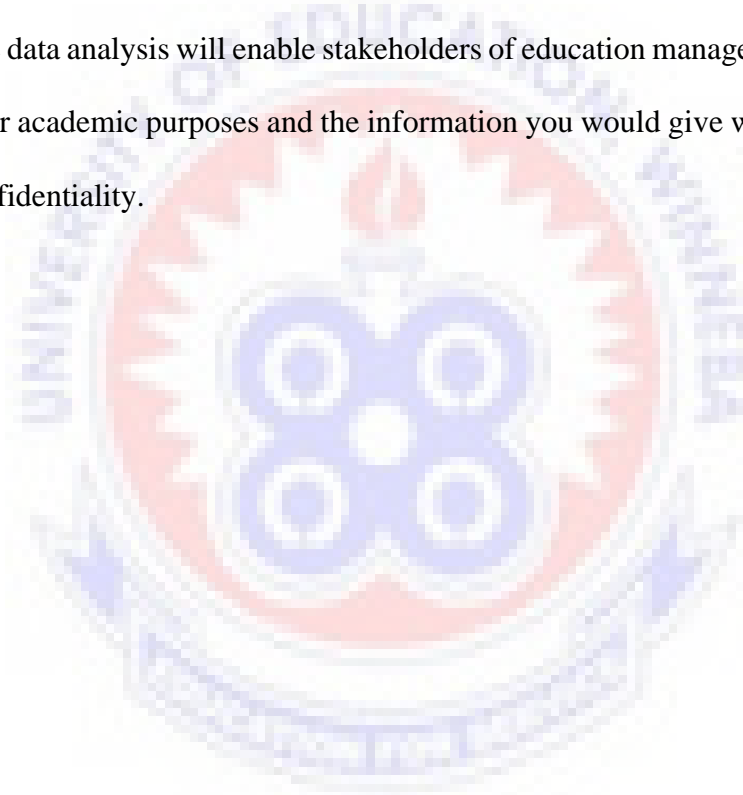
UNIVERSITY OF EDUCATION, WINNEBA- KUMASI CAMPUS

DEPARTMENT OF EDUCATIONAL LEADERSHIP

**FEMALE DROP OUT IN BASIC SCHOOLS IN THE BIBIANI ANWIASO BEKWAI
DISTRICT**

This study is being conducted as part of Master of Arts (MA) degree. The objective of the study is to determine causes of female drop out and migration of school in basic schools in the Bibiani Anwiaso Bekwai District in the Western Region.

The data analysis will enable stakeholders of education manage the issue. The study is purely for academic purposes and the information you would give would be treated with utmost confidentiality.



QUESTIONNAIRE FOR TEACHERS

SECTION A:

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

(1) Indicate your gender by ticking the appropriate box.

Male ()

Female ()

(2) Indicate your age in the appropriate box

(a) 21 – 30 ()

(b) 31 – 40 ()

(c) 41 – 50 ()

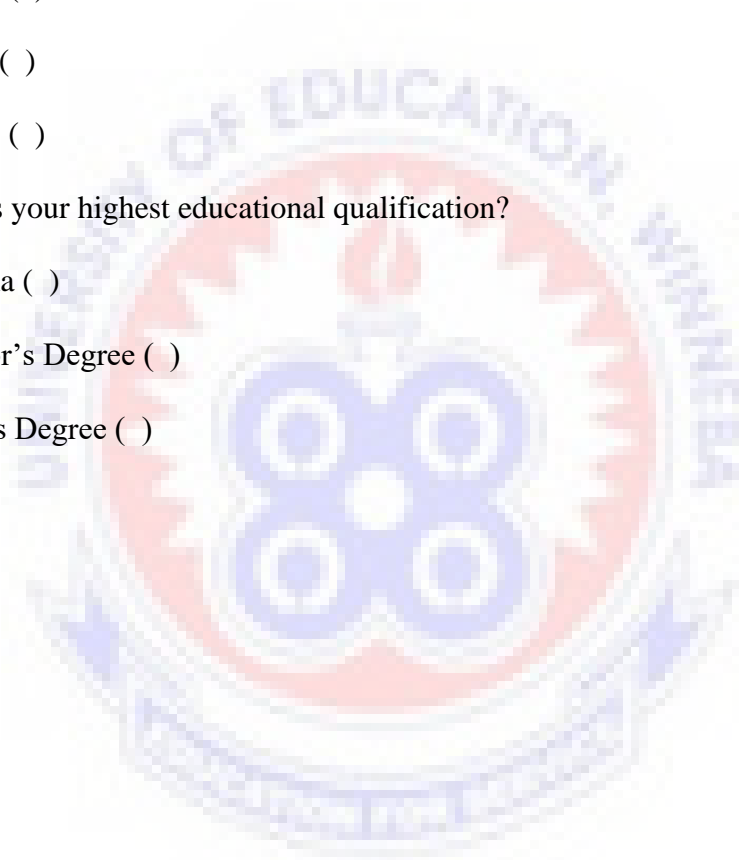
(d) 51 – 60 ()

(3) What is your highest educational qualification?

(a) Diploma ()

(b) Bachelor's Degree ()

(c) Master's Degree ()



SECTION B

SCHOOL FACTORS

Instruction

Please, indicate your agreement or disagreement on the following statements on school factors that cause school dropout by ticking [√] the number on the 4-point likert scale using the following rating: 1=strongly agree, 2= Agree, 3=Disagree, 4=strongly Disagree as frank as possible.

	Statement	1	2	3	4
4	Use of students for non-academic duties				
5	School distance too far from home				
6	Teachers' absence from classes				
7	Teachers attitude towards female students				
8	Students' abuse/humiliation				
9	Lack of female teaching staff				
10	Absenteeism				
11	Lack of proper supervision				
12	Dislike for extra-curricular activities				

SECTION C:

HOME FACTORS THAT CAUSE SCHOOL DROPOUT

Please, indicate your agreement or disagreement on the following statements on home factors that causes school dropout by ticking [√] the number on the 4-point likert scale using the following keys: 1=strongly agree, 2= Agree, 3=Disagree, 4=strongly Disagree as frank as possible.

	Statement	1	2	3	4
13	Lack of parental interest				
14	Parent's unwillingness to provide academic needs				
15	Inability of parents to fulfill financial obligations				
16	Non provision of needed learning materials				
17	Helping parents on economic activities				
18	Low income of parents				
19	Traditional norms and beliefs				
20	Over engaging in household chores				
21	Caring for younger siblings				

What measures could be adopted to control female dropout in the Bibiani Anwiaso District

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SECTION D

INTERVIEW GUIDE FOR DROPOUT GIRLS

The interview guide is designed to collect information that will help the researcher to conduct a study on causes of female dropout in Bibiani Anwiaso District. The researcher will treat any information provided as strictly confidential.

School factors

1. Tell me whether you were engaged in non-academic activities when you were in school
2. How far was the distance from home to school
3. Did you observe frequent absenteeism on the part of teachers
4. Tell me the attitude of the teachers towards you
5. Were you in anyway abused or humiliated
6. What other issues in the school made you dropped out of school

Home factors

7. Were your parents prepared or willing to pay your school fees
8. Did you have any problem in collecting learning materials from your parents
9. Were you engaged in commercial activities like selling at home
10. Tell me whether you performed a lot of household chores