

UNIVERSITY OF EDUCATION, WINNEBA

PARENTAL ATTITUDE TOWARDS FEMALE-CHILD EDUCATION AT THE  
SAMPA CENTRAL CIRCUIT IN THE BRONG AHAFO REGION OF GHANA



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

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## DECLARATION

### STUDENT'S DECLARATION

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

SIGNATURE: .....

DATE: .....

### SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: SR. DR. MARY ASSUMPTA AYIKUE

SIGNATURE: .....

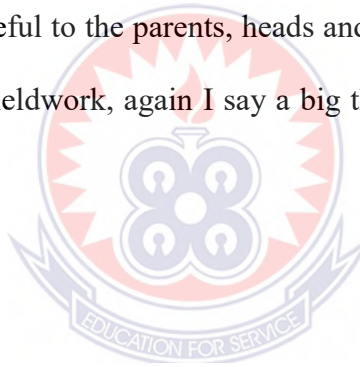
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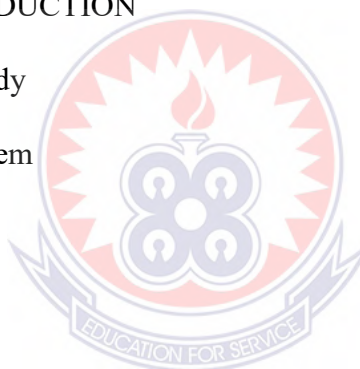
## **DEDICATION**

To my husband Mr. Alhaji Siaka Barus (Matanga)



## 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
1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	6
1.4 Objective of the Study	6
1.5 Research Questions	7
1.6 Significance of the Study	7
1.7 Limitation of the Study	8
1.8 Delimitations of the Study	8
1.9 Organization of the Study	8
CHAPTER TWO: REVIEW OF LITERATURE	10
2.1 Introduction	10
2.2 The Concept of Education	10
2.3 Female Education outside Ghana	11



2.4 Female Education in Ghana	13
2.5 Factors that Influence Parental Attitude towards Female-Child Education in Ghana	17
2.6 Parental Expectation of Females' Education	19
2.7 Parental Educational Background and Female Education	20
2.8 The Role of Socio-Cultural Practices and Parents' attitude to Female Education	23
2.9 Societal Attitudes to Female Education	24
2:10 Summary	25
CHAPTER THREE: METHODOLOGY	26
3.1 Introduction	26
3.2 Research Design	26
3.3 Population	27
3.4 Sample and Sampling Procedure	28
3.5 Sampling Techniques and Procedure	29
3.6 Instrumentation	30
3.7 Validity and Reliability of Instructions	31
3.8 Data Collection Procedure	32
3.9 Data Analysis Procedure	33
3.10 Ethical Consideration	34
CHAPTER FOUR: RESULTS AND DISCUSSION	35
4.1 Introduction	35
4.1.1 Sex Distribution of Respondents	36
4.1.2 Distribution of Respondents by Age	36
4.1.3 Number of years of Teaching	37

4.1.4 Level of education of teachers	37
4.2.1 Sex distribution of students	39
4.2.2 Students Age Distribution	39
4.2.3 Views about Formal Education of Students	39
4.2.4 Parents' Occupation	40
4.3.1 Sex Distribution of Parents	41
4.3.2 Parents Age Distribution	42
4.3.3 Level of Education of Parents	42
4.4 Analysis of Research Questions	43
4.4.1 Research Question 1: What is the Parental attitude towards female-child education in Sampa Central Circuit?	43
4.4.2 Research Question 2: To what extent does the attitude of parents and guardians affect the education of the female child?	47
4.4.3 Research Question 3: What socio-cultural factors impacting negatively on female education in the Sampa Central Circuit?	50
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION	54
5.1 Introduction	54
5.2 Summary of the Study	54
5.3 Summary of the main findings	55
5.4 Conclusion	55
5.5 Recommendations	56
5.6 Suggestion for Further Research	57

REFERENCES	58
APPENDIX A: QUESTIONNAIRE FOR TEACHERS	65
APPENDIX B: QUESTIONNAIRE FOR STUDENTS	68
APPENDIX C: QUESTIONNAIRE FOR LITERATE PARENTS	73





## LIST OF TABLES

TABLE	PAGE
3.1 Sampled Schools	28
4.1 Demographic characteristics of Junior High School Teachers	35
4.2 Background information of the students’ respondents	38
4.3 Background information of parents	41
4.4 Parental attitude towards Girl-Child Education	43
4.5 Extent of parental attitude affecting female-child education	47
4.6 Socio-cultural factors negatively affecting female education	50



## ABSTRACT

The purpose of this study was to examine the parental attitude towards female-child education at the Central Circuit Sampa. Mixed method approach was used for this study. The target population for the study comprised teachers, pupils and parents in Junior High Schools at the Central Circuit Sampa. Respondents were 240 consisted 30 teachers, 190 students and 20 parents. Descriptive statistics involving the use of frequency, percentages and pie chart were used to present the data. The findings of the study revealed that parental attitude towards female-child education negatively impacted girl child education in the Central Circuit Sampa. The results also indicated that there were also some factors militating negatively against girl-child education such as ignorance, economic factor, single parenting and early marriage. The researcher recommended that sensitization and advocacy campaign of the advantages of female education should be highly embarked upon by Central Circuit Sampa. Also, the Circuit with the help of government and non-governmental organizations should institute economic empowerment measures in communities in order to limit other economic factors.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Education has diverse significance in any society. Thus; it enables individuals to acquire employment in a department after undergoing a particular training of a specific skill in school. Education also has the function of improving each individuals standard of living as a result of gaining employment. Education is a human right that should be accorded to all human beings solely by reason of being human.

Educating girls is the single most important step governments can take to improve the wellbeing of their citizens and their economics. Investment in the education of women and girls pays significant dividends in economic growth, improved health, productivity and quality of life for both women and men and the nation as whole.

Government of the Republic of Zambia GRZ (2005) states that, prioritizing the enrolment and retention of girls in school is critical as the first step in promoting equal opportunity for women in Zambia. It has been proven that increased education for girls has a dramatic impact on the subsequent achievements and on the status of their families, socially and economically.

It is for this reason and others that the government in Ghana has to put in place certain facilities like furniture supply to schools, text books, classroom and other teaching and learning materials to enable the individual in his or her society to pursue education effectively. It can be seen that the relationship between education and development is well established such that education is a key in every development. However, what is

happening now is the hue and cry countrywide of most educationists over female-child education in school. This is more pronounced in rural settings.

Females were educated to be excellent in home keeping as preparing food, hair dressing, dress making and care for babies and the aged at home. The only difference was that wealthy females were educated to be domestic drudges. For this reason, females from rich and poor homes were brought up to be wives and mothers. Bennet in Banson (2001) opine that females were taught drawing skills such as embroidery, prano playing and dancing which would attract a husband. This perception about females being workers in the kitchen is still prevalent in Ghana today.

Christians Aime (2003) stated that the discriminating factor in education most especially girl-child education remains a disturbing factor in Africa. The ideas of equal opportunity, formal and substantive equality are concepts that still have to be well understood especially in Africa. Sheila (2007) stated that, some parents are quoted as saying that educating a girl is a waste- either because she does not need to know the things taught in school but only to take care of a home and children-or that they need to focus on their sons, whose education in turn will help them when it comes time for their son to contribute to their caretaking later in life.

According to the Arsene (1998), parents in Northern Ghana think that since a daughter is useful to her family only when she is young, females are often withdrawn from school to assist with work on the farm. Parents in Central Circuit Sampa are of the notion that formal education for females is not important. They prefer the females to trade, help in the farm or sell in the market, serve as house help, carry firewood, or charcoal for sale.

In the Central Circuit Sampa of Ghana, admission, retention and completion rate of females in basic education lag behind that of their male counterpart. It is against this background that the researcher would like to search into the problems of parent's attitude towards the female-child education in the Central Circuit Sampa in the Brong Ahafo Region of Ghana.

Dr. Kwegyir Aggrey, said to educate a man is to educate an individual, but to educate a female is to educate a nation. This summarizes the essence of education of the female-child and indeed, every educable human being and so calls for special attention to focus on education of female-child. No country can afford to toil with the education of her citizens, especially, the female-child who will be the father or the mother of tomorrow, because education is the bedrock of all development.

Children are future leaders of tomorrow and mothers are guardians of the future and the first aim of every family and society is to raise healthy and productive individuals who are physically, mentally, socially and psychologically well developed. They can be well attained through the education of the female-child who is the mother of tomorrow. In a developing country like Ghana, education is a key factor in the overall national development. This line of thinking has been the basis on which series of workshops and symposia have been organized by the Ghana Education Service, Governmental agencies.

## **1.2 Statement of the Problem**

The education of female-child in Ghana has become a topical issue for discussion by teachers, researchers, government officials and other educational stakeholders. Despite the fact that the number of children attending and completing school year in year out is

largely on the increase, it is boys who have benefited the more. Females are still under-represented in the education system. Majority of females leave schools without being able to construct simple sentences correctly or write the English Language which is the official Language of Ghana and for that matter illiteracy has a permanent effect on their social and personal development making them become second class citizens.

In spite of the significant progress made in the development of education in Ghana, since 1951, the level of female participation in formal education leaves much to be desired. Female education has remained a major challenge despite the international attention. With antecedents in the United Nation Universal Declaration of Human Rights, gender parity and gender equality in education goals and targets have been incorporated into global development frame-works since the Table Launch of Education for All movement in Jomtien, Thailand in 1990. Currently, both the Dakar framework for Action on EFA and millennium Development Goals include specific and time bound targets for the achievement of gender parity and gender equality in education (UNESCO, 2004;)

Two competing perspectives concerning the relationship between girl's education and development are represented in the frameworks. Human capital perspectives , concerned primarily with efficiency considerations, dominantly from girl's education as essential for national economic growth and poverty reduction. In contrast, linking girls' education with social justice, as it is in human rights and human capability approaches, entails conceiving education as an instrument of social change and for the achievement of human freedom Sen (1999).

The Girl-Child Education Unit officers visit communities to educate them on the need to send female child to school. The policy has been adopted because even though

females constitute about 52% of Ghana's population, the proportion of literate female is far below that of their male counterpart. For instance, at the end of 1994/95 academic year, the national data indicated that females constitute 45%, 43%, and 25% of student population at Junior High, and Senior High School and tertiary levels of education respectively according to the Ministry of Education (MOE, 1995). Statistic from Jaman North District Education Office indicated that, female-child enrolment from 2012 to 2016 in Junior High three (3) registered to write the Basic Education Certificate Examination (BECE) were presented in percentages as follows: 38.88%, 43.67%, 38.44% and 40.35% in 2012, 2013, 2014, 2015, and 2016 respectively as against their male counterparts. (Basic Education Co-coordinator, Jaman North District Education Office, 2014).

Females in sub-Saharan Africa stated that although poverty is very real constraint to education and the economics cost of education are prohibitive to some parents. Research in Malawi and Uganda suggested that lack of money in some cases may be an excuse for the reluctance of parents to invest in education of their wards, especially females. Most often, some parents do not perceive the value or importance of education for female. Education is of paramount importance to society. It affects all aspect of human life, including health and general wellbeing (Bruns & Alain, 2003).

Parents should know that an educated female is important asset to family and the society as a whole, since she can assist herself, other members of the family and society. Kweggir-Aggrey (1875-1927) said if you educate a man, you have educated an individual, but if you educate a woman, you have educated a nation. It is therefore important that parents or communities are also encouraged to come out with programmes that will at least improve girls' education participation at the basic level (Desai &

Thakka, 2001). A lot of parents still find it unimportant and a waste to send their female children to school; parents in Sampa Central Circuit are no exception. The low level of parental attitude of some parents in the circuit does not encourage females to go to school. However, even when female attend school, many are generally not able to complete basic education level. This can result to most of the females resort to apprenticeship, charcoal burning, early marriage and giving birth at a tender age. The failure of females to complete school does not help in the development of females in the circuit and the nation as a whole. The circuit therefore produce very few females who have risen high on the educational ladder. It is against this backdrop that the study seeks to investigate the parental attitude towards female-child education in the Sampa Central Circuit.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the low participation rate of females in the Sampa Central Circuit.

### **1.4 Objective of the Study**

Specifically, the study sought to:

1. ascertain the attitude of parents towards the education of the female –child in the Sampa Central Circuit.
2. explore the socio-cultural factors that affect negatively on female-child in education at the Sampa Central Circuit.



3. examine whether parental attitude constitute a factor to lower participation rate of the female-child in education in the Sampa Central Circuit.

### **1.5 Research Questions**

The research study aimed at finding answers to the following research questions:

1. What are the parental attitudes towards female-child education at Sampa Central Circuit?
2. What socio-cultural factors influence negatively on female-child education at Sampa Central Circuit?
3. To what extent does parental attitude affect the female-child education at Sampa Central Circuit?

### **1.6 Significance of the Study**

It is hoped that this study will add to the existing knowledge on female education. The various stakeholders of education such as Ghana Education Service, the ministry of education, Non-Governmental Organizations and Donor Partners will benefit severally from the findings of the study. In the first place, it is hoped that suggestions or recommendations given in this study will go a long way to influence policy directives on female-child education in general. Secondly, the study will assist them in the on-going campaign to promote female-child education in the nation. Also, the results of the findings may lead to the adoption of measures to encourage females to pursue female education in the Sampa Central Circuit in general.

### **1.7 Limitation of the Study**

Time, logistics and expected co-operation from respondents made the researcher limit the study to the Sampa Central Circuit. So the findings cannot be generalized. The study was also handicapped by financial constraints that limited the information gathered. Due to rising cost of travelling expenses and stationary, the researcher limited the frequency of travelling and the amount of questionnaires for circulation.

### **1.8 Delimitations of the Study**

The scope of the study was delimited to public junior High Schools in the Sampa Central Circuit. The study was delimited to the Sampa Central Circuit because of the low enrolment of females in the schools, low completion rate of females and the increasing rate of female drop-out in the area (Sampa Central Circuit Office of Education, Record 2012-2016). The study was also delimited to Junior High School third year students, their teachers.

### **1.9 Organization of the Study**

This study has been arranged in five (5) chapters. Chapter One deals with the background of study, statement of the problem, purpose of the study, limitation of the study, delimitation of the study, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, and delimitation of the study, and organization of the study. Chapter Two deals with the literature review with these headings: the concept of female-child education, female education in Ghana, female education outside Ghana, factors that influence parental attitude towards female-child

education in Ghana, factors that influence parental attitude towards female-child education outside Ghana, parental expectation of female education, parental educational background and female-child education, the role of socio-cultural practices and parents' attitude towards female education in Ghana. Chapter Three deals with the methodology, the designs, characteristics of the population, the sample and sampling techniques, the instruments, validity, data collection procedure, data analysis procedure and ethical consideration. Chapter Four focuses on results and discussion. The final Chapter Five covers the summary of the main findings, conclusions, recommendations and suggestions for the study.



## CHAPTER TWO

### REVIEW OF LITERATURE

#### 2.1 Introduction

This chapter reviews relevant and related literature on the concepts, opinions and views expressed by other researchers and writers on female-child education to the topic.

Literature was reviewed under the following sub-topic;

- i. The concept of education
- ii. Female education outside Ghana
- iii. Female education in Ghana
- iv. Factors that influence parental attitude towards female-child education.
- v. Parental expectation of female education
- vi. Parental educational background and female-child education
- vii. The role of socio-cultural practices and parents attitude to female-child education.
- viii. Societal attitude to female education

#### 2.2 The Concept of Education

Education has been defined by many scholars from different dimensions; according to the Oxford Dictionary (C, 2015), education is the process of receiving or giving instruction, especially at a school or university. Ocho (2005) defines education as the process through which individuals are made functional members of their society. Plato (427 – 347 BC), defined education as “the turning of the eye of the soul from darkness unto light” for John Dewey, the great American educator of the early 20<sup>th</sup>

century stated that education is “ a process of the reconstruction and reconstitution of experiences, giving it a more socialized value through the medium of increased individual efficiency”. The main issue in Dewey’s definition is that education as an activity should first increase the efficiency of the individual. This will then lead to an improvement in society.

The United Nations Education Scientific and Cultural Organization (UNESCO), International standard of Education (1975) see education as comprising organized and sustained communication, designed to bring about learning. Agyeman, (1984) defined education as the process by which an individual born into the human society adapts to ways of life which includes skills and knowledge and functions effectively and efficiently as a member of that society.

Female-child education on the other hand refers to the formal education period that a female-child goes through to make her functional and literate and to function as an individual towards the contribution of nation building (Yakubu, 2006). Helena (1996) stated that female education is putting girls in school like boys are to go through the same western education available to boys.

### **2.3 Female Education outside Ghana**

According to UNESCO (2004) most studies conducted in the region have consistently identified economic factors as key determinants of girls’ participation in school. In most of the countries in the region, the direct and indirect costs of schooling have been found to be major deterrent on girls’ enrolment and persistence in school as there is a strong parental preference to educate boys over girls especially amongst the

poor households. In order to mitigate the effects of direct and indirect costs of schooling, governments have abolished fees at primary level, introduced school fee waivers targeting girls, bursary and scholarship schemes for girls. However it was noted that despite the abolition of school fees, parents were often unable to meet indirect school costs (Dawo, 2009). This posed a big challenge on the retention of those enrolled.

Oxfam (2005) reported that girls in Central and West Africa had the widest gap in the enrolment compared to boys. In Guinea Bissau, for example, just over 60 percent of girls as compared to 100 percent of boys enrolled in primary school. In more remote areas of Mali, Oxfam found that government statistics indicate that girls' gross enrolment rate was as low as 29 percent. So, if primary school enrolment figures for rural girls were so low, then one could presume that the number of girls who completed primary and secondary school was extremely low.

In Nigeria, like in many developing countries, the girl-child is marginalized educationally, technologically, socially and in nearly every aspect of life. In the survey conducted by Ashimolowo (2007), it was concluded that marginalization of the girl-child was due to cultural and economic constraints.

Kasond-Ng'andu, Chilala and Imutowana-Katukula, (1999) also noted that various reasons are responsible for the noted dropout rate among the girls in Zambia. Pregnancy is one of the major reasons contributing the girls dropping out of school. Other factors leading to girls' dropping out of school are; lack of role models at both community and school level and low parental expectations of what a girl can achieve academically.

According to the World Bank (2003), more than 350 million people, over half of Africa's population, live below the poverty line of one dollar a day. This implies that poverty too excludes children, including the female-child from schooling.

Machungwa (1993) noted that decisions of factors leading to girls' low completion in schools have concentrated on girls' negative value and attitudes towards education, poverty, unfair division of labour in the home, pregnancy, early marriage, low parents' and teachers' expectations. Valid as these issues may be, there could probably be subtle factors embedded in the minds of pupils that researcher need to get at, hence the imperative of carefully listening to the feelings of girls themselves about school.

#### **2.4 Female Education in Ghana**

Female –child education is one issue of great concern to governments all over the world. In Ghana, various political parties shown concern about drop-out rate and poor performance or academic work of females in the educational level. This is because gender equality has been one of the challenges affecting female-child education. Evidence demonstrates that when women and men have equal opportunities, economics trend grows faster, the poor move quickly out of poverty and the well-being of men, women and children is enhance. Females constitute more than 51 percent of the entire Ghanaian population and so education should be a prerequisite for them to be able to significantly contribute to the development aspirations of Ghana.

It is believed that when this section of population is properly educated, they will make immense contribution in terms of health, social and economic development more than we have today. This is how the United Nations Secretary General, Mr. Ban Ki

Moon, puts it when he read his speech at the first international day for the girl child, “Investing in girls is a catalyst for changing the world. We must all do our part to let girls be girls and not brides”.

Daily Graphic, (2014) stated that of the 759 million adults lacking literacy skills, two thirds are women a share that has actually increase slightly over the last decade. In addition, female constitute 54 percent of the 69 million children across the world who do not go to primary school (GNECC features article, Daily Graphic, January 1, 2013).

According to a Ghana National education campaign coalition report, girls enrolment continues to decline progressively from the basic to the tertiary level of our education despite several interactions such as the education for all and the Millennium Development Goals (MDG). It is therefore vital for gender and poverty issues or problems need be addressed or tackled together through education and socialization. Empowering the female-child today and now could make them take informed choice or decisions about their own development. According to Jesse cited in Banson, (2001), government gives priority to and place emphasis on policies that will create an enabling atmosphere for increased accessibility of schools to females. The Girls Education Unit (GEU) of the GES is one of the efforts to ensure female-child education in quantity and quality. GEU, (2002), found out that, the three Northern Regions have the lowest enrollment as regards female education.

Ghana has already demonstrated that the development of human resource is of utmost importance to her. It is for reason, successive governments realizing the importance of education for social and economic development have attempted with varying degrees of success to provide basic education for all children of school age.



Evidence of this can be seen in the Acceleration Development Plan (ADP) of 1951, the education Act of 1961, Provisional National Defence Council (PNDC) Law 42 and the Free Compulsory Universal Basic Education (FCUBE) (Act of 1995). It is noted that the education reform policy of 1987 sought to reaffirm a government commitment to female education setting the target for admission and retention throughout the education system as 50% male and 50% female. Ghanaian Universities are whereby great opportunities to admit females with lower qualities grades on male students.

Ghana has also intentionally and strategically put in place measures or mechanism and government organizational changes aimed at bridging the gap between male and female equity in education and facilitating greater attention to gender and development issues. Ablekpe (1998) asserts that in Ghana and in the Ashanti Region of Ghana in particular, the realization of providing education for females of school age dawned on the early Wesleyan Missionaries culminating in the establishment of Mmofraturu Female School in Kumasi in Ashanti Region. The objective was that when the female-child was taken away from the wider and highly corruptible society or community and given special training, she could grow up to be able to face the challenges of the fast changing world.

The constitution of the Republic of Ghana provides direction for Basic Education delivery in this country. The 1992 constitution, Article 25 clause (1) states: “All persons shall have right to equal education opportunities and facilities and with a view of achieving the full realization of that right. In this regard, Basic Education shall be free, compulsory and should be available to all. Head teachers Handbook (2010) stated that; the 1992 constitution of the republic of Ghana is therefore currently the fundamental law

that guarantees the Ghanaian child his or her right to basic education. The constitution also commits the government of the Republic of Ghana and all other institutions charged with that responsibility to provide quality basic education for all Ghanaian children irrespective of their age, sex, religion, tribe, parentage, physical condition and locality.

The Free Compulsory Universal Basic Education (FCUBE) was a comprehensive sector-wide programme. It was introduced in 1995 in fulfillment of the 1990 International Convention of Education for All (EFA) and the 1992 constitution of the Republic of Ghana, to ensure that all children of school going age had the right and access to quality basic education. The FCUBE had three main objectives: to increase access and participation; to improve quality of teaching and learning and to improve efficiency in management. To ensure a success of the FCUBE, the Ministry of Education drew up a programme of action to achieve the objective of it by the year 2005. Therefore, the Ministry of Education, World Bank and UNICEF jointly organized a national seminar on females' education in June 1994 on females education or academic work in Ghana which advocated a special programme for eliminating the gender gap in educational participation and promoting social equity.

The Global Partnership for Education Fund Grant (GPEG) is another intervention from the multi-donor partnership allocated to the Republic of Ghana for a three year implementation period. The GPEG prioritizes key areas of the Government's Education Sector plan and the activities indicated under the grant aim the impact the priority areas. GPEG PROJECT IMPLEMENTATION MANUAL (2013) mentions four core elements of GPEG as access; Bridging the Gender Gaps; Quality; and Education Management. It further explains that, Bridging the Gender Gap includes the objective of promoting highly

trained and motivated GEU staff in the deprived districts; Develop Functional GEU, Ensure girl friendly guidance and counseling systems and maintain efficient statistics on girls' education through Emis (page 3).

To increase the level of females' participation in education, the female-child or girl-child education units have been established in the Ministry of Education in the coordinators at the regional and districts levels charged with the responsibilities for the access and retention of the female-child in school (World Bank, 2010). It could be deduced from the cited studies that many societies all over the world had an undesirable attitude towards the female-child education, recent development have shown that these societies have been sensitized on the female-child participation in education as a great ingredient to national development (World Bank, 2010). In view of the efforts being made by government and Non-governmental Organizations, there is no doubt that it will go a long way to attain higher productivity, achievement and maximum female participation at all levels to close the gender gap by the year 2005 as postulated by Free Compulsory Universal Basic Education (FCUBE).

## **2.5 Factors that Influence Parental Attitude towards Female-Child Education in Ghana**

UNICEF, (2005) found that parents attitude towards girls' education was very negative, especially in rural areas. Parents in rural areas needed to be convinced that educating girls was the most important thing one could do. When family income dictates that not all children can be educated or provided for, it is always the girl-child that is pulled out of school to pave way for the boy child to continue with his education. Girls

also miss school when there chores to be done at home or there is a sick family member to nurse. In Malawi, girls are found to be disadvantaged in terms of schooling and this is related to a number of factors. First, fear of rape or mistreatment cause parents to delay girls' school enrollment, worrying for their girls' safety and long distances to school aggravates this, as cited by a study by Maluwa-Banda (2004).

When girls reach puberty, many parents view them as especially vulnerable fearing pregnancy and thereby also the inability to marry them off well (World Bank, 2010). A dominant course of action is therefore to withdraw the girls from school. Nevertheless, pregnancy remains one of main courses for female dropouts Maluwa-Banda (2004). Consequently, pregnancy acts as a double-edged sword for girls' schooling. Secondly, a culture of early marriage leads to withdrawal of girls from school, often before finishing primary, (World Bank, 2010).

Agyeman, (1984) noted that families that are ill-disposed to formal education, no matter how affluent they may be, tend to be halfhearted about their children's education. This brings the negative attitudes of parents towards the female-child education, because if one is well educated, he may know the value of education but illiterates would not take serious note of education. This simply means other parents who are well educated; whether the children are boys or girls, they care less, but illiterate parents do not value education and even if they are to send their children to school, they normally consider boys because they feel that the female will end up in someone's house.

Banson (2001) stated that the Upper West and Brong Ahafo Regions prefer sending their boys to school instead of the females. He explains that educated females would end up in another man's house. Bista (2004), says social and culture beliefs,

practices and attitudes often do not favour females in their pursuit of education to the same extent as boys. Cited an example, discriminatory values and norms against females are deeply rooted in society (Baaffi and Agezo, 2002).

Fianu and Bukle (1994), identified teenage pregnancy and marriage as barriers to female education in Ghana. They strongly argued that the Ghanaian society's negative attitude towards the education of teenage mothers reduce female participation in education. Also the Kenya Times of 25<sup>th</sup> October, 1997, stated in the Forum for African Women Educationist (FAWE) on the issues facing females, say "the problem of females" education included parental preference for boy's education" (p. 23). One disturbing feature that runs through the literature is the parental preference for boys' education.

## **2.6 Parental Expectation of Females' Education**

Gender roles affect parental expectations for females because the females are prepared or trained for the future husband. The female is prepared to be taken away from parents forever and concentrate largely on her new family (Alhassan, 2004). The notion of the female-child being lost by her parents forever may be one of the numerous factors why some parents would not want to invest in the education of such a person whose labour and toil only benefit her husband. Therefore, community and parental expectations tend to be low thus affecting their attitude towards female's education and ultimately female's participation in education (Agyeman – Mensah, 1994 cited in Boakye, 1997).

Poor attitude of parents, according to CAMFED (1996) in sending their daughters to school may also originate from rather fewer opportunities opened to females in the job

market. These include some intimidations some females go through in search of job though they may have the right requirement for that job market. As a result, some families tend to judge the values of female education on the basis of returns from the labour market and decide rather to invest in the education of boys because they are always better placed to explore any formal labour market opportunities (Alhassan, 2004).

## **2.7 Parental Educational Background and Female Education**

The background of Education of parents generally determines their attitudes towards education of their children and the level of education of parents is very crucial to the education achievement of their wards school (Kingdon, 2005). Many parents have limited knowledge about available careers for females and think women with very little education can be successful in pretty trade such as dress making, hair doing, baking and other similar trades Alhassan, (2004). Kingdon, (2005) found that the most important factors affecting educational attainment are parental background, wealth, opinions, individual ability, age at marriage and the quality of the primary school attended. These findings support the hypothesis that different parental educational background may lead to a girl's attainment gap. Herz and sperling, (2004) families with educated women have the advantage of better health higher income and an increased chance of educational attainment for the next generation. Educational attainment by household heads is argued for as important in affecting the school participation. Better-educated parents may assign greater value to education and there by extend children's presence in school (Amin et, al, 2006). Others pinpoint the positive side-effect higher parental education level may provide in terms of job contacts Brown & Park (2002).

Social status in educational ladder of the parent can determine a child's attainment in school. It reflects his association with important differences in types of learning experiences to which he/she exposed, the degree of economic security he possess and the way he/she is introduced to school. It probably plays a part in the ways he/she is fed, disciplined and stimulated intellectually. According to Agyeman (1984), it is true to say that poverty affects the chances of success of the child in school. Banson, (2002), also indicated that educated parents are also committed and willing to bear extra financial burden by providing the requisite educational facilities such as books, pens and others and part-time teachers for their female children. Though some of the semi-illiterates or illiterates may have good intention in educating their female-children, their inspiration is not as much as that of the educated parents. Banson emphasized that the education of parents has a positive impact on the number of female children that are sent to school. Parents with high educational background are more likely to send their female children to school than those without educational background are more likely to send their female children to school than those without educational background.

Huesman and Anderson (2003), cited by Merril Palmer Q. concluded that parents educational level when the child was eight (8) years old significantly predicted educational and occupational success for the child forty (40) years later. Parent education and family interaction patterns during childhood also might be linked more directly to the child's development academic success and achievement oriented attitudes. In the general social learning and social-cognitive frame work Bandura, (1986), behavior is shaped in part through observational and direct learning experiences. Those

experiences lead to the formation of internalized cognitive scripts, values and beliefs that guide and maintain behavior over time Huesmann and Anderson, (2003).

Douglas (1970), also found out that in his study into the home and school relations that parents who are more interested in their children's education come predominantly from the middle or upper class. On the other hand, illiterate parents may not have the requisite experience or interest to help them understand their children's difficulties and their educational needs.

The main assumption is that female's participation in education largely depends on positive parental attitude (Dolphyne, 1991). Through parental and community attitude is on its own. It is also influenced by a number of factors, some of which are immediate whilst others are remote. A UNICEF (2002) publication on situational analysis on children for instance makes some revelation on reasons for poor enrolment and retention of female child education which includes mothers' attainment in education. This is a major contributor to children's participation in school. The higher education level the mother had received, the more likely she is to understand the importance, needs and benefits of sending her children to school, thus, contributing to higher enrolment of boys and females. The GES Journal (2014) 2<sup>nd</sup> Ed. Holds the view that a lazy student automatically harbours anxiety and fear for an exam. Both the teachers and parents must properly guide, monitor and motivate the child to learn and to prepare well for exams. The fact is that a well-prepared student can sit for an exam better than the one who sit not fully prepared (Dolphyne, 1991),



## **2.8 The Role of Socio-Cultural Practices and Parents' attitude to Female Education**

There are so many cultural and traditional factors that retire the enrolment of female-child education in Africa as well as Ghana. Bista (2004) says social and cultural beliefs; practices and attitudes often do not favor girls in their pursuit of education to the same extent as boys. She cites an example was discriminatory values and norms against girls are deeply rooted in society. Different cultures construct gender categories differently and symbolize male, female and their relations differently; there is little doubt that distinctions on gender lines are universally made Bennell, Hyde and Swainson (2002). The particular cultural instances of gender ideology may indeed diverge, but the function of this ideology universally is to distinguish and rank the sexes. In short, cultures value their gender differently (Konlan, 1998). Within the social organization and cultural beliefs of a society, the gender complex is made up of preposition which when applied to individuals may bestow on them social approval and power, dignity and prestige; or they may have the opposite effect and imply that a person is unworthy or second rate.

Pauline and Tembon (1999) say that socio-cultural attitudes and traditions often determine the status of girls and women in society. Culturally the place of a woman is in the home. The expectation that girls will eventually marry and become housewives means that mothers considered what they learned at home as important as if not more as what they learn at school. Therefore the norm would be for girls to stay closer to their mothers as they grow up and to learn household skills and behaviours that prepare them for their future roles as wives and mothers (Helena, 1996). These socio-cultural beliefs cause parents to see the formal education of a girl as a deviation from accepted societal

norms and practices (Pauline & Tembon, 1999). Formal education is therefore sometimes not perceived as appropriate for girls and is consequently not valued.

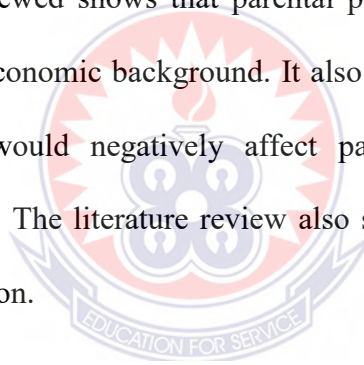
## **2.9 Societal Attitudes to Female Education**

Society views education as a tool of change for development. The various needs, aspirations or beliefs of society go to inform the programmes of the school and determine the functions and responsibilities of the school Rugh, (2002). Para-Mallam, (2010) stated that Nigeria is a society which is rife with gender stereotypes and brazes, which places a high premium on the male gender. From the moment a child is born the gender role education process begins. Male child is perceived as an asset that is highly treasured in most Nigerian homes (Ombuja, Yambo & Omolo, 2012). In education, priority is usually given to men because of the cultural perception of their role as breadwinners. For females, the belief is that they will eventually marry and „come under“ their husbands; hence they are treated as inferior. Furthermore, to perpetuate the superiority of the male child over the girl-child, the girl-child is trained to put herself below her male siblings Tietjen (1991). In some homes, in order to make up for the financial inadequacy of the family, the girl-child is sent out to hawk in order to raise money for the family needs (Agyeman, 1994). Some of the girls are married off at a tender age so that the bride price will be spent on the education of the boy-child and on other family needs. In some cases, the girl-child may be given off for domestic labour in urban area for a regular income to the family. These traditional beliefs and practices have successfully provided two different developmental grounds in the same home for the growth of the boy-child and the girl-child Ezeliora and Ezeokana, (2011).

The psychological effect of gender stereotypes and socio-cultural beliefs on the girl-child is the internalization of the low value accorded them by society (Nyambura, 2000). These beliefs together with other socializing processes observed for boys and girls are designed to instill a feeling of superiority to boys while girls are groomed to accept subjugation and inferiority with apathy Ras-Work, (2006). This established patriarchal system has long endured the passage of time cutting across geographical boundaries as well as class difference.

### **2.10 Summary**

The literature reviewed shows that parental perception is influenced largely by their social-cultural and economic background. It also attests that perception of female's education for instance would negatively affect parental attitude towards female's participation in education. The literature review also shows that there are huge benefits attached to female education.



## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This chapter describes the research method used, the population, sample and sampling techniques used in the study. It also dealt with procedure for data collection. Procedure of data analysis, validity and reliability of instrument. A survey design was used to conduct this research.

#### 3.2 Research Design

A survey approach was used in conducting this research. A survey usually involves collecting data by interviewing a sample people selected to accurately represent the population under study (Sidhu (2006). Survey questions concern people's behaviour their attitudes, how and where they live and information about their backgrounds. The research design enables the researcher to administer the questionnaire to many respondents at the same time. This is in consonance with the opinion of Kerlinger (1973) that, survey design studies the large and small population by selecting and studying samples drawn from the population to discover the relative incidence, distribution and inter-relation of sociological and psychological variables of the study. Therefore the researcher has decided to adopt design because of its efficiency in drawing out information about feelings and views from large subjects. Various types of different research design can however be seen as expression of different research objectives. Thus descriptive, explanatory, casual, experimental and comparatively study provide some different types of information (Peil, 1982).

This research design was chosen to find out parental attitude towards females or female education at the Sampa Central Circuit in Brong Ahafo of Ghana and how parental attitude to female-child education could be improved towards a fuller participation of females in formal education.

### **3.3 Population**

A population is defined as a complete set of individual cases or object with some common observation characteristics Mugenda and Mugenda, (1999). Also, population, according to Seidu (2006) is a sum aggregate or totality of the phenomenon which are of the interest to the researcher. It involves all the people, and institutions who are the subjects of the study.

The population for this was all form three students in Junior High schools in the Sampa Central Circuit. It also included all their teachers and their parents. The estimated number of the population is about eight thousand. The choice of the population in the Sampa Central Circuit as the area of the study was premised on the fact that observation shows that several indigenous females in the municipality do not go to school. The major occupations of the indigenous people are farming, charcoal burning, petty trading and fishing. It was observed that very few of those females who go to school manage to complete Junior High School. Many however drop out of school in the Sampa Central Circuit.

### 3.4 Sample and Sampling Procedure

From those school communities, 30 teachers, 20 parents and 200 students were selected for the study. A sample is a small subset of the total population. Sampling is a process of identifying the individuals who participated in the study. Amadahe and Gyimah (2002), stated that a sample is a small segment of a population selected for the study and analysis. For the purpose of the study, the researchers selected 10 schools made up of six (6) public schools and four (4) private Junior High Schools (JHS). The schools selected and other populations are found in the table 1.

**Table 1: Sampled Schools**

Schools	Students population/JHS 3		No. of Teachers Estimated	
	Male	Female	Total	No. of Parents
Sampa Central Circuit L/A JHS	51	36	87	8
Kandige SDA JHS	12	12	24	6
Babatokuma L/A	26	13	39	6
New-Longoro Meth.	16	12	28	6
Busuama R/C	32	26	58	7
Just Love Prep.	19	24	43	6
Sampa Central Circuit C.E.C	47	26	73	6
St. Benedict Sch.	15	11	26	6
Holy City	15	14	29	6
New-Longoro L/A	24	11	35	6
<b>Total</b>	<b>257</b>	<b>185</b>	<b>442</b>	<b>63</b>

**Source: Records from District Education Office (2014/2015).**

### 3.5 Sampling Techniques and Procedure

In every research, there is several techniques researchers use in getting their sample for a study. In this study, the researcher used a combination of sampling techniques in selecting the sample. It involves simple random, cluster and purposive sampling techniques.

In the Junior High School (J.H.S) teachers are not assigned to classes as they teach special subjects areas in all classes. First of all, schools in the Sampa Central Circuit were clustered into private and public. Thereafter simple random method was applied to sample the schools in the following ways: Names of all the public schools in the Sampa Central Circuit were written on pieces of paper and put in two separate boxes, which were placed on a table. The same process was used for the pupils to pick in turns for the private schools in the Sampa Central Circuit.

The private schools were included in the study to ensure fair and balanced representation of view. For a balanced and fair representation, the researcher decided to give quota to the number of boys and girls to be selected in each school. Ten boys and ten females were chosen from each of the ten schools. To give every student equal chance of being selected, the lottery method was used. That is, names of males and females in Junior High Schools three (JHS 3) class in each school were written on pieces of paper, put in two different boxes, shaken together and placed on two tables. In each school, two (2) students who were not Junior High School 3 class were invited to pick ten pieces of papers of from each of the two (2) boxes. In this way, the total number of students sampled was two hundred (200).

The researcher selected three (3) teachers from each school to give fair and equal representation to each of the ten (10) schools. However, one (1) slot and two (2) slots were given to female and male teachers respectively. This is because male teachers were more than female teachers in the selected schools. The method described earlier on was used to pick twenty (20) male teachers and ten (10) female teachers totaling thirty (30) for the sample.

Purposive sampling was for the selection of parent participants in this study. They were parent of the student's respondents in the study. Convenient sample technique was applied to select twenty (20) parents since the number was more than required number. These parents were given a form to show their consent to participate. Twenty-eight (28) of them positively showed their consent to participate but twenty (20) out of them were chosen as a matter of convenience to the study.

### **3.6 Instrumentation**

The instruments used to collect data were the questionnaire and interview schedule. The questionnaire consists of three sections, A, B and C. Section A solicited the following background information from the respondents: sex, age, educational background and working experience. In the case of students they were requested to indicate their class, age, occupation of parents, family size and marital status of parents and educational background of parents. With teachers, the questionnaire requested additional background information such as highest academic qualification, number of years of teaching experience and rank in the Ghana Education Service. The questionnaire



for parents also requested the same background information as indicated on the questionnaire for teacher.

Section B of the questionnaire for the students focused on problems and causes of drop out and benefits of females' education. For teachers, the involvement of parents in the education of their daughters to promote their education formed part of section B. The section C on all questionnaires contains statements on parental attitudes designed to find out the opinions and feelings of all the three categories of respondents. This approach made it possible to analysis and compare feelings and opinions of respondents on parental attitudes.

In addition to the questionnaire, an interview schedule was designed in order to have a face-to-face interaction with six (6) of the twenty (20) parents who were not educated and could therefore not fill out the questionnaire. Schedule had three sections just like the questionnaire. The section A of the interview schedule requested parents to provide background information such as sex, age, family size, occupation and marital status. Section „B“ focused on the kind of assistance parents give to their daughters to facilitate their schooling, while section C sought information on parental attitude as regard their female-child education.

### **3.7 Validity and Reliability of Instructions**

Validity is the degree to which any measurement approach to instrument succeeds in describing or quantifying what it is designed to measure (Hopkins, 2007).

The validity of any research project depends to a large extent on the appropriateness of the study instruments used to measure the variables.

Validity also ensures the extent to which the study instruments served the uses for which they were intended. To ensure the validity of the study instruments in this research, the questionnaires and interview schedule were discussed and revised with the assistance of colleague teachers. Afterwards, they were vetted by the researcher's supervisor in order to ensure both face and content validity of the instrument.

According to Ofori and Dampson (2011), reliability refers to the consistency to which a test or instrument would produce similar measurement given similar condition. To establish the reliability of the instruments used in this study, pilot testing was conducted in two community schools within the Sampa Central Circuit. Some of these schools were; Asantekwa S.D.A JHS, Techira R/C JHS, and Emmanuel International School. These schools and participants were not part of the main study. It involved 30 participants who comprised twenty (20) students, (12 boys and 8 girls), six (6) teachers and four (4) parents. Data from this study was subjected to Cronbach Alpha Statistical analysis to determine the reliability coefficient which was realized as  $r = 0.72$ . The questionnaire was therefore reliable or appropriate to be used to gather data for the main study.

### **3.8 Data Collection Procedure**

An introductory letter was collected from the Department of Educational Leadership (DEL), University of Education, Winneba before going to the field. The researcher visited the ten schools to solicit for the commitment and co-operation of the respondents and gave the questionnaire to both teachers and students to fill out. Arrangement of visits was made to the schools one week later and collected the students'

completed questionnaires. The researcher went to the homes of the eight (8) literate parents to distribute questionnaires to them. One week after his first visit to those parents, the researcher went back to collect the completed questionnaires. He visited the twelve (12) illiterate parents and interviewed them using interview guides and wrote the responses of the parents interviewed after seeking their consent.

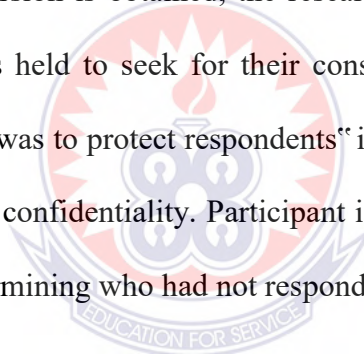
### **3.9 Data Analysis Procedure**

Quantitative Analysis of data was done with the help of the SPSS version 16.0 (Statistical Package for Social Sciences). The quantitative data were analyzed using inferential statistical tools such as correlation, to establish the relationship between parental attitude and female-child education, multiple regression analysis to determine the amount of the various contributing factors identified in female-child education. Besides, these percentages and means of some variables were found.

Two hundred and fifty (250) questionnaires were administered, but two hundred and forty (240) were well retrieved and the data was based on 240 respondents that were drawn from the Sampa Central Circuit. The respondents were made up of 190 students, 30 teachers from selected schools and 20 parents. Two methods of data analysis were adopted. First, descriptive statistics involving the use of frequency, percentages and cross tabulation were used to present data collected. The frequencies were then converted into tabular representation to help establish the direction of responses of the respondents and conclusion drawn.

### **3.10 Ethical Consideration**

The consideration of ethical issues is necessary for the purpose of the privacy as well as the safety of the participants. Among the significant ethical issues that would be considered in the research process include consent and confidentiality. The researcher took an introductory letter from the Department of Educational Leadership (DEL), University of Education, Winneba, introducing him to the various schools where the study was carried out (sampled school). Initial contact was made with the heads of schools in the sample via face-to-face meeting with each of them to seek permission to invite the schools, teachers and parents in their schools and homes took part in this research. Once this permission is obtained, the research visited each of the participants and initial discussion was held to seek for their consent to participate in the exercise. Another ethical guideline was to protect respondents' identity. This was accomplished by exercising anonymity and confidentiality. Participant identification was kept confidential and was only used in determining who had not responded for follow-up purposes.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the data analysis including its discussion of results.

The data of this study were presented in a descriptive statistics form to enhance easy understanding of the data gathered. The respondents were thirty (30) teachers, one hundred and ninety (190) JHS Three (3) students and twenty (20) parents.

**Table 4.1: Demographic characteristics of Junior High School Teachers**

Variable	Frequency	Percentage
<b>Gender</b>		
Male	20	66.7
Female	10	33.3
<b>Age</b>		
21-30	19	63.3
31-40	7	23.3
41-50	2	6.7
51-60	2	6.7
<b>Years of teaching</b>		
1-5	7	23.3
6-10	14	46.7
11 and above	9	30.0

Variable	Frequency	Percentage
<b>Level of education</b>		
Certificate „A“	0	0.0
Diploma	12	40.0
1 <sup>st</sup> Degree	14	46.7
Others	4	13.3

Source; field work date 2018

#### 4.1.1 Sex Distribution of Respondents

Table 4.1 of Teachers presented the background information of the sample showing that out of the thirty (30) teachers, 20 (66.7%) of them were males and the remaining 10 (23.3%) were females. This shows that there are more males teachers than female teachers in the various schools where researcher conducted his work. The researcher is of the view that increasing the number of female teachers could have a significant impact on female-child education. In relation to the response from the teachers concerns of teachers’ perception of increasing the number of female teachers to serve as role models was of very important.

#### 4.1.2 Distribution of Respondents by Age

Outcome of the table 4.1 showed that out of the 30 teachers 19 respondents representing 63.3% were between 21 – 30 years, as against 7 others representing 23.3% were within 31 – 40 years. Also, 2 respondents representing 6.7% were between 41 – 50 teachers and the rest 2 representing 6.7% were from 51 - 60. It can be deduced from the

data that majority of the basic school teachers in the Sampa Central Circuit are youth and can be said to be energetic to perform proper teaching activities.

#### **4.1.3 Number of years of Teaching**

The researcher found it important to find out the number of years the teachers had taught in the various schools. It was to ascertain how long they had witnessed incidences of female's dropping out of schools completion of Junior High School or after completion of Junior High School.

Table 4 shows that seven (7) representing 23.3% of the teachers had spent between 1 – 5 years teaching; fourteen (14) representing 46.7% had spent 6 – 10 years teaching while nine (9) representing 30.0% had spent more than 10 years teaching. The result from the data indicate that majority of the teachers had spent much time teaching and that responses were likely to be reliable since the teachers had witnessed incidences of female's dropping out of school before completion of Junior High School or after completion of Junior High School.

#### **4.1.4 Level of education of teachers**

Table 4.1 attested that, no teacher was teaching with teacher cert „A“. This represents 00.0%. However, 12 teachers representing 40.0% were holders of Diploma in Basic Education. It was also clear that 4 teachers representing 13.3% were holders of other certificates. From the table, majority of teachers in the Sampa Central Circuit were professionally trained with full of pedagogy and andragogy.

**Table 4.2 Background information of the students' respondents**

Variable	Frequency	Percentage
<b>Gender</b>		
Male	125	65.8
Female	65	34.2
<b>Age</b>		
11-13	40	21.0
14-16	42	22.1
17-19	64	33.7
20 and above	44	23.2
<b>Highest academic expectation</b>		
University level	70	36.8
Profession qualification	88	46.3
Senior high school level	32	16.9
Basic education level	0	0.0
<b>Occupation of parents</b>		
Farming/fishing	91	47.8
Trading	71	37.4
Civil/public servants	19	10.0
Unemployed	9	4.8

**Source; field work data 2018**



#### **4.2.1 Sex distribution of students**

According to the outcome of table 4.2, out of the total 190 student respondents, 125 of them representing 65.8% are males while the rest 65 representing 34.2% are females. The data gathered indicate clearly that female-child school enrolment rate is on the decrease or at a very low rate and therefore, the need to put measures to forestall this incidence.

#### **4.2.2 Students Age Distribution**

Table 4.2, the age distribution of the students for this research indicates that 40 students' respondents representing 21% were between 11 – 13 years, 42 representing 22.1% were between 14 – 16 years while 64 students' respondents representing 33.7% were between 17 – 19 years. But 44 representing 23.2% had their ages between 20 and above. It can be deduced from the age distribution of the respondents that majority of the students were between the ages of 17 – 19 years. In the normal situation, a student of age between 17 – 19 years should have been in the Senior High School near completion or may have completed school. Many factors account for the delay in school enrolment. Traditional beliefs, financial problem and economic issues where children are used as helping hand on the farms and parents, trade are the major factors that account for this situation.

#### **4.2.3 Views about Formal Education of Students**

Students' respondents expressed various views about their future plans for formal education. All respondents 190 (100%) said that they would like to continue their

education after Junior High School. Thus, only 70 (36.8%) of students disclosed that they would continue their education up to the University level. 88 (46.3%) of students disclosed that they would continue their education up to the Polytechnic. While 32 (16.9%) students submitted that they would continue their education up to the Nurses Training College or College of Education.

The data gathered clearly shows that all students wish to continue their education after Junior High School. However, their dreams of further studies are dependent on good grades they would obtain at the Basic Education Certificate Examination (BECE) and the parental ability to pay higher school fees.

#### **4.2.4 Parents' Occupation**

From Table 4.2, it revealed that majority of the respondents numbering 91 representing 47.8% of student parents were farmers. While 71 respondents representing 37.4% were fishers. But 71 parents representing 37.4% were traders. Also 19 parents representing 10.0% were gainfully employed in formal sector such as teaching, nursing, and civil servant and alike. However, 9 parents representing 4.8% were said to be unemployed.

**Table 4.3: Background information of parents**

Variable	Frequency	Percentage
<b>Gender</b>		
Male	14	70.0
Female	6	30.0
<b>Age</b>		
30 and below	9	45.0
31-40	4	20.0
41-50	4	20.0
51-60	2	10.0
61 and above	1	5.0
<b>Educational level</b>		
University degree	2	10.0
Professional qualification	1	5.0
„O“ Level/SSCE	1	5.0
M.S.L.C/BECE	4	20.0
No education	12	60.0

**Source; field work date 2018**

#### 4.3.1 Sex Distribution of Parents

Table 4.3 shows that out of 20 parents, 14 respondents representing 70% were male while the rest 6 representing 30% were female. This means that, males responded more than females in the research.

#### **4.3.2 Parents Age Distribution**

From table 4.3 the age of parents in Sampa Central Circuit is discussed below: the age 30 years below, were 9 respondents representing 45.0%. Four parents representing 20.0% were between 31 – 40 years. While 4 respondents again representing 20.0% were between 41 – 50 years. But 2 parents representing 10% were between 51 – 60 years. The remaining one (1) parent representing 5.0% was above 60 years. It can be expressed that, from the data, the parenting in Sampa Central Circuit begins at quiet and early age, which could affect children education negatively.

#### **4.3.3 Level of Education of Parents**

The researcher is of the view that level of educational attainment of the parents could affect their willingness and effort to further the education of their female children to the highest level. The levels of education of parents are shown in Table 3.3. It revealed that 2 (10.0%) had attained University Degree, 1 (5.0%) had Professional Qualification, 1 (5.0%) had G.C.E, „O‘ level/SSSCE, 4 (20.0%) obtained MSLC/BECE, while 12 (60%) had no formal educational background. It can therefore be deduced from the results that the parents have not attained much as far as education is concerned. Thus, the level of parent’s academic achievement tends to have bearing on their children’s educational progress. This can be supported with an assertion made by Agyeman (1986) that family that are ill-disposed to formal education, no matter how affluent they may tend to be halfhearted about their children education. This may bring about negative attributes of parents towards the female-child education, because if one is well educated, she or he may know the value of education but on illiterate parent is not likely take serious note of education.

Parents who have had formal education are more likely to make a mature and responsible choice or take good decision about their children's education than illiterate parent because they tend to understand problems involve in the problems involved in the provision of educational materials or logistic both at home and school for their children, especially the female-child (Anang 2000).

Alhassan (2004), concluded from his research findings that the socio-economic status of parents in an important factors which influences parents' aspiration or attitude towards their female-children education. Indeed socio-economic background has a great influence on the education of female-child and that it could impact positively or negatively on female children's education.

#### 4.4 Analysis of Research Questions

##### 4.4.1 Research Question 1: What is the Parental attitude towards female-child education in Sampa Central Circuit?

**Table 4.4: Parental Attitude towards Girl-Child Education**

S/No.	Variable	Agree Yes (%)	Disagree No (%)
1.	Do you want your daughter to be in school	7 (35.0)	13 (65.0)
2.	Are you concerned about your daughters dropping out of school	5 (25.0)	15 (75.0)
3.	Worried about your daughter dropping out of school	6 (30.0)	18 (70.0)
4.	Want your daughter to be in University	3 (15.0)	17 (85.0)
5.	Want your daughter to be in Polytechnic	12 (60.0)	8 (40.0)
6.	Want your daughter to be in Training College	5 (25.0)	15 (75.0)
7.	Want your daughter to be in the JHS	8 (40.0)	12 (60.0)
8.	Want your daughter to be in Primary School	9 (45.0)	11 (55.0)
9.	Care about your daughter's regularity at		

School	7 (35)	13 (65.0)
10. Discuss daughter's academic performance	6 (30.0)	14 (70.0)
11. Will be happy if your daughter drop out of School due to pregnancy	2 (10.0)	18 (90.0)
12. I support my daughter with learning materials (eg. Books, table, etc.) at home	3 (15.0)	17 (85.0)
13. I support my daughter with part time Teacher at home	9 (45.0)	11 (55.0)
14. Female education is necessary	9 (45.0)	11 (55.0)
15. I want my daughter to marry at very tender age	5 (25.0)	15 (75.0)

Source: Field Work Data (2018)

Table 4.4 represents the analysis on as to whether parents want their daughters to be in school or not, seven (7) respondents representation 35.0% are of the view that they want their daughters to be in school. On the opposite view, thirteen (13) representing 65.0% disagree that their daughters should be in school. With the item of parents have concern about their daughters dropping out of school or not, five (5) representing 25.0% are of the view that they are concerned about their daughters dropping out of school. On the other way round, fifteen (15) representing 75.0% disagree to their daughters dropping out of school. The results also show that six (6) respondents (30.0%) are worried about their daughters dropping out of school where as eighteen (18) representing 70.0% disagree that their daughters are not dropping out of school. Again, on the issue of parents wanting their daughters to study up to the University, three (3) representing 15.0% are of the view that they want their daughters to be in the University, but seventeen (17) representing 85.0% disagree. Parents were asked if they would want their daughters to be in the training college, five (5) respondents representing 25.0% responded positively that they want their daughters to be in training college, but 15 representing

75.0% responded negatively to the same item. To verify whether want daughters to be in the Junior High School (JHS), 8 representing 40.0% said yes while the remaining 12 representing 60.0% said no to disagree to the statement. Moreover, parents were asked if they want their daughters to be in Primary or not, 9 respondents represent 45.0% expressed that they want their daughters to be in the primary. But, 11 respondents representing 55.0% disagreed that their daughters should be in the primary. As to whether parents cared about their daughters regularity at school or not, seven (7) respondents representing 35.0% said yes while 13 respondents representing 65.0% said „no“ to that question.

Wanted to know further, if parents discuss their daughters“ academic performance with them, 6 representing 30.0% said they discuss their daughters“ academic performance with them but 14 respondents, representing 70.0% said they do not discuss their daughters“ academic performance with them. When wanted to know from parents about their concern when their daughters drop out of school due to pregnancy, 2 representing 10.0% of respondents said yes while the majority 18 parents representing 90.0% responded negatively. When parents were asked whether they support their daughters with learning materials (books, table, pen etc), 3 respondents representing 15.0% said yes while 17 representing 85.0% said no. Also, the question of whether parents support their daughters with part-time teachers at home, 9 representing 45.0% said yes while 11 respondents represent 55.0% said no in finding out the necessity of female-child education, 9 respondents representing 45.0% agreed that female education is necessary, but 11 respondents (55.0%) disagreed.

Again, as to whether parents want their daughters to marry at tender age, five (5) respondents represent 25.0% demonstrated they have no problem with that, but 15 respondents representing 75.0% disagreed. This finding agreed with study of Kingbon (2005), he observed that the most important factors affecting educational attainment are parental background, wealth, and their opinions. This finding also confirmed to Herzan and Sperling (2004) that families with educated women have the advantage of better health, higher income and increased chance of educational attainment for the next generation. The finding again support Douglas (1970) who found out that in his study into the home and school relations that parents who are more interested in their children's education came predominantly from the middle or upper class. A student shared that she is in school because " my mother support me and talk to me that education is good" .... " I will get a good work when I finish school" so also mentioned that better educated parents may assign greater value to education and thereby extend children's presence in school is ascertained by this finding. In summary, parental attitudes towards girl-child education in Sampa Central Circuit is negative and therefore hinders their education.



#### 4.4.2 Research Question 2: To what extent does the attitude of parents and guardians affect the education of the female child?

**Table 4.5: Extent of parental attitude affecting female-child education**

Variable	To a very large extent (%)	To some extent (%)	Undecided (%)
If your daughter become pregnant, would you like her to continue her education after birth	3 (15.0)	13 (65.0)	4 (20.0)
Would you like your daughter to take up her mother's occupation	2 (10.0)	16 (80.0)	2 (10.0)
Does your occupation affect your daughters education	3 (15.0)	15 (75.0)	2 (10.0)
Do you think that education for female is necessary	1 (5.0)	16 (80.0)	3 (15.0)
I ask my daughters to look after younger sibling rather than going to school	2 (10.0)	15 (75.0)	3 (15.0)
I ask my daughters to help in household chores instead of going to school	5 (25.0)	13 (65.0)	2 (10.0)
I ask my daughters to support their mothers in their trade instead of going to school	5 (25.0)	13 (65.0)	2 (10.0)

**Source: Field Work Data (2016)**

Table 4.5 presents information as to whether a respondent like his/her daughter to continue her education after giving birth, three (3) representing 15.0% were of the view that to a very large extent they would allow their daughters to continue, while 13

respondents (65.0%) were of the view that to some extent they would allow their daughters to continue but 4 respondents (20.0%) were undecided.

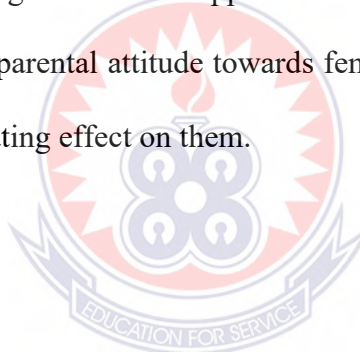
Again, as to whether a respondent would like his/her daughter to take up her mother's occupation, two (2) respondents (10.0%) agreed to a very large extent, 16 respondents (80.0%) were of the view that to some extent they would allow their daughters to take up the mother's occupation, while two (2) respondent (10.0%) was undecided. Three (3) respondents (15.0%) agreed to very large extent that their occupation affects their daughter's education, 15 respondents (75.0%) agreed that to some extent their occupation affects their daughter's education but two (2) (10.0%) were undecided.

Again, one (5.0%) agreed that to a very large extent that female-child education is very necessary, 16 respondents (80.0%) also agreed that female education is necessary to some extent while three (15.0%) are undecided. In the same vein, 2 respondents (10.0%) to a very large extent that they will ask their daughters to look after their younger siblings rather than going to school, 15 respondents (75.0%) are of the view that they would ask their daughters to look after their younger siblings to some extent than going to school, but three (3) respondents representing 15.0% are undecided. Again, five respondents (25.0%) are of the view that to a very large extent, they would ask their daughters to help in household chores instead of going to school, 13 respondents (65.0%), agree that some extent they would ask their daughters help with household chores instead of going to school but two respondents (10.0%) are undecided.

Finally, five respondents (25.0%) would ask their daughters to support their others in their trade to a very large extent instead of going to school, 13 respondents

(65.0%) are of the view that to some extent they would ask their daughters to support their mothers in their trade instead of going to school, but two respondents (10.0%) are undecided. To large extend, parental attitudes affect female-child education in Sampa Central Circuit. The finding was support by the literature of Ezeliora and Ezeokana (2011), that in some homes, in order to make up for the financial inadequacy of the family, the girl-child is sent out to hawk in order to raise money for the family needs.

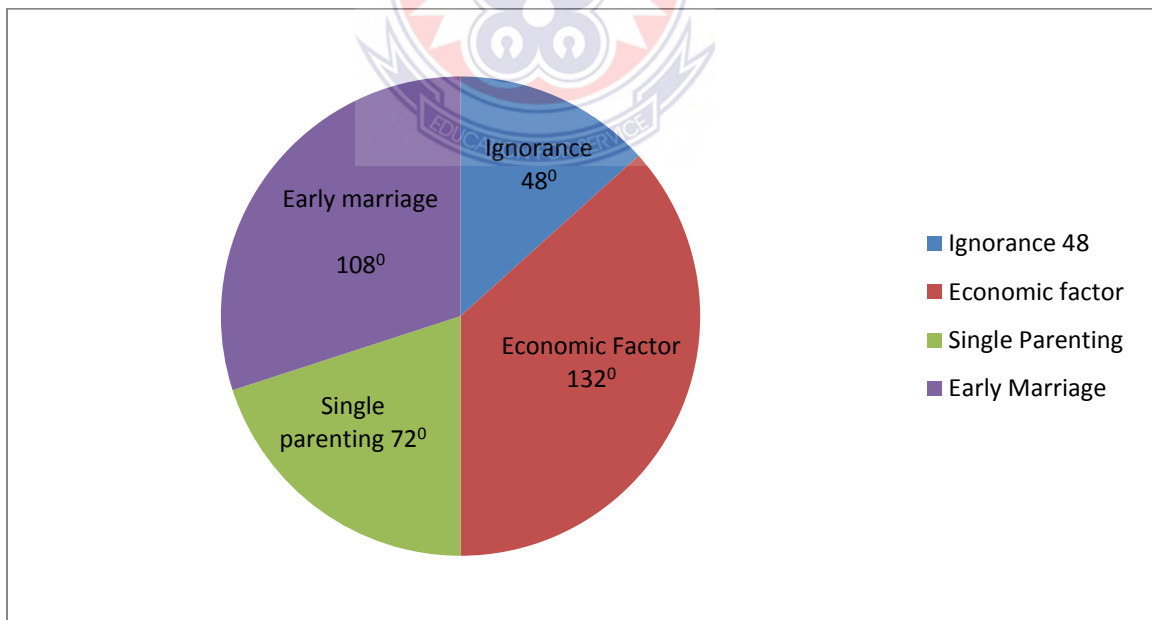
The finding also support that many girls are not given another chance to go back to school when they are pregnant. One teacher has established in the interview that, “much greater emphasis needs to be placed on effective prevention of both dropout and pregnancies by counselling and extra support for those at risk of dropping out”. It concludes by saying that, parental attitude towards female-child education is very hostile and therefore have devastating effect on them.



#### 4.4.3 Research Question 3: What socio-cultural factors influence negatively on female education in the Sampa Central Circuit?

**Table 4.6 Socio-cultural factors negatively affecting female education**

Variable	Number	Degree ( $^{\circ}$ )
Stated factors		
1. Economic factors	11	$\frac{11}{30} \times 360^{\circ} = 132^{\circ}$
2. Early marriage	9	$\frac{9}{30} \times 360^{\circ} = 108^{\circ}$
3. Single parenting	6	$\frac{6}{30} \times 360^{\circ} = 72^{\circ}$
4. Ignorance	4	$\frac{4}{30} \times 360^{\circ} = 48^{\circ}$
Total	30	



**Figure 4.1 Factors affecting female education**

Table 4.6 was converted to pie chart (figure 4.0) which was used to analyse research question 3. The major factors stated by the respondents to be militating against female education was presented in a pie chart in (figure 4.0). The total of 30 respondents was represented as a complete circle ( $360^{\circ}$ ) in pie chart form. Each factor was represented in corresponding degree as its portion. From the chart, 11 teachers, representing ( $132^{\circ}$ ) stated that economic factor is one of the major factors affecting girl-child education. Study by UNESCO (2004) supports this finding which stated that economic factors are key determinants of girls participation in school. It also explained that the direct and indirect cost of schooling has been found to be major deterrent on girls' enrolment and persistence in school as there is a strong parental preference to educate boys over girls especially amongst the poor household.

Early marriage was also prominent since 9 ( $108^{\circ}$ ) of the teachers indicated it. According to Rebecca Kwei (2014), a survey conducted by the Women in Law and Development in Africa (WiLDAF), Ghana has one of the highest child marriage occurrence rates in the world.

Child marriage not only is recognized as a human rights violation but also as a barrier to development for which education is the bedrock. In spite of child marriage being a human rights violation and a barrier to development, child marriage persists, especially in poor and rural parts of countries in the developing world. A parent has this to say about her experience about girls early marriage:

*It may be part of local tradition; parents may believe it safeguards their daughters' future; poverty or conflict may propel it. But more often than not, child marriage is the outcome of fewer choices. Females who miss out or drop out of school are especially vulnerable to it while the more exposure a female has to formal education and the better-off her family is, the more likely marriage is to be postponed.*

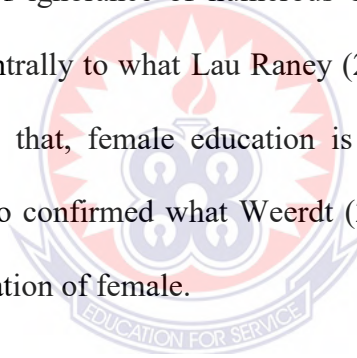
The issue of single parenting was the next common response from the teachers as a negative impact on female-child education recorded 6 (72<sup>0</sup>) responses. It has been the researcher's experience that students from single-parent households perform lower academically, exhibit more behavior problems and receive less parental support at school. The number of single-parents in today's Ghanaian societies is increasing yearly. Many children are being raised by single parents who struggle to make ends meet while teetering below the poverty line perhaps single mothers and fathers do not have as much time to participate fully in their child's schoolings thus adding to the challenges for children of single-parent families and also a contributor to female-child school drop-out.

Many females in Ghana drop out of school when they become pregnant (FAWE, 2004). During pregnancy, delivery and child care makes it difficult for the teenage females who get pregnant to continue. The attitude and social factors of parents, teachers, the community and society at large further complicates the issues due to the insults and stigmatization to which they are subjected. To buttress this point, supported youth participatory planning workshop (1999) where UNICEF had a discussion with street mothers revealed that pregnant females were often reprimanded rather than counseled or

advised by teachers" parents or elders in the society resulting in street mothers and children.

Ignorance was the less indicated option as a factor that negatively impacted on female-child. Education in the Sampa considering four (48<sup>0</sup>) of the teachers" response. Since most of the teachers who took part in this study had spent much time in the various schools they had observed ignorance about the prospects of education and laziness on the part of the students negatively impacted on female-child education, it was however not the paramount factor that negatively impacted on female-child education in the Sampa Central Circuit.

Parents, because of ignorance of numerous benefits of female education some parents still responded centrally to what Lau Raney (2000) of the World Bank instituted in a symposium mention that, female education is the critical investment to reduce poverty. This finding also confirmed what Weerdt (2006) revealed that, ignorance and poverty hampers the education of female.



## CHAPTER FIVE

### SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION

#### 5.1 Introduction

This chapter presents the summary of the findings of the study, conclusions and recommendations. The study was undertaken to find out parental attitude towards female-child education in Basic Junior High Schools in the Sampa Central Circuit in the Brong Ahafo Region of Ghana. Some of the findings derived from data formed the basis for recommendations for improved parental attitude to female-child education in basic schools (i.e Junior High School three students).

#### 5.2 Summary of the Study

This study was initiated to examine the low participation rate of female –child in formal education in Sampa Central Circuit. The study aimed to identify parental attitude, which limits female education in the area. A lot of existing literature was used to search into the problem. The descriptive survey was used for the study. The population used for the study was third year Junior High School students, their teachers and the parents in the Sampa Central Circuit. Thirty (30) teachers, two hundred (200) students and twenty (20) parents respondents from ten (10) Junior High School (JHS) form the sample for the study. The percentage recovery of this sample was 96% as ten (10) students respondents questionnaire were not able to be retrieved. Thus, teachers (30) parents (20) and students (190) was used for the analysis.

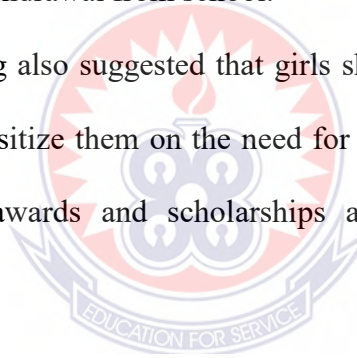


### **5.3 Summary of the Main Findings**

This study has revealed that, there is not much awareness about the importance of female-child education among parents in the Sampa Central Circuit. It was ascertained that, some parents do not purchase educational or learning materials such as books, pens furniture etc of their children at home and school. Infact, educational level of parents from the finding affected why children, especially, female child were kept out of school.

Secondly, the findings of the study brought out factors that negatively impacted on female –child education in Sampa Central Circuit. Among these factors were, economic factors, early marriages, single parenting and ignorance, which sum up to result teenage pregnancy and withdrawal from school.

Finally, the finding also suggested that girls should be encouraged to form clubs that would educate or sensitize them on the need for education. Motivation for female-child using incentives, awards and scholarships are very crucial in the girl-child education.



### **5.4 Conclusion**

The purpose of the study was to investigate the parental attitude towards female-child education in the Sampa Central Circuit in the Brong Ahafo Region. From the findings and discussion, it could be concluded that parental attitude towards female-child education was negative and therefore has impacted negatively on their children education very seriously. Socio-cultural factors that militate negatively on female-child education were; economic status of the parents, early marriages among teenage girls, single parenting and ignorance of parents on education.

There is always a danger of understanding the power of the social –culture to change the girl-child status of education in the circuit. Some form of conscientisation is all it could take to help parents to help girls to enroll and remain in school for completion. Above all, enforcement of law on child labour, abolition of school fees and other related costs should be instituted in the circuit. Expansion of school feeding programmes in Junior High Schools to be considered very paramount. However, it is important to point out that a lot has gone into improving the girl-child education but a lot more still needs to be done.

### **5.5 Recommendations**

The recommendations based on the findings and conclusions discussed. The following recommendations are made:

1. Sampa Central Circuit should sensitization and organise advocacy campaign of the importance and advantages of educating females to the family, community and country should be highly embarked upon;
2. Parents should be encouraged by the Sampa Central Circuit to become more involved in the academic activities of their children thus, providing their female children with basic needs, school materials and fees so as to increase the urge of schooling in them;
3. To have effective schools, government, non-governmental organizations and other stake holders Sampa Central Circuit should institute economic empowerment measures in communities in order to mitigate the effects of impoverished home environment of girls.

### **5.6 Suggestion for Further Research**

It is suggested that as the study was delimited to basic schools in the Sampa Central Circuit, further study should be done to assess understanding the issue of the social – culture effect of girl-child education at the basic level.



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**APPENDIX A**

**UNIVERSITY OF EDUCATION, WINNEBA**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP**

**QUESTIONNAIRE FOR TEACHERS**

Dear Respondent,

The researcher is a student of the University of Education, Winneba, conducting a research on the topic: Parental attitude towards females-child education in the Sampa Central Circuit. Kindly answer the following questions: all your answers will be kept secret by the researcher.

Please answer by either ticking [] in one of the boxes at the right side of each question or statement where applicable or writing your response in the appropriate space provided.

1. Name of school.....
2. Sex                      Male []                      Female []
3. Age
  - (a) 21 – 30 years and below []
  - (b) 31 - 40 years                      []
  - (c) 41 – 40 years                      []
  - (d) 51 – 60 years                      []
4. How many years have you been in the service?.....
5. Your highest professional
  - (a) Certificate „A“                      []

(b) Diploma [ ]

(c) B.A., Bsc., B.Ed. [ ]

(d) Other (please specify).....

6. Boys and girls who are more in your school?

(a) Boys [ ] (b) Girls [ ]

7. Do you think there are some people in the community who refuse to send their daughter(s) to school? Yes [ ] No [ ]

8. State, at least, three reasons why females in your school stop schooling

.....  
.....

What do females who complete schooling gain for

(a) Themselves?.....

(b) Their families?.....

(c) Their community?.....

9. What do you think parents in your community can do to make their daughters go to school regularly?

.....  
.....

What should parents in your community do to make their daughters remain and complete their JHS programmes?

.....  
.....

.....What should the community do to help the females complete JHS?

.....  
.....

(a) How many teachers are in your school?

(b) How many of the teachers are females?

10. (a) Do you think an increase of female teachers in basic schools in your community will be a role model to girls to complete JHS?

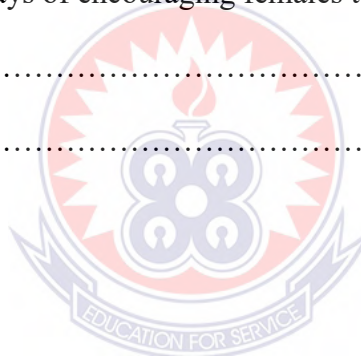
Yes [ ]      No [ ]

(c) If yes, why?.....

.....

Suggest two ways of encouraging females to remain in school.

.....  
.....



## APPENDIX B

### UNIVERSITY OF EDUCATION, WINNEBA

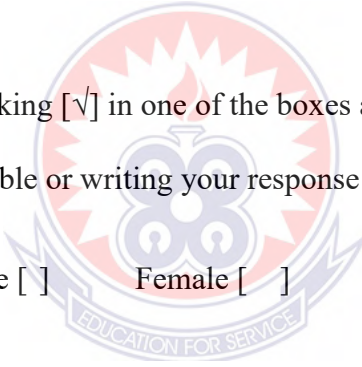
#### DEPARTMENT OF EDUCATIONAL LEADERSHIP

#### QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

The researcher is a student of the University of Education, Winneba, conducting a research on the topic: Parental attitude towards females-child education in the Sampa Central Circuit. Kindly answer the following questions: all your answers will be kept secret by the researcher.

Please answer by either ticking [] in one of the boxes at the right side of each question or statement where applicable or writing your response in the appropriate space provided.

- 
1. Sex                      Male []                      Female []
2. Age
- (a) 11 – 12 years                      []
- (b) 13 - 14 years                      []
- (c) 15 – 16 years                      []
- (d) 17 – 18 years                      []
- (e) Above 18 years                      []
3. Do you attend school every day?                      Yes []                      No []

If No, which of the following is/are your reason(s)?

- (a) Due to too much work                      []
- (b) Lack of educational materials                      []

(c) Lack of money to take to school [  ]

Other (specify).....

4. Whom do you stay with?

(a) Father [  ]

(b) Mother [  ]

(c) Both parents [  ]

(d) Guardian [  ]

(e) Alone [  ]

(f) Other relative:

(specify).....

5. Which of the following people does something to discourage you from going to school, or encourage you to go to school?

(a) Father [  ]

(b) Mother [  ]

(c) Both parents [  ]

(d) None [  ]

6. Who provides your school needs?

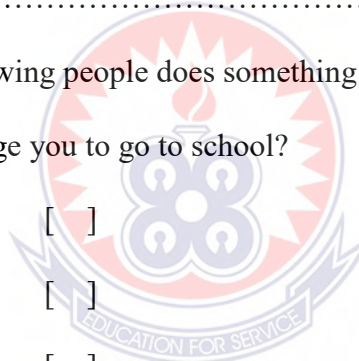
(a) Father [  ]

(b) Mother [  ]

(c) Both parents [  ]

(d) Guardian [  ]

(e) Myself [  ]



(f) Other relative: auntie, uncle, cousin (write which one).....

7. Do you help the one you stay with by doing something to bring home money/food?

Yes [ ] No [ ]

8. If „Yes“ to question 7 above, then by which of the following means?

(a) Selling of ice water [ ]

(b) Serving as a house help somewhere [ ]

(c) Selling of bread [ ]

(d) Fetching and selling of firewood [ ]

(e) Others

(specify).....

...

9. Do you like to continue your education after JHS?

Yes [ ] No [ ]

If „Yes“, which of the following should be your expected highest academic level?

(a) University/Polytechnic [ ]

(b) Professional qualification (e.g. teaching, nursing) [ ]

(c) Senior High Secondary Certificate [ ]

(d) Basic Education Certificate [ ]

10. Which of the following facilities are provided at home to enable you learn (Tick all those applicable to you)

(a) Books (writing and reading) [ ]



(b) Electric light/lantern/candle [ ]

(c) Table and chair [ ]

(d) Part-time teacher [ ]

(e) Others

(specify).....

11. (a) Would you like to take your mother's occupation?

Yes [ ] No [ ]

(b) If „Yes“, why?.....

(c) If „No“, why?.....

12. Which of the following would you like to do after your JHS Education?

(a) Enter into a business [ ]

(b) Learn a vocation (eg. Sewing, mason) [ ]

(c) Marry before I continue my education [ ]

(d) Get the highest education before I marry [ ]

(e) Stay in the house [ ]

(f) Others (specify).....

13. Will you like all your sisters or all females to go school?

Yes [ ] No [ ]

If „Yes“, what should be the highest academic level for them?

(a) University/Polytechnic [ ]

(b) Professional qualification (eg. Teaching, nursing) [ ]

(c) Senior high secondary certificate [ ]

(d) Basic education certificate [ ]

14. Do you consider sending females to school as waste of money?

Yes [ ]                      No [ ]

15. (a) (Females only) if you became pregnant, would you like to continue your education after giving birth?

Yes [ ]                      No [ ]

(b) (Boys only) if you impregnated a female, would you like her to continue her education after she has given birth?

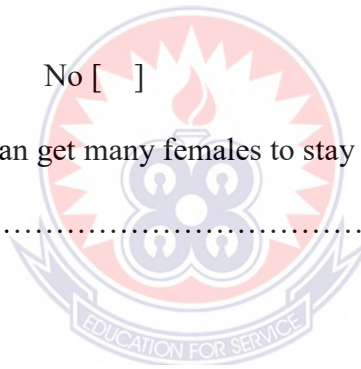
Yes [ ]                      No [ ]

16. Do you have any woman in your community or country whom you want to be like?

Yes [ ]                      No [ ]

17. Suggest how you can get many females to stay in school?

.....



**APPENDIX C**

**UNIVERSITY OF EDUCATION, WINNEBA**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP**

**QUESTIONNAIRE FOR LITERATE PARENTS**

Dear Respondent,

The researcher is a student of the University of Education, Winneba, conducting a research on the topic: Parental attitude towards females-child education in the Sampa Central Circuit. Kindly answer the following questions: all your answers will be kept secret by the researcher

Please answer by either ticking [] in one of the boxes at the right side of each question or statement where applicable or writing your response in the appropriate space provided.

1. Sex                      Male []                      Female []

2. Age

(a) 30 years or below                      []

(b) 31 - 40 years                      []

(c) 41 - 50 years                      []

(d) 51 - 60 years                      []

(e) 61 years and above                      []

3. Marital status

(a) Single                      []

(b) Married                      []

(c) Divorced                      []

(d) Single parent [ ]

(e) Separated [ ]

(f) Widow [ ]

4. Highest educational level

(a) University education [ ]

(b) Professional qualification [ ]

(c) G.C.E. „O“ and „A“ Level/SSSCE [ ]

(d) M.S.L.C./BECE [ ]

(e) Primary [ ]

(f) No educational background (NIT) [ ]

5. Occupation

(a) Farmer/fisherman

(b) Artisan (Carpenter, sewing, hairdressing, mason) underline which one

(c) Trader

(d) Civil/public servant

6. Number of your children

(a) Boys [ ] (b) Girls [ ]

**Part II (Attitude)**

7. Are all your daughters in school?

Yes [ ] No [ ]

8. (a) Has any of your daughter“s ever stopped or withdrawn completely from school?

Yes [ ] No [ ]

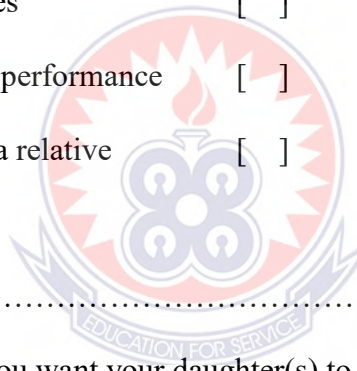
(b) If yes, at what level or class?

- i. After university [ ]
- ii. After training college [ ]
- iii. After JHS [ ]
- iv. After SHS [ ]
- v. After primary [ ]

9. If your response to question 8 above is „Yes“, why did she (or they) stop schooling or withdraw from school? Because of .....

- (a) Pregnancy [ ]
- (b) High school fees [ ]
- (c) Poor academic performance [ ]
- (d) Transferred to a relative [ ]
- (e) Other

(specify).....



10. At what stage do you want your daughter(s) to end her/their education?

- (a) University [ ]
- (b) Training college [ ]
- (c) Junior high school [ ]
- (d) Primary [ ]

11. (a) Does or (Do) your daughter(s) attend school regularly?

Yes [ ] No [ ]

If „No“, why?

.....

If „Yes“, how?

.....

..... (a) Do you discuss your children’s academic performance with them?

Yes [ ]                      No [ ]

If „Yes“, how do you do it?

i.      Both together              [ ]

ii.     Boys alone                      [ ]

iii.    Females alone                      [ ]

12. If your daughter became pregnant, would you like her to continue her education after giving birth?

Yes [ ]                      No [ ]

(a) If „Yes“ why?.....

(b) If „No“, why?.....

13. Which of the following facilities do you provide at home to enable your daughter(s) learn?

(a) Books (reading and writing)                      [ ]

(b) Electric light/candle                                      [ ]

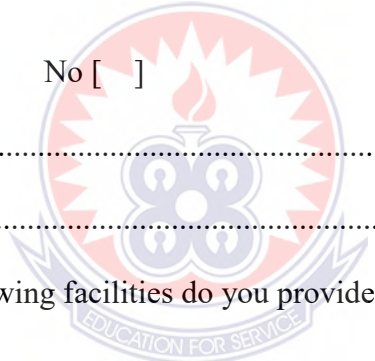
(c) Table and chair    [ ]

(d) Part-time teacher    [ ]

(e) All the above    [ ]

14. Would you like your daughter(s) to take up her (their) mother’s occupation?

Yes [ ]                      No [ ]



15. (a) Does your occupation affect your daughters(s)“ education?

Yes [ ]                      No [ ]

(b) If „Yes“, how?.....

16. (a) Do you think that education for females is necessary?

Yes [ ]                      No [ ]

(b) If „No“, why?.....

17. Which of these activities do you normally engage your daughter(s) in?

(a) Asking her/them to look after younger siblings [ ]

(b) Asking her/them to help in household chores [ ]

(c) Asking her/them to help in the mother’s trade [ ]

(d) Other (specify).....

18. Which of these would you recommend for your daughter immediately after her basic education?

(a) To marry [ ]

(b) Trading [ ]

(c) Technical education [ ]

(d) Vocational education [ ]

(e) Secondary high education [ ]

19. Give two suggestions on how to get females to retain in school till they complete as least Junior High School.

