UNIVERSITY OF EDUCATION, WINNEBA

FACTORS INFLUENCING DROPOUT AMONG RURAL JUNIOR HIGH SCHOOL FEMALE STUDENTS IN THE EFFUTU MUNICIPALITY

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DECLARATION

Student's Declaration

I, Dora Quansah, hereby declare that, with the exception of references contained in published works which have been duly cited and acknowledged, this research is entirely my original work and it has not been submitted in part or whole for any award elsewhere.

Signature ……………………………
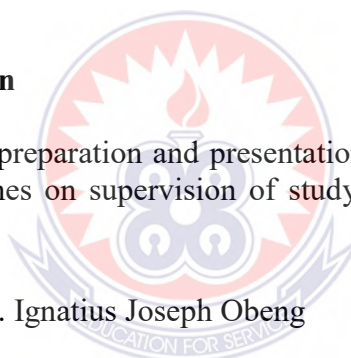
Date ………………………………….

Supervisor's Declaration

I hereby certify that the preparation and presentation of this study was supervised in accordance with guidelines on supervision of study laid down by the University of Education, Winneba.

Name of Supervisor: Dr. Ignatius Joseph Obeng

Signature ……………………………

Date ………………………………….

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DEDICATION

To my lovely family
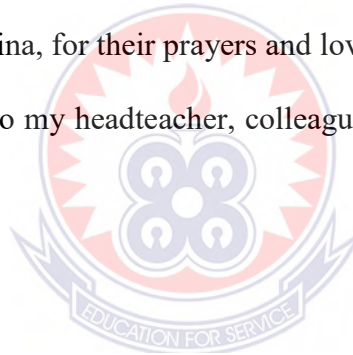
ACKNOWLEDGEMENTS

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ABSTRACT

The study was designed to investigate the factors that cause dropouts among junior high school girls in rural schools in the Effutu Municipality in the Central Region of Ghana. The study employed the qualitative research approach and adopted a phenomenological design. The purposive sampling technique was adopted to sample the participants for the study. The main instrument used for data collection is the interview guide. The data collected was analysed thematically in line with the research objectives. The study revealed that unconducive learning environment, poor school administration, poor academic achievement, and poor relationship between female learners and teachers were some of the factors that led to girls' dropout of junior high schools in rural communities in the Municipality. The study also revealed that, parents preferred investing in male ward education because, cultural practices considered the education of a male as good investment and the education of a female child as a poor investment, leading to girls dropout from school. Based on the finding of the study, it was recommended among others that, all stakeholders, including the school, the community, and the government must collaborate efficiently in putting in place proactive interventions aimed at supporting female learners who exhibit the desire to drop-out of school. The public schools in the Municipality should be mandated to organize parents' association meetings to deliberate on the problems affecting their girls' education, and then take steps to address them.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The development of a society can be judged by measuring the issues that extend educational inequality prevalent in it. The prevalence of unequal distribution of education in male and female students has been the anxiety of various African nations, including Ghana and this also hinders the development at every stage of a nation (Saeed, et al., 2017; Shahidul & Zehadul- Karim, 2015). This is because females' education has been recognized globally to have a positive impact on the general economic development process. Indeed, all human societies, past and present, have had a vested curiosity in education, since education serves as social- sorting machinery and indisputably has a colossal impact on the total development fortune of the individual (Saeed et al., 2017).

Breton (2004) contends that education is commonly seen as a commanding apparatus for empowering people for the achievement of economic advancement. Also, UNESCO (2007) maintains that education empowers people, improves the individuals' earning potential, promotes a healthy population, and is a major determinant of democracy and helps build a competitive economy. Access to equitable education is, therefore, at the core of the development agenda for lower-income nations such as Ghana (Saeed, et al., 2017). Education is a fundamental human right as well as a catalyst for economic growth and human development (World Bank, 2010).

However, most African countries neglect female education, and rather encourage that of boys (Johnson, 2006 as cited in Arko, 2013). Arko (2013) points out that, among the

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approximately 500 million children who start primary school, more than 100 million, two-thirds of which are girls, dropout before reaching the fourth years of primary school. Despite the tremendous gains made by African governments over the past 30 years in increasing access to education, greater challenges lie ahead if the goal of education for all is to be achieved. There is a high female dropout rates in schools. Females are workers, caretakers and homemakers who could contribute significantly to their families and their nation if they are formally well educated (Arko, 2013).

Female education is one of the most forces for development in low income countries. Education for both males and females is, therefore, necessary for sustainable development. There is a compelling case, therefore, for investing in both sexes to promote economic growth and more efficient use of public resources. Salthouse (2006) has stressed that females are more confronted with problems than males in school. In the view of Mamudu (1992), increasing girls' participation in education has been identified as one of the most significant development challenges facing schools in sub-Saharan Africa. This is because enrollment rates of girls in the first year of most basic schools remain lower than that of boys, and the dropout rates of girls are very high (Arko, 2013).

With the realisation that primary schooling is important for the achievement of national development, many governments have made access to primary education a basic human right (Morara, 2013). Most countries in Africa have made this possible through the introduction of Universal Primary Education (UPE). However, many nations have not achieved UPE with an estimated 101 million children being left out of school (UNESCO, 2012). Govender and Steve (2004) maintain that fewer than half of African children get a chance to finish primary school. In other words, there is high

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female dropout in primary schools in Africa. The World Bank (2010) points to the fact that Malawi has not achieved UPE due to the high rate of female dropout especially in rural areas.

Ghana, West African country with a population of 32 million, has made some relative progress in its efforts to achieving universal primary education. However, Ghana's overall performance in achieving access to quality and equitable universal basic education by 2015 was not encouraging (UNESCO, 2015c). About 10% of BS-age children (4-13) - remained out of school. Besides, about 26% of children who started primary school were drop-out (Ministry of Education Ghana, 2018). Some 22% of Ghanaian children who start Basic School (BS) do not complete. About 40% of those who complete lower secondary school education also missed out on upper secondary education by 2016 (Anlimachie & Avoada, 2020, MoE, 2018a; World Bank, 2018). Ghana is also straddling educational divide characterized by rural–urban, north–south, socio-economic and Boy–Girl's inequalities in access to universal Basic Education (Anlimachie, Avoada & Amoako Mensah, 2022; Anlimachie & Avoada, 2020). Children from the poorest households and rural districts are about five to six times less likely to transition from lower to upper secondary education (MoE 2018a p. xvii). Generally, two-thirds of the pupils who either drop out or fail to transition from lower to upper secondary school are within rural districts, the socio-economically deprived districts and the districts in the north regions of Ghana (Anlimachie, 2019a, b; Anlimachie & Avoada, 2020; MoE, 2018a). A disaggregation of socio-economic data on Ghana by region indicates that regions to the north, which are the most poverty endemic area in Ghana rates and are more rural and remote, tend to be the most educationally deprived, lagging behind all the indices of school access, compared to the wealthier urbanized regions in the south (MoE, 2018a; World Bank, 2018).

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Ghana's policy moves to leapfrog the above gaps towards achieving the country's aspiration of using universal Basic Education to scaffold its 'Ghana Beyond Aid Agenda' of creating a learning, prosperous and sustainable nation, are ongoing since 2017 to transform education. The key policy drivers of the reforms, including the Education Sector Strategy 2015-2030, the National Curriculum Framework, 2018 and the Ghana Education Sector Analysis, 2018 which draw inspiration from the Sustainable Development Goal (SDG) 4 aim at improving universal access, quality, relevance and equitable outcomes in Basic Education. The reforms are redefining the country's free Compulsory Universal Basic Education (fCUBE) to include Senior High School (SHS) and implementing the Free Senior High School Policy (FSHSP) to address the low transition rate from JHS to SHS. Basic Education (BE) in Ghana is now a 2–6–3–3 education system of 2 years Kindergarten (KG), 6 years primary school, 3 years Junior High School (JHS) and 3 years Senior High School (SHS) providing education from pre-school up to Grade 12 (Alimachie, 2019).

United Nations Educational Scientific and Cultural Organisation (UNESCO, 2009), defines dropout as the number of pupils from a cohort enrolled in a given school year who are no longer enrolled in the following school year. That is, pupils leaving school without completing the school. Also, Mnguni (2014) defines dropout as the withdrawal of children from school at any stage before the completion of primary education.

A research conducted by the National Survey on Drug Use and Health (NSDUH) in 2003, found that, there were 3.2 million Americans aged between 18 and 24 (12 percent) considered to be school dropouts. Males were more likely to have dropped out than females and the dropout rate was higher among Hispanics (28 percent) than among

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American Indians or Alaskan natives (14 percent), blacks (10 percent), whites (8percent) or Asians (2 percent). The NSDUH (2003) study also indicated that the dropout rate among persons aged 18 to 20 and those aged 21 to 24 was similar (Gondwe, 2016). The dropout rate of indigenous Australians is 46 percent and for non-indigenous Australians, it is 20 percent (Csereklye, 2008). For every 100 children who enter primary school in Nicaragua, only 55 percent reach grade 5. The primary school dropout rate in Bangladesh was 47 percent. Trinidad and Tobago dropout rates in primary schools were 1.0 percent and, for secondary schools, it was 5.4 percent (Mnguni, 2014).

According to the 2002 national survey in Peru, 26 percent of 12 to 17-year-old teenage females from rural areas dropout of school, while the dropout rate for males stands at 18 percent. In China, the dropout rate in some rural areas is as high as 40 percent. The Ministry of Education of the Peoples' Republic of China estimated a dropout rate of 5 percent for urban areas and 11 percent for rural areas (Mnguni, 2014). Also, 30 percent of Tanzanian children enrolled in schools failed to complete primary education, while, in secondary schools, the dropout rate is 20 percent (Mnguni, 2014). Malawi had one of the highest dropout rates in sub-Saharan Africa, with 15 percent of females (three in every 20 females), and 12 percent of males (three in every 25 males), dropping out of school between grades five and eight. The dropout rate for 16 and 17- year-olds in Niger and Madagascar is 30percent (Akyeampong, et al., 2010).

Moreover, Ethiopia had a dropout rate of 13.3 percent for primary schools and 14.3 percent for secondary schools in 1996, and those figures rose to 14.7 percent for primary schools and 15.4 percent for secondary schools in 2000 (Mngun, 2014). On average, the dropout rate for Zimbabwe between 1980 and 2004 was 26 percent. In

Burkina Faso, Ethiopia, Kenya, Mali and Mozambique, more than 80 percent of rural children dropped out of primary school. In Malawi and Uganda, in 2003, 24 percent and 23 percent of grade one cohorts dropped out of school, respectively. Malawi, Mozambique, and Rwanda all had over 20 percent of the grade five cohorts dropping out in 2003. The dropout rate in South Africa's rural areas was 19.1 percent of children between 6 and 14 years of age compared to 11.4 percent in urban areas (Mnguni, 2014).

According to the South African Treasury Report, on average, for every 100 children in grade 1, only 52 reach grade 12. From grade 9 upwards, dropout figures reach almost 12 percent in both grades 10 and 11. In total, 10 percent of learners who had been enrolled in grades 9 to 11 dropped out of school between 2007 and 2008 (Mnguni, 2014). Dropout rate in South Africa's primary schools ranges from 0.5 percent to 2.7 percent; and in General Education and Training (GET) phase, it spikes to 6.5 percent and in the Further Education and Training (FET) phase, from 12 percent and 13 percent for grade 10 and 11, respectively (Mnguni, 2014).

Ghana is no exception to high dropout rates in schools. In 2012, UNICEF and UNESCO Institute for Statistics (UIS) launched a Global Initiative for out-of-school children, and Ghana was chosen as one of the 25 contextual analysis nations. Though, enrolment rates at various levels of education vary widely and drop sharply as one ascends the education ladder (Saeed & Dickson, 2017). At the primary school level, the country is accomplishing around 95 percent of enrolment. At the junior high school (JHS) level, the rate drops to around 78 percent, and at the Tertiary level, just 12 percent of the population of tertiary age is enlisted (Saeed & Dickson, 2017). Furthermore, according to the 2015 statistics of the Ministry of Education (MoE) in

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Ghana, in the year 2013/14 academic year, the national enrolment for the primary level stood as 4, 117, 152, for JHS 1,473,921, for SHS 750,706 and 313, 843 for tertiary school enrolment (Saeed & Dickson, 2017).

According to UNESCO (2022), there are over 192,500 school dropouts in Ghana, with over 102,000 being girls. Up to 30% of school dropouts occurring among girls is attributed to teenage pregnancy emanating from social-cultural and economic factors. The Ministry of Health reports 555,575 teenage pregnancies between 2016 and 2020, with 109,865 teenage pregnancies in 2020 alone. A study by Linus Mwinkaar and Martin Ako (2020), on Female Education in Senior High Schools in Gomoa West District of the Central Region of Ghana revealed that factors such as cultural practices and entrenched beliefs, poverty, low level of education of parents, unconducive school environment, early marriages, teacher absenteeism, parental negative attitude towards education, inadequate parental attention to girl's education affect female education negatively

Again, for 2014/15 academic year the national enrolment for primary school stood as 4,342,315, for JHS 1, 591,279 and SHS 804, 974. Children begin elementary school in more noteworthy numbers than any time in recent memory, however, dropout rates are enormous and lead to low levels of primary school completion, and hence, reduced students' progression to the S.H.S and tertiary levels (Saeed & Dickson, 2017). The situation is even more pervasive in the rural communities in the Effutu Municipality.

The rate of female school dropouts in the Effutu Municipality has prompted the Effutu Municipal Education Directorate of the Ghana Education Service (GES) to step up efforts to tackle what it describes as the increasing cases of school dropouts among

female school children in the Municipality (Ghana News Agency (GNA), 2020).

1.2 Statement of the Problem

In spite of the efforts the government of Ghana and other stakeholders are making towards increasing girls' access to education in order to narrow the gender gap in the country, female students' dropping out of schools in the Effutu Municipality is still very high. There is the need to find out the factors influencing the dropout among rural junior high school female students in the Municipality. The Municipal Planning Coordinating Unit (MPCU, 2017) revealed that a higher proportion (47.1 percent) of the school going age population do not go beyond basic school level. The report is supported by the high percentage failure rates of 2010-2013 BECE results (MPCU, 2017).

Also, the World Bank (2015) stated that 58 million children were still out of school and a dominant part of these dropouts were found in developing nations with more than half in Africa. Similarly, UNESCO (2005) reported that, Africa had highest dropout rate in the world, with approximately 42 percent. Dropout rates were even most elevated in Chad (72 percent), Uganda (68 percent) and Angola (68 percent) where more than two out of three youngsters beginning elementary school are required to leave before achieving the last grade (UNESCO, 2005).

The 2010 Population and Housing Census of Ghana revealed that, there exists a huge gap in educational attainment between urban children and their rural counterparts. Only eight percent of urban dwelling children in Ghana have no education, while almost 1 in every 4 children in rural dwelling had no education (Abotsi, et al., 2018). Rural education in Ghana is characterised by low enrolment, lack of professionally trained teachers, poor infrastructural facilities, lack or inadequacy of teaching and

learning materials (Abotsi, et al., 2018).

According to Dilbeto (2008), the dropout of female students from school denies them the opportunity for employment as well as the means to increase their political and social participation. Besides, the non-completion of school by females contributes to their low status in a society and to their reduced decision-making power in house hold and over their lives (Dilbeto, 2008).

Furthermore, when female students drop out of school sequential learning cannot occur, subject matter skills cannot be developed; students' talent and expenditure on them are wasted. Thus, many of the dropped out female students can relapse into illiteracy. Such a negative condition of female students' education is responsible for the existing gap between intended and attained objectives of education; which is an indication of internal inefficiency of the education system of the count (Dilbeto, 2008).

This development makes dropouts in the rural areas peculiar and worth investigating. Most basic level dropouts have serious educational deficiencies that have severe consequences on them throughout their adult lives by limiting their economic and social well- being. In other words, there are some driving forces or factors which extensively contribute to an increase in females' dropout though those factors may also impact dropout rate for males (Holcamp, 2009).

In recent years, Ghana has made substantial progress in enhancing access to education, particularly at the junior high school level. However, a concerning trend persists, wherein a significant number of female students are dropping out of junior high schools before completing their education. This dropout phenomenon raises critical questions regarding the factors that contribute to this issue among female students in the Ghanaian educational system. Understanding and

identifying these factors is imperative for implementing targeted interventions and policies to reduce dropout rates and ensure equitable educational opportunities for all, especially focusing on the unique challenges faced by female students in Ghana's junior high schools. This study sought to investigate and comprehend the multifaceted factors that influence the dropout rates among female students in junior high schools in the Effutu Municipality in the Central Region. By identifying these factors, stakeholders can develop informed strategies to mitigate dropout rates and foster a conducive learning environment for female students, promoting educational attainment and empowerment in Ghana.

1.3 Purpose of the Study

The purpose of the study was to determine the factors that aggravate junior high school female students' dropout of rural schools in the Effutu Municipality.

1.4 Objectives of the Study

The study sought to:

1. examine the school-related factors that lead to dropout among rural junior high school female students in the Effutu Municipality.

2. explore the social-cultural factors that lead to dropout among rural junior high school female students in the Effutu Municipality.

3. investigate whether student personal factors lead to dropout among junior high school female students in the Effutu Municipality.
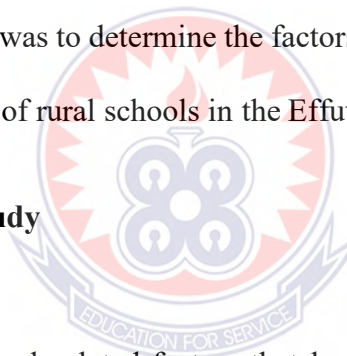
1.5 Research Questions

In order to achieve the objectives of the study, the following research questions were posed:

1. What are the school-related factors that lead to dropout among rural junior high school female students in the Effutu Municipality?

2. How do social-cultural factors lead to dropout among rural junior high school female students in the Effutu Municipality?

3. How do students personal factors lead to dropout among rural junior high school female students in the Effutu Municipality?

1.6 Significance of the Study

The study findings may be used to impress upon political and community opinion leaders' campaign for female education in rural communities in the Effutu Municipality and the entire region. In addition, the study will inform educational officers currently operating in the Effutu Municipality to initiate strategies targeting retention of female pupils in schools. It is anticipated that the study findings may provide information to the policy makers on how to plan for enrollment of female students in rural schools.

Moreover, the study will help policy makers through the documented level of female dropouts in the rural schools to come up with policies to mitigate the challenges facing the pupils. The findings of the study will enhance knowledge about female education at the grass root level and raise some basic issues that could encourage others to do more research into the problem. Studying the factors that influence female pupils/student dropouts in the municipality will contribute to the better understanding of the conditions under which female education is planned and implemented, and

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what is specifically needed to make a success out of the entire effort.

Finally, the results of this study will provide rural junior high schools in the Effutu Municipal Assembly and its Education Directorate, the Government of Ghana, and other stakeholders with relevant information for their efforts to improve the retention of female students in rural schools. More broadly, the study will help GES in seeking a solution to the challenges facing girl-child education in general.

1.7 Delimitations of the Study

This research was restricted to the study of public junior high schools in the rural areas of the Effutu Municipality. Private schools were not included in the study. It is the opinion of the researcher that since private schools charge school fees and are, therefore, likely to be patronised by children whose parents are better of economically than those whose children go to public schools, likely factors of school dropout such as school, personal and social-cultural may not apply to both categories of schools. In addition, because private schools are closely supervised by private coordinators as public schools are by the circuit supervisors. Because of the above reasons, the research has decided not to include the private schools in the study.

1.8 Definitions of Key Terms

1. School Dropout: In this study school dropout is a junior high school female student who could not sit for Basic Education Certificate (BECE).

2. Female student: Females students refer to girls from form one to form three in junior high school education.

3. Cultural factor: Cultural factor refers to customary beliefs and values of the community that affect the thought, feeling and behaviour of female students to dropout from school.

4. School factor: It refers to the institution's environmental conditions that affect female students to stay in school or observable instrumental behaviour of teachers that discourage female students to stay in school.

5. Personal factor: Personal factor means inherent conditions that discourage girls from continuing with education for example continual under performance in class examinations.

6. Dropout rate: – In this study, the dropout rate is the proportion of female students from a cohort enrolled in a given year who are no longer in the subsequent forms. This measures the phenomenon of female students from a cohort leaving school without completion.

1.9 Organization of the Study

The study is organized into five chapters. Chapter One which is the introduction comprises the background to the study, statement of the problem, purpose of study, research objectives and research questions, significance of the study, delimitation of the study and the definition of key terms. Chapter Two deals with a review of related literature. It consists of theoretical framework, empirical review and the summary. Chapter Three discusses research methodology which was used for the study. It covers the research approach, research design, study area, population, sample and sampling procedure, research instruments, pilot study, validity and reliability of research instrument, data collection procedure, data analysis procedure, and ethical considerations. Chapter Four comprises findings and discussion. Chapter Five presents a summary of the study, conclusions, recommendations as well as suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter took into consideration the findings, ideas, opinions of writers that were found relevant to the study and this confirms to what Kankam and Weiler (2010) said, that the purpose of literature review as that of providing the context for the research by looking at the work of what has already been done in the subject area. The literature was reviewed under following: theoretical framework, conceptual framework, school related factors that lead to dropout among female students, personal factors that lead to dropout among female students, social- cultural factors that lead to dropout among female students and summary of review of related literature.

Bonneau (2008) defines a dropout as any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school. More than that, Hua (2008) defines a dropout as an individual student who was previously enrolled in a school and has discontinued schooling indefinitely or has not graduated from the required education program cycle. Predominantly, this will be the sense in which the word should be used throughout the course of our study.

According to Malunda et al. (2004) dropout rate is the percentage number of learners who leave school before they complete a particular educational level. It is a percentage over and above those who had enrolled in a particular cohort. This dropout rate can be calculated in various ways. UNESCO Institute of Statistics, (2009) reports that dropout rate by grade is calculated by subtracting the sum of promotion rate and

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repetition rate from 100 in the given school year. For cumulative dropout rate in primary education, it is said to be calculated by subtracting the survival rate from 100 at a given grade. More than that, the dropout rate is said to be derived by analysing data on enrolment and repeaters by grade for two consecutive years (department of basic education/ Ghana, 2011).

2.1 Theoretical Framework of the Study

The study was guided by the Institutional Theory and Human Capital Theory.

2.1.1 Institutional theory

Institutional theory was developed by Rumberge (2004). The institution perspective focuses on school characteristics, policies and practices. Rumberge (2004) argues that structural features of school such as the size, the resources available to the school, and access to high quality teachers influence dropout rates. This framework argues that too much emphasis has been placed on "high-risk" youth and their families, and not enough on the high-risk settings in which they live in. Gubbels,et al (2019), suggest that the decision to stay in or to leave school is affected by multiple contextual and policy factors that interact over the lifetime of a student.

Rumberge (2004) developed a conceptual framework based on an individual perspective and an institutional perspective. This framework suggests reciprocal relationships among the individual factors and the institutional factors and the possibility that these relationships can change over time as students' progress through school. The framework's individual perspective focuses on student attributes student background characteristics, student engagement in schooling, and educational performance. There is a strong relationship between student background characteristics (race/ethnicity, gender, poverty, special education placement, and

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language) and dropping out of school. Equally important is what students' experience once in school. Students who are engaged in learning and in the social dimensions of school are less likely to leave school. For example, students may leave schools because courses are not challenging or because they have poor relationships with their peers and teachers (Allensworth & Easton, 2005). Poor academic achievement, both in high school and in earlier grades, is a strong predictor of dropping out. High absenteeism, student discipline problems, and student mobility are also associated with dropping out (Rumberge, 2004).

The individual perspective also factors in the importance of earlier preparation. A student's success in the first year of high school is highly correlated to his or her potential for graduation. Students who do not successfully maintain an adequate freshman course load, either because of attendance or academic achievement, are less likely to graduate (Allensworth & Easton, 2005). While success in the first year of high school is important for staying on-track to graduate, research suggests that failing in the early grades predicts failing in high school. A study of the California high school exit examination found that it was possible to identify students in elementary school who are at risk of failing (Zau & Betts, 2008). This research suggests a highly individual approach is needed to identify and remedy dropping out of school.

2.1.2 Human capital theory

According to Olaniyan and Okemakinde (2008), human capital refers to the stock of competences, knowledge and personality attributes embodied in the ability to perform labour so as to produce economic value. It is the attributes gained by a worker through education and experiences. The Human Capital Theory was originally attributed to

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Adams Smith in his book, "The Wealth of Nations" in 1776. He defined four types of fixed capital, namely useful machines, instruments of the trade, buildings as means of procuring revenue; improvements of land and human capital. The improved dexterity of a workman may be considered in the same light as a machine or instrument of trade which facilitates and abridges labour, and which, though it costs a certain expense, repays that expense with a profit." This argument is relevant to the study in that in the Effutu Municipality, just as in the rest of the country, students are deemed to go to school to acquire competencies necessary for production/employment. Consequently, to the parents, individual students and the society, there are expenses to be incurred in education and this is regarded to be an investment in manpower, which would result in increased productivity hence more income. Dropout, conversely, impedes this process hence resulting into wastage.

However, the use of the term "Human Capital" in neoclassical economic literature is ascribed to Jacob Mincer in his article "Investment in Human Capital and Personal Income Distribution" in the Journal of "Political Economy" in 1958. Together with Gary Becker of "Chicago School" of Economics, they gave prominence to the theory. Becker also wrote a book entitled „Human capital in 1964 in which he stressed that human capital is similar to "Physical means of production" such as factories and machines, that is, one can invest in human capital through education, training and medical care and that one's output is determined partially on the rate of return on capital one owns.

Therefore, it can be deduced that human capital is a means of production, into which additional investment results additional output. Education has of late, been theorized under Human Capital Theory as basically an economic/ development instrument. That

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is, it is viewed as an important determinant of economic performance. Individuals are thus regarded as human capital, and all human behaviour is based on his or her economic self-interest functioning within freely competitive markets.

The theory stresses the importance of education and training as a major determinant of the new global economy. Dropout from school thus impedes economic, social-cultural, technological and political development. This is because a student who has dropped from school cannot participate effectively in national and individual advancement. He or she cannot get meaningful employment due to deficiency in attitude, competence, knowledge and skills.

Further, he or she cannot tap technological advancement in production or agriculture and in business. The individuals earning therefore remains exiguous and this can be corroborated by postulation that a year in high school adds more than 10% to an individual income (Goldin, 1990). It is therefore imperative that the inability to complete school would deny an individual this valuable opportunity to reap the benefit of increased income. In addition, the family and the government must have invested in a student in terms of resources, used upkeep, tuition fee, meals, transport, books, uniforms and stationery. By abandoning school prematurely, the drop out individual would have wasted all the resources. Further, the dropout may not make good decision on issues that relate to his or her life as an individual and that of the society.

2.2 School Related Factors that lead to Dropout among Female Students

Education facilities are linked to quality in terms of human resources and in-school resources. Availability of resources such as textbooks, desks and blackboards has been found to influence dropout (Molteno, Ogahoh, Cain, & Crumpton, 2000), as have

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various aspects of teaching and learning processes. Teaching practice and behaviour can particularly influence a pupil's decision to drop out. Smith (2003) found that in some schools in Zimbabwe's Southern Province, teachers did not prepare for lessons, had no schemes of work, and left pupils' assignments unmarked. Such classroom practices and implicit lack of in-service teacher development have serious implications for retention.

According to Nekatibeb (2002), learning environments have been well recognised as inadequate in sub-Saharan Africa due to low level of economic development and poverty. Most learning institutions are in short supply of classrooms, facilities and learning materials. Also, Nekatibeb (2002) observes that in many countries, teachers are poorly paid than other sectors or are not paid in good time. The results are teacher absenteeism, lack of motivation or attrition where schools and teachers are forced to search for alternative incomes from parents or to use student labour; These conditions have a negative impact on girls' education, because they discourage parents from sending girls to school or shorten the time spent in teaching and learning. Inadequate or poor physical facilities adversely affects the quality of education. It has been established that in such poor environments the girl-child comes off the worst because facilities are unlikely to be gender responsive (FAWE, 2007).

Lizettee (2000) points out that, the sanitary conditions of schools in rural and urban areas in developing countries are often appalling, creating health hazards and other negative impacts, thus schools are not safe for children. Lizettee observes that lack of facilities and poor hygiene affect both girls and boys, although poor sanitation conditions at schools have a stronger negative impact on girls. All girls should have access to safe, clean, separate and private sanitation facilities in their schools. If

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there are no latrines and hand-washing facilities at school, or if they are in a poor state of repair, then many children would rather not attend than use the alternatives (Ngales, 2005). In particular, girls who are old enough to menstruate need to have adequate facilities at school and normally separate from those of boys. If they do not, they may miss school that week and find it hard to catch up, which makes them more likely to drop out of school altogether (Lizettee, 2000).

Providing water and sanitation at school level is critical for girls. Privacy issues relating to sanitation are a major factor forcing girls out of schools (Birdsall, Levine, & Ibrahim, 2005). According to Ngales (2005), in a study on school girls towards health, dignity and wellbeing in Ethiopia, it was found that female students indicated that they often missed classes during menstruation or because culturally restrictions combined with poor hygiene and lack of privacy prevented them from using latrines at all. In addition, female school dropouts mentioned that, they feared using latrines at night due to poor lighting. The study concluded that girls' academic performance, attendance and retention rates were lower than boys, and poor school sanitation was one of the multiple difficulties that girls had to struggle with.

Research points to distance to school being an important factor in educational access, particularly for rural populations (Mfum-Mensah, 2002; Nekatibeb, 2002; & Porteus, et al., 2000). In Ethiopia and Guinea, as in elsewhere, the greater is the distance from home to school, the less likely it is that a child will attend (Colclough et al, 2000). In terms of dropout, this might particularly affect transitions to secondary or junior secondary schools in rural areas, where there might be fewer schools and which are further away (Fentiman, et al., 1999). For younger children, particularly if the journey

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is deemed too far, for girls where parents/guardians are afraid of sexual harassment, especially as they grow older (Nekatibeb, 2002).

In terms of human resources, research indicates that female teachers often have an important impact on schooling quality for female pupils (Colclough, Rose & Tembon, 2000). However, the availability of female teachers in some countries is low, and particularly in the higher grades of schooling. For example, in Colclough, Rose and Tembon (2000) found that some of the rural schools in Guinea and Ethiopia had no female teachers; this is not uncommon. Schools without, or with few, female teachers are often less attractive to parents/guardians on the grounds of safety/security of the girl-child, and also provides fewer role models to motivate girls towards continued attendance.

School facilities, availability of resources such as textbooks, desks, and blackboards have been noted to influence dropout. The availability of separate sanitary facilities is important for female retention, particularly as girls get older and start menstruation (Lafraniere, 2005). Research by Colclough, et al (2000) showed that only 5 of the 11 schools visited in Ethiopia had latrines, and of these, only one was separated for boys and girls. In most cases, these latrines were not in a suitable condition for use. In Guinea, only two of the six schools visited had latrines. The lack of latrines led to female absence during menstruation, and of subsequent poor performance or drop-out of females.

School demands do play a part in promoting school dropout. Chimombo et al (2000) register cases of female learners who were battered and dropped out of school on account of that. In his findings Mkandawire (2002) also unearthed the fact that some girls pulled out of school at Ekwendeni simply because they had been battered.

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Indeed, female learners who are frequently battered by teachers or given punishment may decide to shun from school.

Others do drop out simply because they fail to cope up with academic demands, for instance failing to measure to the demands in some subjects such as Mathematics, Biology and Physical Science. In other instances, contribution of some fees to school development projects is enough to scare some needy female students from school. In the same vein, some female students are simply not interested in manual work done at school such as scrubbing, mopping and slashing.

2.3 Personal Factors that lead to dropouts among Female Students

Personal factors have also been found to significantly contribute to female dropout from schools. Liu (2004), categorised parents into three groups namely: those supportive of children dropping out; those indifferent; and those opposed to child dropout. In most cases, it appears children make the decision to quit schools themselves, with parents opposed to the move often scolding, trying to persuade and physically punishing the youngster in order to get them to rethink, but those supporting the decision provide little resistance. In many cases, a 'lack of hope', both on the part of parents and children, seems to infuse the decision to drop-out of school.

It is also the case that some females may become pregnant, and pregnancy is a planned lifestyle choice. Grant and Hallman (2006) claim that, the lack of social and economic opportunities for girls, and domestic demands placed on them, along with gender inequities of education system, may lead to poor academic performances which may endorse early motherhood. Studies indicate that pregnancy is a significant cause of dropout for teenage girls from school (Cardoso & Verner, 2007). In Dunne and Leach's (2005) research on secondary schools in Botswana and Ghana, the

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predominant reason for female dropout was cited as pregnancy.

Both Malawi (Kane, 2004) and Botswana (Dunne & Leach's, 2005) have or have had, laws which temporarily exclude (with the pregnant girl) the father of the child from school, if they are attending. Yet, Dunne and Leach's research suggests that, in practice this only affects the female, meaning drop-out for females is much higher than for males as a consequence of pregnancy. Many countries allow girls who have been pregnant to return to school, for example South Africa, Malawi and Botswana, and currently Ghana. Yet, there is little evidence to suggest re-entry levels are significant. According to Grant and Hallman (2006), re-entry may depend, to some extent, on whether the girls become primary care givers to their children, or whether they are able to share or relinquish childcare responsibilities. Young women who live with adult females were more likely to return to school following a pregnancy-related issue (Grant & Hallman, 2006).

Disability interacts with other forms of disadvantage to restrict access further. Rousso (2003), claims that girls with disabilities are less likely to have access to education than boys. Annor (2002) indicates that access to education for children with disabilities in Ghana is more likely to be an urban rather than a rural phenomenon. Research suggests middle class children with disabilities are more likely to have access to education than those from poor backgrounds.

Thus, poor girls living in rural areas with disabilities are probably most likely to be denied access. Access for children with disabilities is also affected by individual, supply and societal factors, such as distance to school, particularly if children have mobility problems; schools which offer specialist facilities/inclusive educational practices; and cultural expectations around disability, among others. There is evidence

that children with low achievement are more likely than those with higher achievement to drop-out (Boyle, Brock, Mace & Sibbons, 2002); Hunter & May, (2003). By the time a girl child reaches Junior high secondary school level, adolescence will have been attained. Namate et al (2000) asserts that psychological feelings of shyness and embarrassment creep in as one attains adolescence. This is supported by Betemani (2000) who outlines shyness as one of the feelings one experiences as one attains puberty. Such feelings are usually pronounced among girls than boys partly due to cultural demands. More often than not, an adolescent girl will try to dispel embarrassment faced at school at all cost.

Such situations as learning in a class of underage when one is many years older, putting on tight clothes which expose sensitive parts of the body such as breasts and wearing torn up clothes, are enough to scare the female learners away. It should be borne in mind that girls are naturally shy. One wonders as to whether feelings of shyness and embarrassment could account for the dropping out of female students in public junior high schools. Unless such feelings are properly addressed it will continue to be an avenue for their exit from the academic arena.

As Kadzamira and Rose (2001) indicate, the primary cause of school dropout is poverty. This is also confirmed by Samati (2013) who reports that primary and secondary school data indicate that the children from the poorest households are underrepresented at the primary level and are close to absent at the junior high level. Junior high school completion among rural students is said to be at 34 percent lower than those of urban students. Similarly, the completion rate for students in the poorest income quintile is said to be 44 percent lower than the richest income quintile. In her view, this reflects the "triple handicap" of being poor, rural and female, which is the

situation for the majority of women and girls in Ghana.

Poverty may adversely affect the chances of girls to remain in school. A female learner may be asked to fend for herself when she has not grown of age. This usually happens where parents are poor and perhaps even fail to provide for their own needs. Again, it is in this situation in which parents who are destitute force girls into marriage. Either the parents may ask their daughter to get married in order to support their parent's family, or the girl herself may feel the necessity to get married and support her family. These are marriages of expediency.

New analysis for the 2013/4 EFA Global Monitoring Report vividly underlines the fact that girls and young women, especially those from the poorest families, have continued to be denied opportunities for education over the past decade. Unless special efforts are urgently taken to extend educational opportunities to the marginalized, the poorest countries may take several generations to achieve universal completion of primary and junior high education, according to new analysis for this Report and within these countries the poorest girls will be the last to fully enjoy the right to education. In sub-Saharan Africa, if recent trends continue, the richest boys will achieve the free compulsory universal basic education (FCUBE) completion in 2021, the poorest boys will do in 2069 but the poorest girls will not catch up until 2086 – and will only achieve the free compulsory universal education (FCUBE) completion in 2111.

2.4 Social-Cultural Factors that lead to dropout among Female Students

Culture-related factors refer to those that are related to people's way of life as expressed through their attitudes, virtual beliefs, values and pedagogy systems that

are expressed from generation to generation through the community's socialisation systems (Limangura, 2008). According to (Hunt, 2007), the non-completion of schooling by females contributes to their low social status in the society. The high level of dropout of female students from public schools in Kenya hinder empowerment of women to participate in the implementation of policies (Moraa, 1999). Abagi and Odipo (1997) state that, many communities prefer boys to girls when it comes to schooling. In places where resources are less, girls are pulled out of schools.

Family background entails the extended family, educational, occupational, and other social economic status of the family. Walberg (1984) concludes that family educational culture includes family work habits, academic guidance and support provided to children and stimulation to think about issues in the larger environment. Other components resulting from Walberg's analysis include academic and occupational aspirations and expectations of parents or guardians for their children, the provision of adequate health and nutritional conditions and physical settings in the home conducive to academic work.

Some community values do negatively impact on a girl child. Valentini (2004) relates that a girl who experiences her first menses in Chikwawa are required to undergo an initiation ceremony where she is given advice on how to behave once she comes of age. At the end of this ceremony a man (fisi) is appointed to have sexual intercourse with her as a proof that she is sexually mature. Valentini (2004) bemoans the fact that such cultural practices have promoted early pregnancies, early marriages, and transmission of STIs'and HIV/AIDs. The community may be holding marriage in very high esteem to the effect that they push the young girls into it at the earliest

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convenience. Similarly, other communities do value business more than school. In such circumstances, one should not expect learners to perform wonders at school. For such learners school is viewed as a sheer waste of one's precious time.

Also, Lockheed et al. (1991) argue that, school learning practice is a joint process that involves the school and home. This is evident in the early stages of the primary school education. The background of the family in most of the cases affects the probability that the children would go to school, attend or complete the various levels of education (Abagi & Odipo, 1997). Studies engaged in social practices imply that many African households prefer investing in boys' education than girls as they consider it more important to boys and girls less likely to drop out (Admassie, 2003). Hunt (2007) state that, African communities consider education of a girl child as a poor investment since she is expected to marry and leave home in future and her education will benefit the husband's family rather than her own. Similarly, several studies recognise that gendered social practices within households as well as schools influence patterns of schooling access for girls.

Socio-cultural beliefs, customs, practices, pregnancy, insecurity, girls' expectations and other traditions play a significant role in decisions to withdraw girls from school and their own decisions to drop-out of school. Initiation ceremonies still mark the transition from childhood to adulthood among many communities in sub-Saharan Africa. Evidence indicates that initiation creates a lot of confusion and dilemmas for girls. Ceremony schedules usually overlap with the school calendar and that leads to absenteeism and dropouts. Although, communities accept girls as adults, teachers or schools continue to consider them as children. Sometimes, they are punished for not participating in some activities which adults do not normally participate in. Initiated

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girls also find it difficult to continue schooling after passage to adulthood as the next step is expected to be married. Circumcision is another ritual that creates similar dilemmas to those who pass through initiation ceremonies.

Circumcised girls not only perceived themselves as adults, but also became negative influences on their uncircumcised peers. They also became rude to teachers, and are often rejected schools as institutions for "children". Frequent absenteeism and reduced performance led them to drop out from schools and eventually marry (Gisore, 2004). Together with the payment of bride wealth and early marriage, circumcision functions to enhance the social status of teenagers and acts as a mechanism for curbing female sexuality and premarital pregnancy. Due to emphasis placed on female virginity before marriage, these practices were perceived to increase economic returns to the family through bride wealth (Naju & Wamahiu, 2000).

In some cultural settings, communities see little or no value in educating a girl, neither do they see the children's future being different from their own (UNICEF, 2003). In Uganda, for instance, girls are considered to be married off so as to benefit the family, in terms of the bride wealth as well as act as an escape route from poverty. African families tend to have large families with large number of children (Nafukho, 2005). The large families in most of the African cultures are encouraged to provide a sense of security, and act as a source of cheap labour. Girls were considered as a source of income to the family when they are married out.

Amutabi (2003) found out that, most of the family's income was spent on the basic needs of the family, including health, food, clothing and shelter. These responsibilities and the large families put a lot of pressure on educating their children, and more so girls during hardship times. In other instances, the families tended to choose on who

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to educate in the family, and in most cases the girl child is given the least priority. The large families in African set up and the dire need for money to sustain the family makes the girls to be married very early which in turn results in early pregnancies.

2.5 Conceptual Framework

According to Kombo and Tromp (2006), a conceptual framework is a set of broad ideas and principles taken from relevant field of enquiry and used to structure a subsequent presentation. A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation it contributes to the formulation of the research design and giving a broad scope to thinking about the research. According to Omari (2011) all research is conceptual as it involves some imagination and hypothetical thought.

The conceptual framework of this study is shown in figure 1.2 which shows that the outcome of predictor variables and precipitating variables are the drop out of females from rural junior high schools. The framework is in the relationship between the predictor variables, predicating variables and outcome variables. The predictor variables include family, personal, social-culture and school causes. The predictor variable acts as the root cause leading to the other causes that precipitate the decision of a female student to drop out from school. Precipitating variables are those characteristics which come as a result of pressure from the predictor variables that the student may show before the decision to drop out of school. The precipitating variables in this study include family income, child labour, the age of family head, religion, early marriage, motivation, repetition, absenteeism, drug abuse, indiscipline, low academic performance, poverty, entrepreneurship, low income of parents/guardians, long distance from home to school, and the poor learning

environment among others.

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┌─────────────────┐        ┌─────────────────┐        ┌─────────────────────┐
│   PREDICTOR     │───────▶│  PRECIPITATORY  │        │    OUTCOMES         │
│   VARIABLES     │        │   VARIABLES     │        │    VARIABLES        │
└─────────────────┘        └─────────────────┘        │  • Low learning     │
                                                       │  • Low              │
┌─────────────────┐        ┌─────────────────┐        │    achievement      │
│    SCHOOL       │───────▶│   Motivation,   │        │  • Low academic     │
│    FACTORS      │        │  Repetition and │        │    performance      │
└─────────────────┘        └─────────────────┘        └─────────────────────┘

┌─────────────────┐        ┌─────────────────┐
│   PERSONAL      │───────▶│   Drug abuse,   │        ┌─────────────────────┐
│   FACTORS       │        │ Indiscipline and│        │  Female Students'   │
└─────────────────┘        │     Stress      │        │   Dropout from      │
                           └─────────────────┘        │   Rural School      │
┌─────────────────┐        ┌─────────────────┐        └─────────────────────┘
│    SOCIAL-      │───────▶│ Family background,│
│   CULTURAL      │        │ Religion and Early│
│   FACTORS       │        │     Marriage    │
└─────────────────┘        └─────────────────┘
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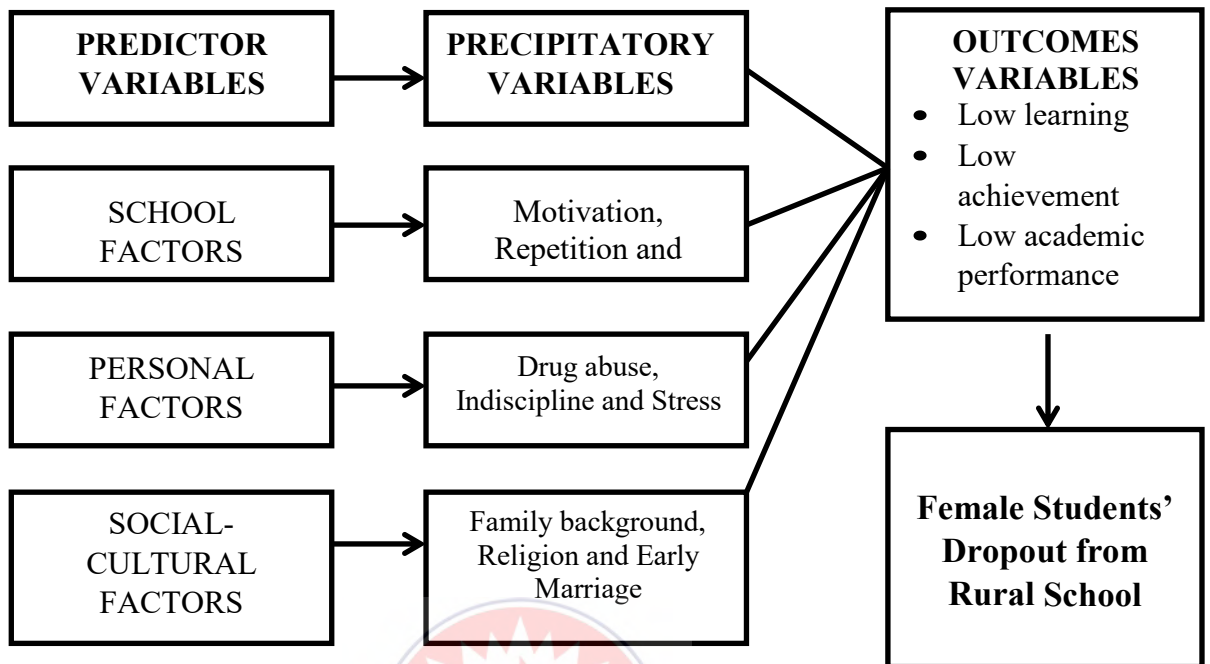
Figure 1: Conceptual framework showing the causes of drop-outs among rural female students.

Source: The researcher's construct (2021)

2.6 Summary

The problem of school dropout cannot be attributed to only one single factor. The literature review highlighted the major causes of dropouts, including school related, personal and socio-cultural factors. These factors are closely interrelated and all have a role to play in the dropout phenomenon. Any attempts to alleviate this problem must, therefore, take the factors and deal with each factor in a systematic manner. Research studies that have been done show marked generalization and some weaknesses of the dropout of girls.

The reviewed literature displays the fact that female learners are often victims of circumstances. Perhaps, they have more challenges than their male counterparts as they battle it out academically. It is my contention that most of these causes can be dealt with. However, there is need for a collaborative effort among all stakeholders to address these challenges effectively.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter deals with the research methodology employed for study. It discusses the research approach, research design, population, sample and sampling procedures, instrument for data collection, trustworthiness, data collection procedures, data analysis procedures and ethical considerations.

3.1 Research Approach

The study employed the qualitative research approach. The approach was suitable for the study because it enabled the researcher to get the experiences, attitudes and views of the factors that lead to dropout among junior high school girls in rural communities in the Effutu Municipality. According to Haller and Kleine (2001), qualitative methodologies explore the feelings, understandings and knowledge of others. The aim is to gain a deeper insight into the processes shaping the social world. The emphasis on qualitative research is to understand the lived experiences and reflect on and interpret the understandings of school girls without influencing them in any way. The study aimed at observing and describing the factors that influence dropout among rural junior high school female students in the Effutu Municipality.

3.2 Research Design

The research adopted a phenomenological design. The study involved describing the situation under study as it was by bringing out all the details. It allowed for an intensive or in-depth exploration of the problem at hand for deeper understanding of the situation. The use of the design enabled the researcher to use interview to collect data. The study was deeply embedded in social and humanistic context and believes

that using phenomenological case study design was appropriate. The phenomenological case study design was chosen because the focus of this study was the phenomenon of rampant dropout of females students in in junior high schools in Effutu municipality.

3.3 Study Area

The study was conducted in the Effutu Municipality, in the Central Region of Ghana, to investigate the factors that cause dropouts among junior high school girls in rural schools. The population of Effutu Municipality, according to the 2010 Population and Housing Census, was 68,592 which represented 3.1% of the region's total population of 2,201,863, with males and females representing 48.8% and 51.2%, respectively (Ghana Statistical Service, 2014). The Municipality has a youthful population since one-third fall below 15 years and in terms of occupation, majority of the populace (31.4%) are engaged in craft and related trades, followed by service and sales (24.9%); about 27% of the male population are into agriculture Fishing is the most dominant industry in the Municipality, followed by retail services then agriculture and forestry (Ghana Statistical Service, 2012).

The Effutu Municipality has many educational institutions, including the University of Education, Ghana Police Command and Staff College, nursing training college, a vocational institution and a public senior high school. With these educational institutions, access to educational becomes easily. A third (33.8%) of the population of school going age are currently in primary school with 13.3% at the junior high school (JHS) level, less than one-tenth (6.9%) are in the senior high school (SHS) and close to 28% are at the tertiary level (Ghana Statistical Service, 2012). Effutu Municipality is divided into three circuits: the east, west and central circuits. The

number of basic schools in the East, West, and Central circuits is 39, 33 and 23, respectively. The junior high schools in the rural communities in the Municipality includes Ateitu/Osubonpanyin M/A, J.H.S, Gyangyanadze M/A, J.H.S, Atekyedo M/A, J.H.S, Gyahadze M/A, J.H.S and Essuekyir M/A, J.H.S (Effutu Municipal Education Directorate, 2017).

Figure 2: Map of the study area

Source: Ghana Statistical Service (2012)

3.4 Population

According to Mugenda and Mugenda (2003), population is the whole group of individuals, events, or objects with some common observable characteristics. The target population of this study included all dropout girls from public schools in the rural communities in the Effutu Municipality. The accessible population of this study was all dropout junior high school girls from public schools in the rural communities in the Effutu Municipality. The researcher was interested in selecting public junior high schools because of the upsurge of dropout cases in these schools. Some Teachers and parents were used as part of the population for the study so that the research could

get some vital information on the factors influencing the dropout of girls n the Municipality.

3.5 Sample and Sampling Procedure

Sampling is the process of selecting a statistically representative sample of individuals from the population of interest (Kamangar & Islami, 2013). Purposive sampling was used to select five basic public schools for the study. According to Merriam (2009), for qualitative analysis, sampling is most fitting. Merriam further explains that, this purposive sampling is based on the premise that, the researcher needs to understand and gain knowledge, so a sample from which the most can be learned must be chosen for the qualitative sampling procedure. The researcher used purposive sampling technique to select 20 participants for the study. According to Creswell (2012), sample size for qualitative research should range from 5 to 20 participants. Saturation is reached when a researcher collects data from participants to a point where participants have nothing new to add to the data (Marshall et al., 2013). This study used 15 school dropouts, 2 teachers and 3 parents, making 20 participants in all.

3.6 Instrument for Data Collection

An unstructured interview guide was used for data collection for this study. Unstructured interview in qualitative research involves asking relatively open-ended questions to enable the participants to discover their perception on the topic of interest (Zhang, 2012). An interview guide is designed to draw the interviewees' constructs embedded in their thinking and rationale for decision-making. The researcher used the unstructured interview guide to collect numeric bio data from junior high school girls and qualitative data on the factors that lead to dropouts among them from schools in rural communities in the Effutu Municipality. The interviews were used so as to get an

in depth information from respondents. They also had adequate freedom to offer well thought-through responses to the items. The interview guide was designed by the researcher in consultation with the supervisor and other experts, and was administered in person to the respondents by the researcher and research assistants so as to avoid errors and safeguard accuracy. A Combination of structured and unstructured questions was used for tapping very relevant information from the respondents. This requires such details of the students, age range, parent occupation, and academic year of school dropouts and causes of school dropouts.

3.7 Trustworthiness

In order to assess the soundness of qualitative research as an alternative to more conventional quantitatively-oriented standards, Guba and Lincoln (1989) suggest four criteria: credibility, transferability, dependability and confirmability. Credibility means establishing that, from the perspective of the participants, the findings of the study are credible. It involves the use of two or more methods of data collection in a study of some aspects of human behaviour. Transferability refers to the degree to which it is possible to generalize the findings or transfer results to other settings. Dependability stresses the need for the researcher to account for the ever-changing context in which the study occurs. You can ensure the dependability of the conclusion of the study by asking clear questions, reducing bias and subjectivity during data collection. Confirmability of the study was addressed by ensuring that the results were not influenced by personal feelings, interpretations of the results, or personal prejudices, but was purely based on facts. I ensured that the results accepted as the subjective knowledge of the researcher, can be trace back to the raw data of the research. The researcher used audit trial, which provides a means for the researcher to ensure that the constructions could be seen to have emerged directly from the data.

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3.8 Data Collection Procedure

An introductory letter was obtained from the Head, Department of Social Studies Education of the University of Education, Winneba, to enable the researcher visit the schools with the permission of the headmaster. The researcher interacted with the teachers and indicated to them the form the study was going to take. The interview was done early in the morning between the hours of 7 am and 8 am in the respect homes of the dropout students. Using the interview protocol, teachers were interviewed and audio recorded. The interview protocol consisted of questions developed from a range of related research literature to support study questions about the factors influencing female dropout in the Effutu Municipality.

3.9 Data Analysis Method

Data analysis entails the organization of what is collected into patterns and categories while looking for relationships and linkages (Patton, 2002). The instrument that was used in the data collection produced mainly qualitative data. The qualitative data was analysed qualitatively using thematic analysis. Thus, the data was analysed using the interpretive method based on the themes arrived. The themes were related to the research questions and interpreted on the number of issues raised by participants. These were based on questions on the semi-structured interviews of the participant. Data collected was checked for completeness, edited, cleaned, and analysed using thematic content analysis. Results were presented based on relevant themes and sub-themes. Frequency and percentage tables were also generated to show the true picture of the findings gathered from the data.

3.10 Ethical Considerations

Mugenda and Mugenda (2003) define ethics as that branch of philosophy which deals with ones conduct and serves as a guide to one's behavior. Since researchers are people genuinely concerned about other peoples' quality of life, they must be people of integrity who will not undertake research for personal gain or research that had a negative effect on others. In order to obtain the required information, it was, therefore, necessary to guarantee respondents' anonymity. The respondents' names were not recorded in the final project. Participants were reminded before each interview started that their involvement was purely voluntary and could withdraw from it at any time. The researcher ensured that there was no harm to the respondents by clearly explaining what would be involved in the study. The researcher also ensured that respondents had access to relevant information prior to signing the consent form. The researcher used pseudonyms instead of the respondents' real names.

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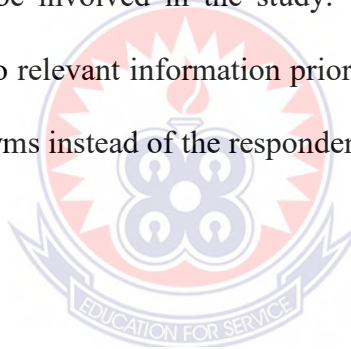
CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter concentrates on the findings and discussion of the study. The chapter is divided into three sections. The first section focuses on the background information of the participants, the second section deals with the data presentation and analysis, and the third section deals with the discussion of the findings in relations to the research questions.

4.1 Background Information of Respondents

The study sought to establish the background information of the respondents employed in the study with regard to the age range, parent occupation and academic year and school dropouts and their reasons for dropping out. The results are presented in tables 1, 2 and 3
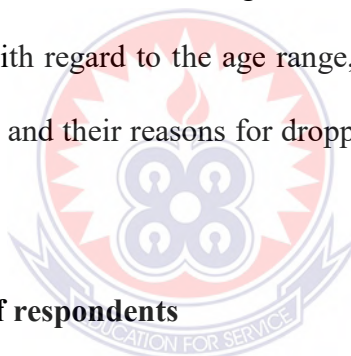
4.1.1 Age distribution of respondents

The age distribution of respondent is presented in Table 1.

Table 1: Age distribution of respondents

Age Range	Frequency	Percentage
12 – 15 years	4	26.6
16 – 19 years	6	40.0
20 years and above	5	33.4
Total	**15**	**100**

Source: Field Data (2021)

Table 1 reveals that, 6 (40%) of the respondents were between the age bracket of 16 – 19 years, 5 (33.4%) were between the ages of 20 years and above, 4 (26.6%) of the

respondents were between the 12 and 15 years. The implication here is that the dropouts were young girls who could be sent back to school.

4.1.2 Occupation of respondents' parents

According to Drew and Segi (2003), parents' economic status influenced their ability to make financial contributions. Hence, it was important for the researcher to ask the respondents to mention the occupation of their parents. This informed the researcher to establish whether a parent occupation could contribute to junior high school girls dropping out of schools in rural communities in the Effutu Municipality. Occupations of parents are presented in Table 2.

Table 2: Occupation of respondents' parents

Parent Occupation Background	Frequency	Percentage
White collar job	3	20.00
Self-employment	8	53.33
No job	4	26.67
Total	**15**	**100%**

Source: Field Data (2021)

Table 2 reveals that, 8 (53.0 %) of the respondents' parents were self-employed, 4 (26.67 %) of the respondents' parents were unemployed and 3 (20.00 %) of the respondents' parents were employed in white collar jobs. Majority of the parents of respondents are either self-employed or unemployed this to large extent can contribute to drop out of female students.

This picture is not different from what Amutabi (2003) found out that, when he said most of the family's income was spent on the basic needs of the family, including health, food, clothing and shelter. These responsibilities and the large families put a lot of pressure on educating their children. In other instances, the families tended to

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choose who to educate in the family, and in most cases the girl child is given the least priority.

4.1.3 Year on year dropouts of respondents

The respondents were asked to indicate the academic year in which they dropped out from school, and the results are presented in Table 3.

Table 3: Academic year and the number of school girls who dropped out

Academic Year	Frequency	Percentage
2013 – 2014	1	06.7
2015 – 2016	2	13.3
2017 – 2018	3	20.0
2019 – 2021	9	50
Total	**15**	**100**

Source: Field Data (2021)

Table 3 reveals that, 5 (33.3%) of respondents dropped out from school in the 2019 – 2020 academic year, 4 (26.7%) dropped out in the 2021 academic year, 3 (20.0%) drop-out from school in the 2017–2018 academic year, 2 (13.3%) drop-out from school in the 2015–2016 academic year, and 1 (06.7%) dropped from school in the 2013-2014 academic year.

The figures in the table shows that as the years go by, more female students drop out of school. This scenario is not different from the report by UNESCO. According to UNESCO (2022), there are over 192,500 school dropouts in Ghana, with over 102,000 being girls. The UNESCO (2022) added that up to 30% of school dropouts occurring among girls is attributed to teenage pregnancy emanating from social-cultural and economic factors.

4.2 School Factors that cause Drop-out among Rural Junior High School Girls

Research Question One: What school factors cause drop-out among junior high school girls in the rural communities in the Effutu Municipality?

This question sought to determine the school-related factors that cause dropout among junior high school girls in the rural communities in the Effutu Municipality. Female pupils dropped out from school were asked to mention some of the school-related factors that made them to drop out of school.

This is what one of the respondents (R1) has to say:

R1:

I didn't receive anything from anybody…. If I had a problem at   school, I used to talk to my classmates because our teachers were not that friendly. We only had a football club but we didn't have any girls' club in my school. I didn't receive any career guidance; we didn't have it in my   school.

R3 said:

While at school, I never received any support from any one apart from my mother; it was ok though some students used to come with money at school but because my parents are poor, I understood that I couldn't be like them. At my school majority of the teachers were males and, there, sometimes I feel shy to talk about my menstrual issues with them.

The issue raised by the respondents is not different from what was Colclough found in the literature review. Colclough et al. (2000) found that in Ethiopia, teachers in school more positively viewed boys than girls because they usually expect girls to quit school early. Teachers' attitude and their teaching practices have foremost impact in

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sustaining girls in schools. According to Nekatibeb's (2002) studies from several countries in sub-Saharan Africa indicate that both female and male teachers believed boys were academically better than girls. This study also found that most teachers tend to pay more attention to boys in the classroom than girls. Research by Fawe (2001) showed that, teachers were not conscious in using their language toward girls in the classroom. They also viewed girls as less intelligent to those boys and that girls are just there to marry early. According to Njau and Wamahiu (1994) in a study on dropout rates in Sub-Saharan Africa, they found that the foremost cause of higher rate of girls' dropout was the attitude of teachers towards girls in class. Teachers tend to be good to boys than girls, in terms of academic performance and achievement which led to dropout. One of the participants had this to say:

Similarly, findings from a study done by Sima (2015) revealed that most psychotherapists in basic schools are diploma holders with a number of years of general teaching experience, but who are not specifically trained in guidance and counseling, and, linked with that, guidance and counseling services are not sufficient to help school girls use these services appropriately or effectively. With regards to their children's assignments and where their work, most of them mentioned that they didn't receive any assignments from teachers or from school.

### 4.2.1 Inadequate facilities for girls at school

When asked about services and facilities provided by their schools, most participants reported that, these were scarce or non-existent.

The R4 and the R7 have this to say:

> *According to the respondents, "We needed some things such as computers and textbooks but it was hard for us to have access to them".*

Enfield and Owens (2019), and Booyens and Crause (2012), recommend that, young people should be supported in developing social networks and recreational facilities. Recreational facilities would offer them attractive alternatives to boredom, alcohol and drug use, gang membership, crime and other destructive activities. Unfortunately, the young participants in this study experienced lack of those services and facilities in their schools. Some participants mentioned a few non-school and extra-curricular events provided by their schools.

Inadequate sanitation facilities in schools such as toilet facilities, urinals and change and washrooms massively cause girls' dropout because this inadequacy indicates that schools are not safe for girls.
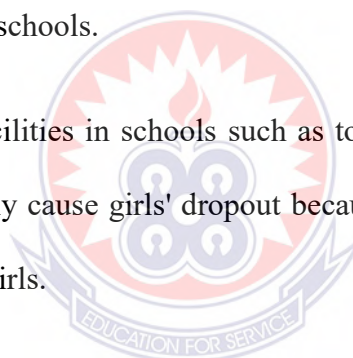
R10 said:

> *We have to share the same toilet facilities with boys. Sometimes, you will be in the toilet and boys will open the door on you.*

Lizettee (2000) observes that, though lack of facilities and poor hygiene affect both girls and boys, poor sanitation in schools has a strong negative impact on girls. Parents expect safe and separate sanitation for their daughters in schools.

According to Lizettee (2000) for girls entering adulthood, they need to have separate and adequate facilities for their menstruation time in school, without proper facilities it would discourage them from being in school, and consequently they tend to drop out (Lizettee, 2000). Birdsall et al. (2005) argue that, girls' privacy issue in schools is

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foremost a factor which forces girls to drop out from schools. UNICEF (2009) further argues that separate hygienic toilets should be made available for boys and girls when designing the facilities of a school. UNICEF (2006) contents that, in Africa, the lack of basic sanitation are the cause decreasing enrollment of girls in secondary schools but girls spend more time in schools when sanitation facilities are adequate. UNICEF (1998) further observes that if the toilets are shared by girls and boys or are closely located in schools a significant number of girls drop out because of harassment and lack of privacy. There is the need for detached toilet facilities to be provided for both boys and girls so as to allow them have their privacy.

4.2.2 Journey to school

When asked about their journey to school, most respondents described the struggle involved in getting to school in the mornings, taking public taxis and buses, the drivers of which were harsh and impatient and often made them wait for long periods. Some respondents also had to complete their domestic duties before setting out for school, while others had to walk the full journeys to school.

R8 reported that:

> *My school was very far, so I was supposed to wake up early, before 7:00 am to be at the bus stop. From there I had to walk for about 30 minutes to school, I used to get tired by the time I was at school and coming back home was the same problem. So, I always got to school late and eventually I had to drop out because going to school became uninteresting to me.*

R9 has this to say about the distance from school:

> *My journey to school was a punishment. When I arrived late, I was surely punished by my teachers. Even If I explained to them that it's because of the long journey from my house to the school, they would*

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not take that, so I was beaten almost every day, and finally I had to stop schooling.

School distance is an important determinant of school dropout for female students. Juneja (2001) observes that, if school is considered too far from home, young girls tend to drop out more due to their vulnerability to sexual harassment (Colclough et al., 2000; Nekatibeb, 2002). Parents are afraid for the safety of their children when they have to travel longer distances to school. Ainsworth et al. (2005) also contends that, the likelihood of girls secondary school attendance decreases with the greater the distance compared to the nearer secondary schools. Nekatibeb (2002) also determinants that school distance is the foremost obstacle for girls' education in many countries in Africa. A large number of studies in African regions report that school distance can discourage girls from being educated for two major problems. One of them is the length of time and energy needed to cover the distance for girls with empty stomachs. Another is parental anxiety about sexual safeguard of their daughters. Short school distance gives the motivation to girls to stay in school. Ainsworth et al. (2005) found that close proximity to schools had a positive motivating impact on girls.

4.2.3 Experiences in school and after school

When asked about their feelings/experiences with school work, friends, teachers and activities while still at school and after school, most participants mentioned both positive and negative experiences. Regarding after-school activities, several respondents mentioned that most of their time was taken up with domestic duties.

R12 said:

> *After school I used to do house work such as cooking and washing clothes, therefore I didn't have time for my private studies. This affected my academic work, I started performing poorly in school, and this took away my interest in schooling so I had to stop.*

Grant and Hallman (2006) claim that, the lack of social and economic opportunities for girls, and domestic demands placed on them, along with gender inequities of education system, may lead to poor academic performances which may endorse early motherhood.

Several respondents reported negative experiences while at school:

R11 has this bad experience to share with the researcher:

> *I was beaten up because I could not answer questions correctly. I was asked to do pushups. I felt bad and made me to stop school. I and my class mates were suspended by the headteacher. I will never forget that as we missed classes for three weeks, so it was hard to catch up.*

R15 also described the harshness and punitive attitude of her teachers:

> *One day, I was beaten and I was told to do push-ups, also I was also asked to cut the grass for cows. I will never forget that. Due to so much punishment at the time I used to obtain bad grades in school.*

Smith (2003) found that in some schools in Zimbabwe's Southern Province, teachers did not prepare for lessons, had no schemes of work, and left pupils' assignments unmarked. Such classroom practices and lack of in-service teacher development have serious implications for retention.

Nekatibeb (2002) observes that in many countries, teachers are poorly paid than other sectors or are not paid in good time. The results are teacher absenteeism, lack of motivation or attrition where schools and teachers are forced to search for alternative incomes from parents or to use student labour. These conditions sometimes make teachers to be harsh on the students in class. They even punish students when the students answer questions wrongly. These have negative impact on girls' education,

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4.3 Socio-Cultural Factors that Cause School Drop-out

Research Question Two: What socio-cultural factors lead to dropout among rural junior high school girls from schools in rural communities in the Effutu Municipality?

4.3.1 Families and communities the young girls come from

The respondents explained that, both their family and community environments were difficult. It appears that to the respondents, everyday life was a mind-struggling battle for them to survive for various reasons, including poverty and lack of support from family and the community. Respondents were asked to indicate the socio-cultural factors that influenced them to drop out of school, and the following were their responses: R2 and R5 said:

> *We are many; living a difficult life, my parents were struggling to get food on the table, but sometimes it was hard, I could see that.*

R13 has this say about the socio-cultural factors:

> *Here my family is ok and my sister's husband is also ok, but sometimes, I feel like I have become a burden to them as they have to take care of their children and me as well. My father is disabled and is unable to support me, but I don't like depending on them for everything because it's extra burden; so that I have to fend for myself.*

The African Development Bank (2017) points out that, income inequality in Ghana appears to have remained unchanged. There is also substantial number of poor people in rural/peri-urban areas. In this context, some participants saw poverty as severely limiting their options in terms of continuing school. Family background entails the extended family, educational, occupational, and other social economic status of the family. Walberg (1984) concludes that family educational culture includes family

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work habits, academic guidance and support provided to children and stimulation to think about issues in the larger environment. Other components resulting from Walberg's analysis include academic and occupational aspirations and expectations of parents or guardians for their children, the provision of adequate health and nutritional conditions and physical settings in the home conducive to academic work.

The background of the family in most of the cases affects the probability that the children would go to school, attend or complete the various levels of education (Abagi & Odipo, 1997). Studies engaged in social practices imply that many African households prefer investing in boys' education than girls as they consider it more important (Admassie, 2003). Hunt (2007) states that, African communities consider education of a girl child as a poor investment since she is expected to marry and leave home in future and her education will benefit the husband's family rather than her own. This makes some girls to feel that their parents and relatives are just wasting money on them.
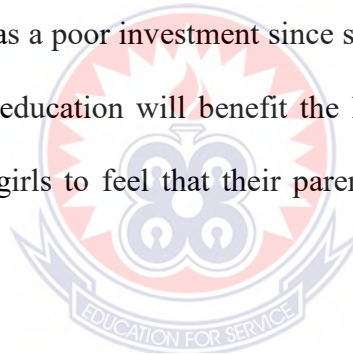
R14 has intimated that:

> *There is no money at home and I couldn't get enough to come to school, so I had to support my parents by engaging the sale of food items. I wanted to do two together, but it was stressful, and I couldn't concentrate on my studies, so I had to stop schooling.*

Malekela (1986), in a study on secondary school students in Tanzania in the 1980s, found that girls from single-parent households were less likely to attend secondary school, possibly due to the need for their labour in daily household chores. This effect is likely to reduce the positive impact for a girl of being in a female-headed household, and this will negatively affect her education.

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4.3.2 Parents' negative perceptions about girls' education

Parents' expectations were not high with regard to the education achievements of their girl child. Most of the respondents reported that their parents/guardians wanted them to learn trades so that they could help their families financially. The respondents reported that their parents or guardians wanted them to stop schooling and help in the house and their businesses. One of the parents has this to say:

> "*I need to stop my daughter from school to learn a trade and allow her brothers to school because life is not too easy*".

Some respondents stated that their parents wanted them to simply work hard in order to help put food on the table for the family. Respondent (R13) said,

> "*I help my parents in household chores and errands because now I do different work and make some money including washing clothes and fetching water for neighbours.*

Liu (2004), categorised parents into three groups namely: those supportive of children dropping out; those indifferent; and those opposed to child dropout. In most cases, it appears children make the decision to quit schools themselves, with parents opposed to the move often scolding, trying to persuade and physically punishing the youngster in order to get them to rethink, but those supporting the decision provide little resistance. In many cases, a 'lack of hope', both on the part of parents and children, seems to infuse the decision to drop-out of school.

Another respondent, R5 had this vi:

> "*My parents want me to be a good person and also find a good trade so that I can help myself and also help them so they asked me to stop schooling.*"

> "*I don't talk a lot about school with my parents. But, because my mother lost her job I had to contribute and work hard so that there will*

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be food on the table. They depend on my wages though it's too little to feed everybody, but it helps".

R4 also has this to say:

> *"My parents have never asked me anything about what I used to do at school or finding a mate for marriage…. but I go to the mosque every day for prayers my mother urges that if I'm regular at the mosque, I'll find a good husband to marry".*

The two participants above were attending church classes, and despite the fact that they had dropped out of school, their parents were ready to pay for their church offerings although, according to the girls, their parents could not afford to pay for their education when they were in school.

In this context, a study done by Fan and Chen (2001) found that, parental objectives had a much stronger correlation with student school retention and academic achievement. Therefore, positive parental expectations for a child to complete and do well at school lead to most children performing well at school, whereas the opposite portrays otherwise. This clearly shows that sometimes, the decisions and priorities of parents significantly affect their children's education.

However, a few respondents mentioned that, their parents wanted them to concentrate on their studies, but they simply did not have enough money to support them to complete their studies. R13 noted:

> *My mother wanted me to study, and always encouraged me to study very hard, but she did not have a job so she told me to stop going to school. My parents actually wanted me to become a nurse but they didn't have money to support me.*

In terms of community expectations, most of the participants reported that some people in their communities were expecting them to get married.

R11 has this experience to share:

> *"My neighbors usually asked me if I was planning to get married soon, because most of young girls like me were married."*

R1 noted:

> *In this community there is nothing I can say; I am always indoors…. They expect girls to get married so that they can have parties and all that. There is also a lot of competition here; girls like to compete. If one gets married then people start asking when your wedding is because your young ones are leaving you behind … and they will ask me if I want to get old in my mother's house.*

Brennan, Barnett and McGrath (2009) contend that, youth development is not just the duty of parents and specialists; it is the responsibility of the entire community. Therefore, young people should be provided with ample opportunities, through sustained interaction, communication, and positive relationships with adults, other youth, and community organisations, to ensure that they value and appreciate their lives, including their school experiences.

4.4 Personal Factors that lead to Dropouts among Rural Junior High School

Research Question Three: What personal factors lead to dropout among rural junior high school girls from schools in rural communities in the Effutu Municipality? This question was posed to determine the personal factors that lead to dropout among rural junior high school girls in rural communities in the Effutu Municipality.

Most of the girls in this study described themselves as hard-working who liked performing household chores such as cleaning the house, fetching water, cooking and washing of clothes. The following is a head-to-head transcription and analysis of personal-factor responses by study participants. Respondents were asked to indicate how they perceive how the girl factor affected their schooling.

R5 narrated,

> "*Because I am a girl, I have to help my mother with domestic work. I do this every day before going to school. Finally, I stopped going to school to help her always.*"

One respondent did not like the idea of being a girl because, unlike boys who virtually do nothing at home, girls do most of the household chores, and this made me to drop out of school. She indicated,

> "*I have a lot more responsibilities than my brother, for any small work they will call me, but my brother would be seated doing nothing.*"

Some of them described how as girls they needed to be careful in their sexual relationships with boys and men in order to avoid becoming pregnant.

R7 narrated:

> "*I have to be careful with men because if I am not I may end up becoming pregnant again, it is this unplanned pregnancy that even made me stop school and still taking care of this baby you see here.* "

R14 expressed her understanding of being a girl by relating it to having breasts, monthly menstruation periods and conception. She said,

> "*I think being a girl means that you have breasts and starts menstruation period, meaning that one can have children. It means that a girl can become pregnant and have babies*"

4.5 The Friends Related Factors Accounting to Drop Out of School

When asked if they had friends, most of the respondents responded in the affirmative, and added that they had met many of their friends while at school and they enjoyed being with them because they had the same interests and also their friends played an important role in their lives. R9 said:

My parents died early so I always hang out with friends who are always not in school. We go out and have fun and return home late in the night so when I go to school the next day, I would be dozing off and my mates called me names, and this reduced my interest in attending school, and with time I eventually stopped schooling.

Jackson and Cartmel (2010) see friendships as being an important influence on what children do when they start school, particularly for children living in areas of socio-economic disadvantage. Socio-economic disadvantage is commonly linked to poor cognitive and educational developmental outcomes and may affect children's readiness to start school. As a result, children in low socio-economic areas are less likely to have a positive school transition. This poor start to school can have a negative impact on children's schooling experience, education outcomes or even cause them to drop out. Thus, the drop-out rate of girls in an area such as the Effutu Municipal could be affected by this kind of low school performance, school transition and lack of discipline in school.

4.6 Suggested Measures for Addressing Girls School Dropout

When asked what could be done to address the school drop-out problem, most participants mentioned that girls could play a big part in finding a solution to their problems, in terms of continuing their education through hard work, seeking help, and concentrating on their studies. The following responses support the above:

Girls should focus on their studies and also work hard to achieve their goals. They should not depend on men to get what they want.

Girls… who are still in school should study hard to achieve their dreams.

I think girls should try to achieve their goals. I will advise girls who have the opportunity to study hard so that they can achieve their dreams in future.

I will advise girls who have the opportunity to study should do that with seriousness.

Girls should make wise choice, I didn't make wise choices myself, but I would like my children to finish their studies and also girls should seek help from their parents before making any decisions; some men are not honest to girls.

Seeking help to continue with their schooling was the plea from R2:

"Girls should seek help if their parents are poor; that's why when I heard that you were conducting this interview, I came, to participate in it so that I will advise school girls."

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the study, conclusions and recommendations as well suggestions for further studies.

5.1 Summary

The study investigates factors that cause dropouts among junior high school girls in rural schools in the Effutu Municipality in the Central Region of Ghana. In the quest to find answers to the problem, three research objectives were formulated. They were:

1. To assess the school-related factors that lead to dropout among rural junior high school female students in the Effutu Municipality.
2. To explore the social-cultural factors that lead to dropout among rural junior high school female students in the Effutu Municipality.
3. To investigate whether student personal factors lead to dropout among junior high school female students in the Effutu Municipality.

The study employed a qualitative research approach, and the target population of this study included all dropout junior high school girls from public schools in the rural communities in the Effutu Municipality. A total of 20 respondents (15 students, 2 teachers and 3 parents) were purposively sampled. Interview guide was the main instrument used for data collection. The data collected was analysed thematically.

5.2 Major Findings

The findings of the study are as follows:

1. The study found that unconducive learning environment, poor school administration, poor academic achievements, underachievement of good enough result, repeated of classes despite their age and poor relationship between female learners and teachers were the school-related factors that led to girls' dropout among junior high schools in rural communities.

2. The study found that, parents' prefer to invest in their male children's education because, cultural practices considered the education of a female child as a poor investment. Females considered as a source of family income were the social-cultural factors that caused dropouts among junior high school girls in rural communities in the Effutu Municipality.

3. The study found that unplanned pregnancy, poor academic performance in class, influence by peers and early marriage were the personal factors that caused dropout among junior high school girls from schools in rural communities win the Effutu Municipality.

5.3 Conclusions

The study concluded that:

Social-cultural and personal factors lead to dropout among rural junior high school girls from schools in rural communities within Effutu Municipality. School related factors sufficiently affect the increase in dropout rate of girls. However, most of these factors are allied with school resources and an unequal distribution of school resources markedly linked to the geographical location of schools. Schools in urban regions facilitate more for girls compared to schools in rural regions. Cultural reasons

also play an important role in high incidence of early dropout of girls. Sometime it depends on parents on how to perceive girls' education.

Also, personal decisions constrain girls' education especially in the study area. Some traditional cultural practices and beliefs of the study area massively affect as barriers to girls' education.

Moreover, the problem of dropout rate of a girl child should be a concern of every member of society since it has negative consequences at both the individual and social level. Thus, dropout is not a mere problem that affects or impacts an individual but a problem that affects the entire community.

5.4 Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

1. The study recommends that, there must be a strong school and community engagements and collaborations to institute early preventive measures and proactive interventions aimed supporting female learners from dropping out of school.

2. The study recommends that the affected schools should be mandated to organize general parent meetings to enable the parents to meet teachers and discuss problems affecting their girls' education in order to find solutions to them.

3. The study recommends that, the government must institute poverty alleviation strategies to empower the parents financially to meet needs of their wards and including providing incentives for their female wards to continue their education.

5.5 Suggestion for Further Study

1. The researcher suggests that a comparative study should be conducted on factors that lead to dropouts among junior high school and senior high school girls from schools in the Effutu Municipality.

2. Perceived factors of school dropout among Junior High School students in the Effutu Municipality in the Central Region.

3. Using the mixed methods approach to determine the causes of teenage pregnancy among rural junior high school female students in the Effutu Municipality.

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APPENDIX

Questionnaire

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF SOCIAL SCIENCE

DEPARTMENT OF SOCIAL STUDIES EDUCATION

INTERVIEW GUIDE FOR JUNIOR HIGH SCHOOL FEMALE STUDENTS

SECTION A

RESPONDENT BIO-DATA

1. Age Range

(i). 12 – 15 years ( )

(ii). 16 – 19 years ( )

(iii). 20 years and above ( )

2. Parent Occupation

(i). Pretty trader ( )

(ii). Civil servant ( )

(iii). Unemployed ( )

(iv). Farmer ( )

3. How many females have dropped out of school in your class since you joined this school?

(i) 1-3

(ii) 4-6

(iii) 7-9

(iv) Above 10

4. What do you think made them drop out of school?

(i) Lack of schools fees ( )

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(ii) Early marriage ( )

(iii) Forced by parents ( )

(iv) Distance from school ( )

(v) Other ( )

Please indicate………………………………………………………………...

SECTION B: INTERVIEW QUESTIONS

1. What can you identify to be the major school factors that lead to Junior High School female student's dropout from rural schools in Municipality?

2. What can you identify to be the major personal factors that lead to Junior High School

   female student's dropout from rural schools in Municipality?

3. What can you identify to be the major social-cultural factors that lead to Junior High School female student's dropout from rural schools in Municipality?