

UNIVERSITY FOR DEVELOPMENT STUDIES

COMMUNITY SUPPORT FOR GIRL CHILD EDUCATION IN DAMONGO

BY

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MANAGEMENT)**

(UDS/MBM/0029/10)

**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF BUSINESS STUDIES,
FACULTY OF EDUCATION, LAW AND BUSINESS STUDIES UNIVERSITY FOR
DEVELOPMENT STUDIES, IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR
THE AWARD OF MASTER OF ARTS IN BUSINESS PLANNING AND MICRO
FINANCE MANAGEMENT**

OCTOBER, 2012



DECLARATION

CANDIDATE'S DECLARATION

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another Masters in this university or elsewhere.

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SUPERVISOR'S DECLARATION

I hereby declare that the preparation of this dissertation was supervised in accordance with the guidelines on supervision of dissertation laid down by the University for Development studies.

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ABSTRACT

Formal education plays a vital role in the development of human capital for empowerment, therefore there is the need for parental and community involvement which can positively influence learners academic success regardless of a family's wealth or education. The study which is a descriptive survey, sought to find out the role of parents and community members in supporting girls education and also any other barriers which limit the education of girls in West Gonja District. The views of adult respondents between 23-80 years from the district were gathered by means of questionnaire.

The data was analysed using percentages and frequency distribution tables to address the research questions formulated to guide the study. The results indicated that there were no organized practices inhibiting girls' education in the district. The notions expressed by a few respondents are shear cultural beliefs.

The overall findings was that both parental and community support were encouraging. An additional finding was that respondents provided final support however little the support to ensure that girls gave full attention to studies. It is therefore recommended that there is the need for an intensive education on negative traditional concepts about the status of females in society. Again a periodic address of bye-laws issues in community. It is important to intensify Science, Technical and Mathematics Education (STME) education fund to aid educational tours.



ACKNOWLEDGEMENTS

I thank God almighty for how far He has brought me. I owe an enormous debt of gratitude to individuals who helped in carrying out this project work. I wish to express my unqualified thanks to the District Director of education and staff of G.E.S Damongo, Chief and elders of Damongo, Mr. Kara Kipo John, NHIS Damongo and Habib and his team who helped me during the data collection process.

I wish to single out my supervisor, Mr. Joseph K. Wulifan for his patience, devotion and careful scrutiny of the distance and loads of work, he patiently read and guided and offered suggestions at every single stage of this work.

I am equally grateful to Yaro Peter who inspired me throughout the programme. Mr. and Mrs. Thomas Azure; my Mum Juliet Kanyomse and my beloved Patrick Azure for their love.



DEDICATION

I dedicate this thesis to my late father Mr. Tigetogem Charles and grandparents John Kanyomse and Akansoge Nma Abinleh.



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CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Education is the key to nation building; that explains why most governments of today invest so much in education as a useful capital investment in human resources for both personal fulfillment and social advancement (Anamuah –Mensah, 1995: united Nations Development programme (UNDP, 1993)

African governments have tried in spite of the constraints on resources and conflict to ensure that their citizens gain control of their lives through the acquisition of skills knowledge and attitude, which will make them useful members of the society, and also serve as the ultimate purpose of education.

It is appreciated that the social, economic, political and culture development of a nation depends largely on the quality and amount of education their citizens have Evans and Ranis (as cited by Opare (1999) observed that the rise of Japan, Hong Kong, Korea and Singapore as economic giants and miracles have all been attributed to the heavy investment these countries made in the education of their citizens.

Every developing country has its own way of education and it is clear that before the arrival of the Europeans there had been some sort of education for the people of the Gold Coast and other parts of the African continent such as Egypt where civilization started, there is evidence transmitted from generation to generation.

What we are experiencing now is just that the level and type of education have changed to meet the ever changing needs of society. As society becomes more complex as a result of civilization,



LIST OF ACRONYMS

FAWE	Forum for African Women in Education
FCUBE	Free Compulsory Universal Education
GEU	Girls Education Unit
GES	Ghana Education Service
MOE	Ministry of Education
NGO	Non-Governmental Organisation
STME	Science, Technical and Mathematics Education
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
UNDP	United National Development Programme





the passing of knowledge and skills necessary for the living from one generation to another in the informal way became impossible (McWilliams and Kwamena-poh (1975).

Education provision takes various forms including formal in schooling, on – the job training and adult literacy programme (Ankomah, 1998) formal in – school education in Ghana owes its existence to the British colonial Administration, which established schools based on western education system in the early 16th century to provide education for their wards. This was not in response to any pre-existing demand. This type of education offered greater opportunities for providing literacy education to more people than only their children or the other forms of education.

In the beginning, the provision of formal education was a subsidiary function of the European merchant companies whose activities in this field preceded the advent of real missionary endeavor by over a hundred years (Antwi, 1992). The Christian missionaries established schools to train catechists and clerks for the missions to perpetrate the Christian religion and assist the merchants in their trade as interpreters (Graham, 1976).

Ghana has made a number of attempts to reform the model of school bequeathed to her by the colonial masters.

These reforms - The Accelerated Development Plan of 1951, the education Act of 1961, the Education Reform Programme of 1987, Ghana's 1992 constitution and the Free Compulsory Universal Basic Education (FCUBE) of 1995 have largely aimed at improving access, efficiency and improving equity in delivery of education and above all made more the relevant to national developmental needs (McWilliams and Kwamena-poh, 1975; Ministry of Education (MOE), 2000.

The 1987 reform became necessary as a result of a virtual collapse of the educational system. The reform was aimed at expanding access and improving equity quality and sustainability. To address the constraints of the reforms, the FCUBE programme was introduced.



The aim was to provide good quality basic education for all children of school -going age by the year 2004 (MOE, 2000; Sekyere, 1998)

The expansion and reforms planned under the FCUBE are designed to empower the citizens to effectively participate in the civic, social and economic life of the country regardless of the geographic region in which they live, their gender, religion or ethnicity (MOE 1995) in all these ventures community is to play a vital role in the provision of basic education was a joint venture between the central government and the communities. This manifested itself so forcefully that in 1951 when Dr. Kwame Nkrumah became the first black leader of government business in sub-Saharan Africa, he accelerated the campaign against the establishment of schools as pure religious venture and therefore succeeded in bringing the community and government together as allies in the educational enterprise (MOE, 1995).

Rebore (2001) re-affirmed the need for community participation when he wrote that the educational programmes of the school would be ineffective without the support of the government, the family and the church because of the complementary roles they play in the society in the provision of education. He further explained that each institution in its own right provides for the advancement of society in general and the individual citizen in particular.

Community support predates the attainment of independence its origin may be traced to the very beginning of Western education by the merchants and the Christian missionaries. At that time the coverts, which were regarded as the community pursued their involvement in communal labour by putting up structures for schools as a Christian responsibility.

Baku (as cited by Anyanful, Mensah and Bonsu, 2001) reports that the difference between participation in the past and that of the present in view of the older generation, education had a value and participation was always the expectation was conceived as an exercise, which had utility.



Available statistics in Ghana show that female participation in education has always lagged behind that of males at all levels of the education spectrum from the time formal education was introduced into this country Atakpa (1996).

Statistics indicates that in all the regions, the percentage share of girls in education falls below that of boys at the primary level. The participation rates of girls range between 35% in the Northern Region, 49% in Greater Accra while that of boys range between 65% in the Northern Region to 51% in Greater Accra. At the basic and SHS levels, enrolment of girls ranges between 26% in Northern region to 47% in the Greater Accra region. The situation deteriorates in Northern region as “Kayayo” has become the order of the day for girls moving to Accra to fend for their lives.

1.2 STATEMENT OF THE PROBLEM

Recognizing the importance of education, the government of Ghana has directed efforts at providing equitable education for all her citizens.

The objectives of providing education for all citizens of Ghana have been pursued by all governments of the country since independence.

Policies increased enrolment and educational participation in numbers, yet the level of participation is not satisfactory, (MOE, 2006).

By government policy Ghana’s education system provides equal opportunities to all its citizens regardless of sex differences or geographical location.

However available data indicates that there are outstanding gender, district and regional disparities in education delivery with the northern parts of Ghana being the most disadvantaged (Osei, 2003) Boys continue to outnumber girls in education (UNESCO, 2009).

The alarming aspect of the disparity is therefore that, the gap widens from primary through tertiary education. There are communities with low level of female education of which West Gonja District is no exception. A number engage in Kayayo and early marriage.

The desire to find out the true picture of the kind and level of support, the west Gonja community is providing towards the enrolment and relation of girls so as to reduce the observed gender gap.

1.3 PURPOSE OF THE STUDY

As part of the strategies to improve access and educational participation of girls, the FCUBE programme stipulates community support. The study seeks to find out the attitude of West Gonja, Damongo Communities towards girls education. The study also proposes to survey and analyze the perceptions and the role the parents, other community members and the district assembly play to support the education of the girl-child.

In doing so the study will find out if there are any organized barriers towards girls' education.

1.4 RESEARCH QUESTIONS

1. What form of support do the communities of west Gonja give to promote girls education?
2. What measures have the communities put in place to support girls education
3. What are the social –cultural barriers to girl child education?

1.5 OBJECTIVES OF THE STUDY

1. The study seeks to find out the attitude of West Gonja communities towards girls education.
2. To analyse the perceptions and the role the parents, other community members and the district assembly play to support the education of the girl-child.
3. To identify if there are any organize barriers towards girl's education.

1.6 SIGNIFICANCE OF THE STUDY

Studies on female education have shown the necessity for extra support to improve access and participation of the girl child

The study would therefore be of much significance to all stake holders in education including education policy makers, teachers, parents, community leaders, pupils and all interested parties in education.

The findings would serve as a guideline to all parties mentioned above in their decision –making processes as regards girls’ education.

The outcome will show the kind of support the west Gonja District is providing for girl child formal education.

The study is important because it is envisaged that its findings would help to unveil the common notions, opinions and misconceptions about girls’ education.

Finally it would complement the work of those who have already done similar studies in this area, and also serve as a useful stepping stone for a smooth take –off for other researchers.

1.7 LIMITATIONS

In this study only adults were involved ideally, students and pupils and out of school children should have been included since they might express different but important view.

1.8 ORGANISATION OF THE STUDY

The thesis consists of five chapters. The first focuses on the background of study, chapter two contains a review of available literature relevant to the study, three the methodology used.

Chapter four is presentation, analysis and findings. Limitations, recommendations, based on the study as well as suggestion for future research are presented in chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

In reviewing literature the works of other writers in related fields of study are acknowledged. These include literature or theories behind the study found in textbooks and empirical work in documented journals. For this research, the literature review will be presented under the following sub-heading.

General conceptions about female education would be analysed as:

- Socio – cultural and economic attitude.
- Gender Disparities in education.
- The need for female education.
- Policies and structures for girls' education.
- General Conceptions about female Education Socio-cultural.

Different people have different ideas and options as to whether it is more important to educate boys or girls. Some believe that the education of boys is more important than that of girls while others disagree. In reality the choice depends on which country, culture or society in question. In many nations including some Asian countries, tradition demands that men provide the family with income, food, clothing etc.

Thus playing instrumental role whilst women perform the usual household business and giving emotional support thus playing expressive role (deacon x Firebaugh 1988). Similarly in Japan during the Tokugawa period females were denied total participation of formal education and girls were tutored at home as was prevalent in most African and Asian Countries (Mensah 2001), it is perceived in these countries that education is not of vital importance to women since they are not supposed to work outside the home and that their primary duty is to take care of the





family and kids. It is generally believed that no matter how high a woman's education, her 'place' remains in the kitchen. Her roles are to serve her husband, bear him children and take care of the home. Anything apart from these roles is frowned upon by some men and surprisingly, some women and many men will tell you that a woman does not need education to perform such functions (Ofori 2003). Dolphyne (1997) on her part explain that in traditional society, a major role for a woman is to ensure the continuity of the lineage soon after puberty, and therefore does not need formal education to perform.

Bappa (1985), also observed that some illiterate parents still think that education is a waste of time and almost all parents agree that education of girls' leads to pregnancy, laziness, fancifulness and the girls' inability to cook, some mothers also think that adopting new ways from the school may spoil their daughters.

However, Omid (1995), asserted that in modern societies and nations, the situation differs. Nowadays more countries are inclined towards modernization. The general moral philosophy of these nations is equality amongst men and women; therefore this means equal business, industrial and occupational opportunities for both men and women. Based on these facts, it is vital to put equal stress on the education of men and women to ensure that females and males perform their task professionally and adequately.

Nigeria has had its share of neglect of the education of the girl -child. This has primarily been due to societal values that place the male child at an advantaged position when compared to his female counterpart in all aspects of social training especially in the area of formal education worst of all when society has to make a choice.

Follayan (1996) re-echoed that the Nigerian society places the woman in the home, regarding her as an object to be seen and admired; consequently her job is child bearing and performance of all the house hold chores since these functions are usually 'full time'.



There is a belief that boys have more of a right to education than girls and those girls should grow up, marry and have babies. In a similar observation, Ofori (2003) reported that it is common to hear parents make comments such as 'since you've now completed school, you can learn a trade, get married and settle and have some children. I would like to cuddle my grand children before I die' such statements discourage the girl from pursuing her education.

In reality it may be different, may be the girl never marries or marries an irresponsible man who cannot get a decent job, which has a rippling effect on the woman cultural emphasis on motherhood and early marriage and child birth, has also been identified as one of the factors accounting for lack of parental stress on the daughter's education. According to Dolphyne (1997), rural communities in a related study by Mensah (1992), a correlation was made between the level of education and attitudes towards girls education and it was revealed that parents with little or no education tend not to appreciate the importance of schooling for female children.

Fawe (1999), supporting Mensah (1992), cited that their studies revealed that the parental perception of the value of education is influenced by the level of education and the awareness of benefits of education. However, recent studies by some researchers have shown that in urban centres where there is the indication of value for women's education. Many parents now give every opportunity to their daughters to continue with their formal education to whatever level they are capable of.

It is a common knowledge that Nigerian men are afraid to marry women who are too well educated-implying women in scientific and technical studies in particular. According to Follayan (1986), in order that these women do not swoop themselves from the marriage market, most female students tend to follow the traditionally expected pattern of acquiring sufficient education to be able to discuss things with their husbands and bring up their children.

However, Omid asserted that in modern societies and nations, the situation differs. Nowadays more countries are inclined towards modernization. The general moral philosophy of these



nations is equality amongst men and women; therefore, this means equal business, industrial and occupational opportunities for both men and women. Based on these facts, it is vital to put equal stress on the education of men and women to ensure that females and males perform their tasks professionally and adequately.

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There is little or no time for most women caught up in these roles to acquire skills that would enable them to participate effectively in the labour force. Graham (1976) on his part observed that parents and guardians may object to the education of female children for fear that if girls were educated they would be less inclined to obey men. He went on to say that the cultural emphasis on motherhood and thus early marriage and childbirth, has also been identified as one of the factors accounting for lack of parental stress on the daughters' education for such reasons it was not considered important to invest in a girl's education and there is a strong belief that whenever money was short and a decision had to be made between keeping a son or a daughter in school, it was the daughter who was withdrawn. According to Dolphyne (1997) and Ankomah (1998) this practice still persists in the rural communities. In a related study by Mensah (1992), a correlation was made between the level of education and attitudes towards girls' education and it was revealed that parents with little or no education tend not to appreciate the importance of schooling for female children. FAWA (1999), supporting Mensah, 1992 cited that their studies revealed that the parental perception of the value of education is influenced by the level of

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It is a common knowledge that Nigerian men are afraid to marry women who are too well educated- implying women in scientific and technical studies in particular.

According to Follayan (1986), in order that these women do not swoop themselves from the marriage market ,most female students tend to follow the traditionally expected pattern of acquiring sufficient education to be able to discuss thing with their husbands, bring up their children and obtain education that fits their traditional role, and forgo the pursuit of any rigorous profession. This accounts for the clustering of female students in the Arts courses at both the secondary and higher education levels. Contrary to this assertion, Gruduah (1996) has also observed that the traditional bias that girls seem to have toward arts subjects is not the result of innate inability to excel in science; rather they are not exposed to teaching methods that encourage them to fully achieve their potentials.

It is also believed that women become proud when they get too learned and the fear is that they may not get husbands, since men would fear asking for the hand of such women in marriage. Ofori (2003) supported these assertions when he hoped that one of the reasons for the low enrolment of women is that it is quite difficult for educated women to get married since they are perceived to be too-known and tagged as I know my Right (p.8). Perhaps this concern the assertion that the higher a woman's education the lower the chance of getting a husband.

A paper presented by Dauda and Idachaba states that many Nigerian women and even Ghanaians face similar situation and have taken similar decision to conform to the social expectation. Other studies are also of the view that due to the economic pressure of our times, most husbands need the support of their wives to be able to meet all the requirement of the home. It is believed that

wives can only play this role if they are adequately educated and gainfully employed socialization patterns assume that girls should be docile and passive while boys are aggressive, adventurous and outgoing.

Commenting on this Kelly and Elliot (1982) stated that many books and other teaching materials have pronounced sexist bias that discourage girls from thinking of themselves as good students or as suited to any but a few traditional occupations. They stressed that often books portray men as intelligent and adventurous. Women, if shown at all are depicted as passive, admiring and suited only for traditional roles.

On the same note, Stratham (cited by Giddens 1993) also observed that though text help to perpetuate gender images is changing; story books in primary schools often portray boy as showing initiative and independence whiles girls are more passive and watch their brothers. These leads to girls disadvantage when they are to share learning facilities with boys. Girls are expected to suppress their brilliance or subject ridicule. FAWA News, and other related studies asserted that the social status of women in society and negative attitudes towards women and subordinates influence decision making on investment on girls education.

In support of this assertion, Bappa (1985) wrote about an experience of a Nigerian female student, which aptly summarizes the situation of many female students today. According to him, this student had to change her mind from studying bacteriology to domestic economy. Her reason was not a problem of motivation or interest but the underlying strong current of social prejudice and expectation as to the place of a woman; her career prospects were altered essentially because she is a woman.

Rogers (as cited by Ankomah 1998) supported the studies Y Hyde (1994), when he noted that in socialization process, whiles boys are taught to be fit for paces of responsibility, girls are considered to be dependent, their important role in life being.



2.0 ECONOMIC CONSIDERATIONS ON EDUCATION OF GIRLS

World Bank (2002) has reported the rates of economic growth in most countries in sub-Saharan Africa are stagnant or declining. For many countries the capacity to manage the educational sector is increasingly under threat. Rising levels of poverty have reduced families' ability to provide for the basic needs of their children. This is reflected in growing rates of school dropout particularly girls. Studies have also shown that the rural and poor urban slums dwellers find it difficult to wait for long term benefits of investing in their children's education.

In a study undertaken by Negaru (as cited by Buah-Bassua, 1996) on women's education in Northern Ghana, it was found out that though education is free for school going children in the northern sector, an educational policy instituted by first president of Ghana Dr. Kwame Nkrumah. The social structure and set up for the society do not take into consideration women's education. Parents are more interested in giving their female daughters to marriage in order to receive dowry from their would-be son-in-law.

He further noted that parents attitude toward early marriage are logically determined by fear of the child resorting to prostitution or becoming pregnant unplanned. In view of this, education in the area is looked upon as something which is good for only men. It also came into light that the longer women stay in school, the longer they delay the payment of dowry, and because once a girl is given a marriage the responsibility of the child is reduced.

It is believed that the poorer the household the greater the tendency for parents to rely on daughter for domestic duties and to save educational investment for their boys. In this way most girls are compelled to help their mothers and are overburdened with domestic chores to the detriment of their daily school attendance Mensah (2001), reported that strained relations with foster parents and financial problems compel girls to enter into trading. Such premature terminations of education of girls, in addition to low motivation of school manifest themselves in low achievements which make girls consider education as a sheer waste of time.

FAWE (2001) and Twumasi (1999) also reported that parents decide whom to educate in a situation where there are more claimants than the resources preference is normally given to males in order to ensure their occupational advancement since they are seen as the breadwinners of the family.

It was also reported that hard-pressed parents also tend to take girls out to help them with domestic work and child care or else to marry them off. In a related commentary, Ankomah (2000) said that the poor economic status of parents adversely affected the participation of daughters in further education. Again poor families where girls labour may be crucial to family survival, girls house hold activities, especially in Asia and Africa seem to have more impact than boy's activities on the parent's earning. Girls work more on the farm or in the labour, especially mothers to work more on the farm or in labour force. In treading girls to school, the family loses the income that the mother might have earned because the daughter is substituted for the mother in performing home chores.

Mensah (2006), cited in his studies on the statistical analysis on child labour when he stated that from 3 to 4 years on wards the little girl is given the responsibility of looking after younger children where such services are expected from a boy, sometimes at an early age of less than six, girls can be given to other families as house maids either to earn their own living or to earn money for the family, if the family size is large with low economic power. Additionally, in Gambia 10% of female drop –out of primary school are said to drop out to stay home to care for siblings.

In a similar research carried out by the Northern Region Advisory information Network systems (RAINS) (2003) on female education, reported that one of the fundamental causes of low female enrolment in the region is the traditional practice of sending young girls to live with their aunties for training and grounding. The traditional practice, which is widely spreading in the region, involves young girls between the ages of one and ten these girls are made to undertake vigorous



household chores in addition to trading in most cases under strict supervision. According to the practice, the girls do not go back to their parents but are encouraged to marry when they reach adolescence.

As a result of this treatment, the majority of such girls who are denied education prefer to seek their freedom by escaping to urban centres in the south to work as “Kayayee”, Atakpa, (1996) did not mince words in his research for MOE, that this custom has negative consequences for the education of the girl-child in the northern regions of Ghana.

The large body of research indicating poverty as a constraint to girls’ education confirmed World Bank’s observation that poverty in the new millennium continues to be the single biggest obstacle to education for both girls and boys in sub-Saharan Africa.

Twumasi (1986) linked parents’ emphasis on male education with their financial position.

He observed that when parents lack education they might be more reluctant to challenge tradition to educate their daughters.

In his research report, Atakpa (1996) found out that some parents in the Northern Region also entertain the fear of losing the child to the outside world if one sends the child to school. The child goes to school, completes and works outside his/ her community and does not visit home. Here the school is seen as an alienating force that undermines cultural values (FAWE New 2001) Anyanful et al (2001), on their part observed that parents in most Ghanaian societies look up to their children for support in their old age, and therefore did not seem profitable to invest in the education of a girl who was expected to get married and help her husband look after their children. To these parents, investment in girls’ education is seen as watering another man’s garden.

It is known fact that ignorance has made women accept the inferior position to which they have been relegated by society for centuries. Erroneous beliefs held about a woman’s subordinate position based on cultural and religious concepts, as well as misconceptions about her

physiology and her intelligence have made women accept without question the superiority of men.

Dolphyne, (1997) also commented that such beliefs have made women feel generally inadequate and incapable of functioning effectively in society at the same level as men. The intellectual inferiority of the female is a belief not held in Ghana alone. This belief does not end education; it is extended far into the role they play in society; and in almost all the roles women play they are regarded as inferior. (Buah- Bassuah, 1996).

2.3 GENDER DISPARITIES IN EDUCATION

Patterns of gender inequality in schooling do not wholly mirror in African countries but the world as a whole. There is no doubt these educational opportunities for both sexes have been biased in favour of the male child (Fafunwa, 1974; Ejere, 1991; UNESCO, 1995). Gender disparities permeate all aspects of our life and culture since inequalities are unavoidable part of any society. Inequalities in educational opportunities have been gender disparities, which are the discriminatory attitudes, practice, and policies based on our socially constructed beliefs about female roles that limit women's capabilities in education (GES, 2002).

FAWE (1999) also listed some disparities which include gender bias pervading the curriculum, a hostile learning environment characterized by lack of facilities, exploitation of girls' labour and sexual harassment, lack of role models and school management practices discriminating against girls. The most powerful of these features in that the disparities grow primarily out of traditional culture, customs and taboos. Males were more valued traditionally, basically for economic and security reasons, which become satisfied by social and religious norms and these, are expressed in family and community power structures.

In most religions especially Christianity, the images and symbols are mostly masculine. Right from creation the woman is portrayed as created from a rib taken from a man. God is the father, a





male figure, and Jesus took human shape of man, and in the New Testament all the apostles are men. While Mary the mother of Jesus may sometimes be treated as if she had divine qualities (Giddens, 1993).

However, Britain, America, Russia and Germany have given recognition to the need for equity in education for all much earlier than the developing countries especially Africa where the wind of change manifested late. This development, according to Dauda & Idachaba (1996) has placed the female child at a disadvantage and has retarded the wheel of progress in some countries of the world.

Equjjobi (as cited by Dauda & Idachaba, 1996) agreed with the above statement when she pointed out that women constitute 70% of the labour force worldwide but regrettably they have less access to education than men. The United Nations Population Fund (UNFPA) reported that two-thirds of the world's estimated 960 million children who are denied access to primary schooling, 790 million are girls. These barriers have contributed to the existing gap between boys and girls with regards to education.

A study by Ejere (1991) re-affirmed the major reason for the gender inequality in terms of education as the sheer belief that the female is seen as mainly a supporter of the male and accepted as care taker of the household and nothing more. He went on to say that the Nigerian female is not considered in any other aspect of societal development and even on issues that concern her overall well-being.

In a survey conducted by the Ghana Statistical Service, it was reported that while 75% of male aged between 15 and above are literate, only 37% of females are literate.

This means that almost twice as many males as female are educated (Ofori, 2003).

He attributed this to the fact that in developing countries women are relegated to the background; they can be seen but not heard.



In spite of the increase in enrolment of school – going age children, boys continue to outnumber girls in the education system especially at the second and third cycles. Studies have shown that the percentage of girls becomes gloomier as they climb the educational ladder (Atakpa, 1996; Giddens, 1993; UNESCO, 2000). In supporting this unfortunate situation the Vice Chancellor of the University of Ghana, Professor Asenso Okyere, in his 2004 congregational address minced no words when he revealed that out of the 20,374 students admitted for the 2003/2004 academic year only 7,613 were females. These statistics are not different from the other universities in Ghana.

However, in terms of academic performance, girls fare better than boys in primary school and the early stages of secondary education (Giddens, 1993). He went further to conclude that girls thereafter tend to fall behind and they are disproportionately represented in some subject areas. It has been suggested also that order and conformity, which may favour girls are emphasized in the early school environment. Girls then perhaps lose out later when autonomy and independence are prized.

Studies showed that in many West African countries, there are still differences in curricula girls and boys follow - domestic science being mostly study by girls and woodwork and metalwork for boys. FAWE (2000) also reported that the negative attitudes towards girls further permeate the classroom through gender discriminative attitudes in textbooks contents, the teaching – learning processes and the peer culture.

Giddens (1993), observed that the organization of teaching within schools have tended to sustain gender inequalities. Roles specifying distinct dress for girls and boys encourage sex typing as do text continuing established gender images. There is evidence that teachers treat girls and boys differently, and there is a long history of separating the sexes.

School textbooks used in Ghana consistently present Science as a male dominated subject. Studies have shown that books represent scientific observations and inventions as male. This is



not only in Science but also in non-fiction stories in English and Ghanaian languages. Illustrations in books frequently depict boys as strong, brave and competitive while girls are shown as fearful and helpless. It has also been asserted that teachers encourage male students to be dominant, independent and assertive and female students to be submissive and dependent. Giddens (1993) wrote to support these studies that Science, Engineering and Medicine at the College and University levels are still dominated by male students.

For thousands of years men have not believed not only that proper place for women is in the home, but also ignorant women can manage those homes. Behind this notion lurks the view that educated wives and daughters might be disobedient and neglect the children and other household duties. Others advocate that girls have no need of education beyond the accepted minimum level, or even need no education at all.

Indeed, it is worth pointing out that in relation to education of girls this is not an attitude which is confined to any one social class, since there are many middle-class parents who are inclined to take the same kind of view of the education of their daughters. Contrary to this view, studies have shown that the social class system in which some parents find themselves has also contributed to some useful roles parents play in promoting better participation in female education.

Agyemang (1993), wrote to support this assertion in stating that middle and upper socio-economic groups provide a congenial learning atmosphere for their children at home by supporting them with books, toys writing material; and other educational facilities.

Access to good quality education is acknowledged as a basic right. FAWE (2001) observed that while enrolment rate has increased globally today, more than 30 million children between 6 and 11 years are out school. Out of this number, 18 million (60%) are girls .FAWE further observed that more than 273 million; (12-17 year olds) who are out of school have a number of 148

million (54%) as girls. Two –thirds of the 100 million children who drop out of school before completing 4 years are girls.

According to the observation by FAWE, most of the drop –outs at the different levels are girls. A paper presented at the FAWE third general assembly stressed that the primary school drop –out rate in sub- Saharan Africa stood at 8.6 for boys and 7.3 for girls. This scenario was described as the complex interplay of “Policy environments” with a multiplicity of in – school and out of school factor in the creation of female drop-out (Gruduah, 1996, pp 31).

Studies show that the gap is widest in the poorest countries. The majority of them are in sub-Saharan Africa. Explanation for this human tragedy abound. Tuition and other fees are beyond the means of the majority of families, adolescent pregnancy and childbearing, who takes girls out of school, is on the rise. Traditional beliefs about girls and women roles discourage investment in their education.

Gruduah (1996) commented further that the heavier workload that girls are burdened with in the household economy is responsible for tardiness; absenteeism and poor concentration hence lower examination performance leading to either self or enforced withdrawal from school. He further argued that pregnancy person was not responsible for withdrawal of girls from school.

Ofori-Ayeh (2004) also stated that a society filled with gender biases and stereotypes as children grow through childhood and later adolescence, many factors influence their views. There is the educational system, which draws a clear demarcation of roles between males and females. For instance, the typical teacher is a female not to mention the portrayal of professionals in textbooks whilst the typical doctor is invariably a male; the typical nurse is a female,

In assigning responsibilities in co-educational institutions, the school prefect is male whilst the student Representative Council (S.R.C) treasurer is a female. Moreover, gender socialization in Ghanaian context supports the subordination women to men by making women believe and





accept different roles and responsibilities based on gender. Such differentiations inform and determine the assignment of tasks to individuals in the society.

A research posited that traditional sex roles emphasis the differences rather than similarities between women and men. To deviate from these prescriptions, according to traditional thinking, is to engage in abnormal behaviour (Ofori-Ayeh, 2004).

In Ghana, despite the interventions by successive governments and other groups over the years to bridge the gap in access to educational opportunities, there has not been any significant shift from the trend. The available statistics from the Girls Education Unit (GEU) show that between 1997 and 2001, the percentage of girls enrolment in both public and private primary schools increased from 21.1% to 45.8% (Ghana Education Service (GES), 2002) of these, the percentage of girls enrolment in public primary schools increase from 43 to 46.7% .Within the same period the percentage of girls enrolment in both public and private J.S.S increased from 44.6% to 45.8%.

Osei (20003), made available the statistics that between 19% and 24% of girls aged six years are not enrolled in Primary one (p1) but are outside the school system likewise , between 31% and 28% and between 51% and 47% of girls who should be enrolled at the primary and JSS level (6-11 and 12-14) respectively are not in school.

Additionally the rate of growth in enrolment among females is very slow. Between 1961/1962 and 1999/2000 academic years, a period of thirty –eight years, primary one admissions of females increased by less than 5% that is from 43.2% to 48.15% .

Deabter (1995), found out that despite the programs made in improving girls' access and enrollment in schools in many African countries ,girls continue to face numerous stereotypic gender biases in schools and the society, which impede their learning .She further explained that addressing access and enrolment alone cannot reduce the gender gap and gender differences in

educational returns, because there other factors, among them is sexual harassment which has a direct effect on girls lower performance and higher drop-out rates than boys.

Female education and national development have been proven to be closely linked. While the education of both males and females is crucial to development, the failure to ensure equality in education between the sexes can reduce the potential benefits that men has on social welfare, (FAWE,1999). Further ,a nation with large gender gap in enrollment will have lower economic productivity than another country with similar capital and labour resources but a smaller gender gap in schooling (World Bank ,1999) there is therefore the need to promote girls education for the benefits to be fully harnessed.

2.4 THE NEED FOR FEMALE EDUCATION

The beneficial effects of female education have been well documented, and current levels of female participation in sub-Saharan Africa suggest that much can be done to extend these benefits in the region. There is ample research that demonstrates education increases the productivity and earnings of both men and women, econometric studies estimate an increase in income of as much as 10 to 20 percent with each additional year of schooling.

Moreover, while the impact of additional schooling on earning is similar for males and females, educating females generates more substantial social benefits. A large body of research has pointed out that educated women have healthier, fewer and more educated children. as schooling tends to improve a mother's knowledge and use of health practices, each additional year of schooling is estimated to decrease the mortality rate of children under the age 5 by up to 10 percent .

In addition, educated women tend to have fewer children; it is estimated that one extra year of schooling reduces fertility by approximately 10 percent, because educated women with schooling



are more likely to send their own children, females in particular, to school (Cohn & Geske, 1990; FAWE, 1999; GEU, 2001; Kane 1995; World Bank, 1996).

The woman, undoubtedly, is a central figure of the family; the position that a woman occupies the society is so vital that educating a woman benefits the family in particular and the society in general. Marie (1993) reaffirms this, when she said, “when a woman learns everyone benefits” (p. 18). Various researchers have established that women have vital role in environmental management and development and that the full participation of women in education is essential to achieve sustainable development. It is widely recognized that educating women will bring about necessary transformation in population control, family health, nutrition, personal hygiene, and educational motivation for children, increase in productivity and earnings for men and women; and receptivity to innovations.

Education gives the women that ability to access knowledge and acquire skills for performance .it also gives her the capacity to accept changes as well as challenges in life and reduces her vulnerability. In his speech on Science, Technology and Mathematics Education (STME) clinic at Wa Secondary School, Mr. Alex Tettey Enyo , said that the challenges of a fast changing and globalization in our era make scientific and technology literacy indispensable. This could only be possible and effective when there are reasonable numbers of girls in the school system.

The purpose in stressing the girl – child is that when conditions change to encourage her development and potential, the boy –child to enroll and continue longer. When the needs of half the population are neglected, both the individuals and the country suffer (GES, 2001).

It is acknowledge that the multiplying effect of educating girls and women are in three folds- family, community and national levels.(World Bank, 1999) it recognized the crucial role played by educating women in Africa: in raising economic productivity, improving the health ,nutrition and longevity of the family; reducing family size and indeed, ushering a more just and democratic society.

According to Cohn and Geske (1990) more highly educated women are more likely to have lower fertility rate, all things being equal, a lower fertility rate implies a higher national income per capita especially in countries with chronically high rates of unemployment and over population. Further, the findings by the above authors show that the level of mothers' literacy was a strong impact on infant and child mortality.

The UN Secretary General, Kofi Anna at the World Education Forum in April 2000 added his voice when he said: No development strategy is better than one that involves women as central players. It has immediate benefits for nutrition, health, savings, and reinvestment at the family. Community and ultimately country level, in other words

Educating girls is a social development policy that works. It is a long –term (resources handbook for girls' education, 2002, p.1).

There is a link between women's education and national development through the reduction of fertility rates, the improvement of natural resources management, increased public investment of developmental processes, through increased in productivity levels and the developing permanent positive impact on the economy.

Dauda and Idachaba (1996) reported a woman who is literate is able to expand her learning capabilities through expanded reading, exchange of ideas, and active participation in transformation programmes geared towards the enhancement of the larger society. It is therefore important to state any society that toys with the education of her women folk toys with the prospect of its national development.

Moreover, the education of girls today is widely recognized as the most effective development investment a country can make. FAWE (1999) confirmed the early research in stating the girls. Education raises economic productivity ,reduces fertility rates, lower infant and maternal mortality ,improves the health, nutrition and well being of families and ensure better prospects of education for children .It promotes sound management of environmental resources and is closely

associated with the reduction of poverty by enabling women's absorption into the economy as employees and in self – employment.

Education increases the participation of women in community and national affairs and in the democratization of societies. The education of girls and women is of particular significance to sub-Saharan Africa where economic and social development is grossly constrained by rapid population growth and inadequate development of human resources base.

Women are the foundation of life in Africa due to their multiple and critical roles in the family as home makers, caretakers workers, producers and managers of good and environmental resources. Their education therefore acts as a springboard for positive social and economic development. In the light of this reality it is distressing that over 30 million girls in sub-Saharan Africa are missing from school.

Those who are enrolled in school are frequently so poorly served that by the end of the fourth year more than half have dropped without functional literacy. Girl's education does not only benefit the girls but also the family and the community, which contribute to national development, hence the need to device structures and policies to improve the existing situation.

2.5 POLICIES AND STRUCTURES FOR GIRLS EDUCATION

Attitudes that may be parental or traditional have somehow been influenced by the rapid development of man and society. It seems that the traditional societal prejudice against formal education for women especially at higher levels is gradually declining. Studies show that prospects for both men and women have also improved with regard to literacy and education, which also contribute in a major way to greater realization of human potential.

Globally, there has been a positive response to enhance the empowerment of women through education. It is believed that education will ensure the relaxation of discriminatory policies both



in government and in the private sector and a strengthening of society's awareness to the plight of women (Dauda & Idachaba, 1996).

The Ministry of Education and the Ghana Education Service recognize the importance of reciprocal partnership of school – community leaders and local school authorities in effecting changes in the schools. Under the FCUBE, the MOE and the GES have committed themselves to bridging a systematic approach to assist community organization (SMC and PTA) to play a major part in the regeneration of their schools. It is the belief of the MOE and GES that communities have an important role to play in enforcing standards, developing and maintaining school infrastructure (MOE, 2001).

There is ample evidence that the parental and community involvement can positively influence learners' academic success regardless of a family's income or education/ Gonzales & Moles; Henderson & Berla, and Kornes (as cited by Burke & Picus, 2001). The impact of parent and community involvement in schools cannot be overemphasized. From the time a child is born, parents are the child's first teachers. They teach the child how to eat, speak, take care of himself and play with other children. Although it is the school's job to teach the child how to read and write, it is the parents' responsibility to show the child that school is important and how me work must be finished .(Burke and Pius, 2001).

In the same vein specific interventions have been identified for advancing girls education. They include the Girls Education Unit (GEU) established in 1997 by the MOE within the basic Education Division, Strategies for Advancing Girls Education (SAGE). Other milestones in girls' education also include Accra Accord on Girls Education, (1995); The Beijing World Conference on Education for All (1995) and world Education Forum, Dakar, Senegal (2000) all in a bid to support girls' education.

Report from MOE (2001) has indicated that the government of Ghana has demonstrated its commitment to girls' education by creating a high-level post the Minister for Women and

Children's Affairs and Girls- Child Education Units at the regional, district and school levels. The Ministry of Education has a national vision for the girls-child and this vision is found within the overall context of the FCUBE programme, which aims at achieving the following targets by the year 2005.

- ❖ Increase enrolment of girls in Basic Education to equal that of boys
- ❖ Reduce the dropout rate of girls in Primary from 30% to 20% of girls in JSS from 21% to 15%.
- ❖ Increase the transition rate of girls from JHS to SHS by 10%
- ❖ Expose 10,000 girls from Basic Schools and Senior High Schools to the STME clinics and hope that at least 30% -35% of girls would school Science as an elective subject at the SHS level. This promotion is effective through other relevant institutions, donors and NGOS since the government cannot shoulder all educational funding (GES, 2001).

The establishment of the aforementioned objective stems from the identification of constraints to girls education throughout the country.

According to report by Donors to African Education (1994) specific interventions have already been identified for advancing girls education. They include provision of bursaries for girls, textbooks that portray girls and women in positive , productive positions, technical training courses for girls, labour saving technologies decrease girls workloads in the home and on farms; functional literacy linked with economic activities; and providing family life education to both boys and girls.

To add to the efforts of the central government, the tertiary institutions are also promoting girls education in their own small way. By convention, girls are given some priority over their boy counterparts in offering them admission into some tertiary institutions. For example the Vice chancellor of the University of Cape Coast (UCC) in his 34th Congregational address revealed



that the UCC has been applying this relaxed principle during their admission processes. To confirm this, 2003/ 2004 admission cut-off points for programmes indicated 16 for men, 17 for women in B.A (social Science) whilst 7 for men and 8 for women in (Bachelor of Commerce) were admitted. There is the possibility that this is being practiced in other sister institutions.

Additionally access course for women entering Training Colleges was started in 2002/2003 academic year to increase in-take in Training Colleges. For instance female enrolment in Teacher Training Colleges was 2,400 in 2001/2002 academic year. This number increased to 3,653 due to the introduction of Access Course for women and the admission of Business students into the Teacher raining Colleges of which most of them are females (Teacher Education Division of GES, 2003) Well this clear indication of relaxation enrolls governing admissions.

Similarly, many groups are now advocating that young girls who give birth while in school must be re-admitted to enable them pursues their educational career. Mr. B.A. Whyte Western Regional Population Officer has supported this view when he addressed a workshop at Axim. He called for a natural policy to make parents more responsible for the well –being of their children especially, females to prevent them from pursuing actions that may impair their health. In fact the readmission to school will help the affected girls to grow out of the trauma and become useful citizens.

SAGE uses a multi- sectoral approach in promoting girls education in countries where there are low enrolment and achievement of girls and high rate of girls, dropping out of school. SAGE also intervenes to strengthen the capacity of the GEU at the national, regional and district levels. According to GES (2001) at the community level their activities involve increasing the number of women of SMC and training, radio programmes on girls' education issues among others to create awareness in the importance and the community participating in promoting girls education.

According Kuenyehia (2000), a lot of effort is going into awareness programmes by governmental as well as non-governmental organizations to encourage parents and guardians to send their girls to school and keep them there to get qualifications. The interventions are designed to strengthen the capacity of the GEU at all levels. This is to beef up the efforts of the Ghana Government in its attempt to achieve increase access to educational opportunity for girls and promote the enrolment and retention. These policies are desirable because education is the bedrock of all forms of development and there is no doubt that gender equity can only be achieved through equal educational opportunities.

Nevertheless, studies by FAWE (1999) report that policies for monitoring gender equity in education are inadequate since they are gender blind in the selection and posting of teachers and for that matter do not articulate goals for achieving gender equity.

There is the need for consistency and the commitment as well as resources to sustain the programmes so far put in place; it is therefore in the interest of all to ensure that the drive to educate women is sustained.

2.6 SUMMARY

The purpose of this literature review has been to find out what other people's research findings have been in the field of Girls Education especially conceptions and constraints to girls education, gender disparities, the need for female education, and policies and structures to support females.

It is clear from the literature discussion that the constraints were economic, socio-cultural, and school and policy related. Also perceptions on girls' education were beliefs, which have been developed through conservative attitudes. The attitude that girls "office" is the kitchen, and the belief that childbearing and for that matter marriage being the ultimate destination for women were found to be prevalent in most studies reviewed likewise the economic constraint, which pressurized families with limited funds to give priority to boys education.



It was revealed that the gender disparities existed in diverse ways, which included male/ female enrolment rural/ urban enrolment, vocations school curriculum, illustrations in textbooks and assigning responsibilities. These patterns of inequality in schooling affected enrollment and retention.

Information on curricular in general was negatively skewed in favour of males as it hindered women's access to better-paying jobs, prestige and power in the society. Almost all the studies traced the problem to the colonial period, which emphasized the education of women in the fields mainly related to their home responsibilities. To this end, the magnitude of the disparities between boys and girls and the under representation of girls in schools especially the higher levels, have a serious repercussion on the development of the country.

The reviewed literature established the importance of women's education based on the fact that no society or nation progresses in the absence of formal education to its girls. As a result, policies had been put in place by the Ghanaian government within the framework of the FUCBE, GEU, NGOs, the district assemblies, churches, the traditional councils the universities and individuals for enhancement.

Despite the benefits and the policies put place for support, boys continue to outnumber girls in the educational system especially at the higher levels; which implies that girls are at a disadvantage in the delivery of formal education in Ghana and sub-Saharan Africa as a whole.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter would explain the research design, the population, the sample and also the sampling techniques used in the study. Moreover, the research instruments used for the data collection, procedure followed in collecting data, a pre-test and methods of scoring as well as data analysis is described.

3.1 RESEARCH DESIGN

This study would adopt a descriptive survey making use of quantitative paradigm since the numbers are assigned to the variables. A descriptive survey simply seeks to ascertain respondent's perspective or experience on a specified subject in a pre determined structured manner. As discussed by Gay (1992), it involves collecting data in order to test hypothesis or to answer questions concerning current states of the subject under study.

3.2 POPULATION

The West Gonja District is one of the twenty districts within the Northern Region of Ghana; the region is the largest of the ten regions. West Gonja District has Damongo as its capital. The West Gonja district covers a land area of 17,317 km², 30 percent of the districts land represents forest reserves.

The target population for the study was the selected adult population of the West Gonja district, Damongo. Damongo is one of the largest districts within the Northern Region with a reasonable number of schools. The 2000 national population and housing census estimated the population of Gonja West district to be 16702 with a growth rate of 3.1 percent. The number of the entire



population include; teachers, parents and personnel from the District Assembly, chiefs and elders.

In selecting the sample size, the Table for determining sample size from a given population prepared by Krejcie and Morgan (as cited by Sarantakos. 1994) was used.

3.3 SAMPLE AND SAMPLING PROCEDURE

Two sampling techniques were used for the study; multi-stage random sampling and the purposive procedures were used to select the parents from the sampled schools and purposive sampling for the selection of some particular members in the community.

Letters were written to heads of the sampled schools and the district assembly and Ghana Education Service. The purpose and significance of the research was stated in the letters written and permission and concern for the exercise was also sought.

This enabled the researcher to establish the needed rapport with the authorities and the teachers as well as the pupils to co-operate with the selected parents and PTA chairperson.

In each school selected, the head was asked to select two teachers who would answer the questionnaire. Therefore, in all, 30 teachers selected from JHS and SHS and 35 teachers from the primary and schools and 15 headteachers. 25 PTA Chairpersons were selected from the sampled population.

The next considered in this study was the selection of the parents who do not fall within the PTA Chairpersons, selected teachers primary headteachers. The classes in each of the selected schools were enumerated and two classes randomly selected from each school using the simple lottery.

In each of the two selected classes pupils were asked to pick pieces of paper with only a 'Yes' to mean the person who picked the 'Yes' was sported and the parent was selected.



This was done by the class until 25 parents had been selected randomly. This method of selection was preferred since each parent had an equal opportunity of being selected.

Purposive selection was used in selecting opinion leaders and elders since their views are crucial to the study.

It is hopeful that the data collected would be reliable, useful and valuable than depending only on information provided by parents and guardians.

Table 3.1: Composition of the sample

Respondents	Number
Basic School heads	10
Teacher	34
PTA Chairman	5
Parents	25
District Education Office	5
District Administrative Personnel	3
Traditional Rulers	2
School Management Committee	5
Religious Leaders	3
Elders from Community	3
Total	95

3.4 RESEARCH INSTRUMENT

The data collection instrument was the questionnaire, which was prepared to find answer to the research questions. An interview is more flexible. It enables the researcher the opportunity to observe the subject and over all situations in which he is studying one personal contact increases the likelihood that the individual will take part and provide the required information. Moreover, the researcher has control over the order in which questions are structured. Notwithstanding the advantages elaborated, there are disadvantages too when interviews are being opted for use.





Interviews are more expensive and time exhausting than the questionnaires (Ary & Razavich 1990)

The questionnaire is in four sections: A, B, C and D. In all there were 32 items of which 17 were close-ended and 15 open-ended.

Section A contains the personal data of the respondents. The general attitude of the respondents towards girls education detailed in section 2 of the questionnaire.

Section B of the questionnaire seeks to find out among other things how, the community members, parents, teachers, district assembly, churches, NGO and civil society organizations and the problems parents faced in their bid to support the girl-child.

Section C highlights information on issues on enrolment and motivation given by teachers and recommendations and options to improve support in Gonja West district. This provision is made in this section for teachers, heads of basic schools and personnel from GES and the district assembly.

The final section D seeks suggestions for improving girl-child –education from all respondents selected.

The approved questionnaire, which was sent out to the respondents had the necessary attention and desired responses, which showed that almost all the respondents understand the items the way the researcher expected from them.

3.5 PRE-TESTING OF INSTRUMENTS

The questionnaire for the study was designed by the researcher with an immerse guide by the supervisor of this work. From a random, a purposive selection, 25 adults from Fuo, a suburb of Tamale metropolis were selected. The questionnaires were tried out with these adults to test the potency of the instrument and also the numerical analysis to be used.

This exercise, pre-testing is highly significant to this study in order to determine the validity and clarity of the instruments. Clearly, the results from the exercise revealed a few challenges, some identified abnormalities in the form of ambiguities and sequencing of the items. Some items were too open and were therefore reconstructed. For instance, the items 13 and 21 were given options instead of being open-ended. Item 18 were reworded from "what do you do any time your girl-child decides to absent herself from class?" to what are some of the instances that would make your girl-child absent herself from school.

Item 29 was also reconstructed as do you think the encouragement given by teachers towards girl's participation in class is effective? (a) Yes (b) No, instead of do teachers encourage girls' participation in class. Typographical errors were detected and carefully corrected.

3.6 ADMINISTRATION OF THE RESEARCH INSTRUMENT

The researcher administered the questionnaire personally to the respondents in order to ensure that they receive them. One hundred and sixty copies were answered and returned.

During data collection process some challenges were encountered some of the respondents got the questionnaire dirty and difficult to read and had them replaced. The researcher makes sure that the replaced questionnaires were completed in her presence and taken.

The study involved the total of 83 subjects. All of them responded to a questionnaire and 15 out of this number were interviewed in addition. Some respondents though literate opted to be interviewed because, the traditional ruler in West Gonja happens to be the paramount chief "Yabgon wura" therefore, only guaranteed an interview with his elders on the research. Others also preferred the interview because they felt they could easily misplace the questionnaire. An average of about thirty-five (35) minutes was spent during each interview.

All the copies of the questionnaires were carefully examined to check on accuracy, consistency and the appropriateness of the responses. After a close eye scrutiny, a total of 280 respondents were found worth of inclusion in the study.

Notwithstanding the challenges encountered, the researcher was satisfied with the number of responses that were returned was in consonance with Krejcie and Morgan table for determining sample size. Five copies of the questionnaire could not be retrieved whilst four were not completely answers and therefore could not be analyzed.

3.7 SCORING AND ANALYSIS

The collected data was coded, statistically analyzed using descriptive and summary statistics. To clarify issues, percentages and frequency distribution tables were used to support the analysis of the major responses. The Stata statistical software was used in the analyses of the collected data.



CHAPTER FOUR

MAIN FINDINGS, ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

This chapter looks at the analyses of data and interpretation of major findings and results. The chapter has four sections. The first is the biographical characteristics of respondents. The second section covers parental general attitude towards girl child education, the third section focuses on the support from parents, teachers, NGOs and other community members and related issues on enrollment and retention and section four discusses the suggestions and opinions for improving support for the girl child education in Damongo, West Gonja district.

4.1 GIRLS EDUCATION SURVEY CONDUCTED IN WEST GONJA DISTRICT

4.1.1 SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

The analyses of the Girls Education survey in West Gonja Districts are presented below with statistical charts and tables. The tables below show the gender and occupations of the respondents who took part in the survey.

Table 4.1: Gender of respondents in the girl's education survey

<i>Gender of Responden</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Female</i>	19	22.89
<i>Male</i>	63	75.90
<i>Unknown</i>	1	1.20
<i>Total</i>	83	100.00

Source: Girls Education Survey, 2012.

A total of 83 respondents were surveyed out of which 63(about 76%) were male, 19 were female (23%) and one respondent did not indicate the gender(1%) as shown in the Table 4.1 above.



Table 4.2 shows the distribution of the respondents by occupation and also a table showing the distribution of occupation with gender of people surveyed.

Table 4.2: Distribution of respondents by occupation

<i>Respondent Occup.</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Teacher</i>	44	58.67
<i>Public/civil</i>	24	32.00
<i>Artisan</i>	2	2.67
<i>Others</i>	5	6.67
<i>Total</i>	75	100.00

Source: Girls Education Survey, 2012.

Table 4.2 shows majority of the people who took part in the survey were teachers (59%) with public or civil servants other than teachers being 32%. Others occupations like artisans, students, service personnel and counter clerk made up about 10%, however, 8 respondents did not indicate their occupation (10% of 83).

Table 4.3, below, depicts the distribution respondents by occupation and gender with frequencies, row and column percentages.

Table 4.3: Distribution of respondents by occupation and gender

<i>Respondent Occupation</i>	<i>Gender</i>		<i>Total</i>
	<i>Male</i>	<i>Female</i>	
<i>Teacher</i>	36	8	44
	81.82	18.18	100.00
	62.07	47.06	58.67
	48.00	10.67	58.67
<i>Public/civil</i>	18	6	24
	75.00	25.00	100.00
	31.03	35.29	32.00
	24.00	8.00	32.00
<i>Artisan</i>	1	1	2
	50.00	50.00	100.00
	1.72	5.88	2.67
	1.33	1.33	2.67
<i>Others</i>	3	2	5
	60.00	40.00	100.00
	5.17	11.76	6.67
	4	2.67	6.67
<i>Total</i>	58	17	75
	77.33	22.67	100.00
	100.00	100.00	100.00
	77.33	22.67	100.00

Source: Girls education field survey, 2012. Key: freq., row percent and column percent

Out of the 44 respondents who are teachers, male teachers are 36 (that is 82%) while female teachers are 8 representing 18%. The 36 male teachers make up 62% of total number of 58 males in the survey and also make up of 48% of 75 respondents in the survey. Table 4.3 gives details of the percentage distribution of occupations and gender.



The education levels attained by the respondents who took part in research are presented in the table below;

Table 4.4: Distribution of respondent's educational qualification

<i>Educational level</i>	<i>Frequency</i>	<i>Percentage</i>
No education	1	1.20
Secondary	13	15.66
Post secondary	10	12.05
Tertiary	57	68.67
Unknown	2	2.41
Total	83	100.00

Source: Girls education field survey, 2012.

The table above shows that 57 respondents indicated that they had some form tertiary education representing 69%. Only one (about 1%) respondent had no formal education and two people in the survey failed to state they educational qualification.

The details of distribution of educational qualification are shown in Table 4.4. The table gives the distribution of educational level and gender of respondents in the study with frequency, row percentages, column percentages and cell percentages.

Table 4.5: Distribution of respondents' highest educational qualification and gender

<i>Highest education</i>	<i>Gender of respondent</i>			<i>Total</i>
	<i>Male</i>	<i>Female</i>	<i>Unknown</i>	
<i>No education</i>	1	0	0	1
	100.00	0.00	0.00	100.00
	1.59	0.00	0.00	1.20
	1.20	0.00	0.00	1.20
<i>Secondary</i>	8	5	0	13
	61.54	38.46	0.00	100.00
	12.7	26.32	0.00	15.66
	9.64	6.02	0.00	15.66
<i>Post secondary</i>	7	3	0	10
	70.00	30.00	0.00	100.00
	11.11	15.79	0.00	12.05
	8.43	3.61	0.00	12.05
<i>Tertiary</i>	46	10	1	57
	80.70	17.54	1.75	100.00
	73.02	52.63	100.00	68.67
	55.42	12.05	1.20	68.67
<i>Unknown</i>	1	1	0	2
	50.00	50.00	0.00	100.00
	1.59	5.26	0.00	2.41
	1.20	1.20	0.00	2.41
<i>Total</i>	63	19	1	83
	75.90	22.89	1.20	100.00
	100.00	100.00	100.00	100.00
	75.90	22.89	1.20	100.00

Source: Girls education field survey, 2012. Key: freq., row percent and column percent



Respondents with tertiary education as their highest qualification were 57(69%) with male being 46(81%), female is 10 (18%) and 1 (about 1%) did not show his/her gender. However, for 63 males involved in the survey, 46(73%) were tertiary qualification with 19 females, 10 (53%) were also tertiary too. One male had no education making up about 2% of the total males of 63. Table 4.5 gives the distribution of highest education attained with sex of respondents in the study.

The table below depicts the distribution of number of children in school as reported by the respondents in the study.

Table 4.6: Number of children in school

Number of children in school					
<i>Boy</i>	<i>Freq.</i>	<i>Percent</i>	<i>Girls</i>	<i>Freq.</i>	<i>Percent</i>
0	23	27.71	0	18	21.69
1	26	31.33	1	28	33.73
2	11	13.25	2	15	18.07
3	5	6.02	3	4	4.82
6	0	0.00	6	1	1.20
<i>Unknown</i>	18	21.69	<i>Unknown</i>	17	20.48
Total	83	100.00		83	100.00

Source: Girls education field survey, 2012.

From the table above, about 28% of respondents had no boy in school and 22% also did not have a girl in school. 31% had one boy in school and respondents who had one girl in school were about 34%. For respondents who fail to indicate the number of they had in school, 22% and 20% represents boys and girls respectively.



The table below shows the number of children respondents said they had and it is given by girls and boys;

Table 4.7: Number of children

Number of Children					
<i>Boy</i>	<i>Freq.</i>	<i>Percent</i>	<i>Girls</i>	<i>Freq.</i>	<i>Percent</i>
0	18	21.69	0	17	20.48
1	24	28.92	1	24	28.92
2	16	19.28	2	16	19.28
3	5	6.02	3	5	6.02
4	0	0.00	4	1	1.20
<i>Unknown</i>	20	24.10	<i>Unknown</i>	20	24.10
Total	83	100.00		83	100.00

Source: Girls education field survey, 2012.

Some of respondents in the survey indicated they had one boy or girl or one of each gender, which represents about 29%. However, 22% had no boy and 20% had no girl. 24% did not state number of children that they had. Table 4.7 gives detail of the situation.



Highest educational qualification and occupations of the respondents in the research are shown in the table below;

Table 4.8: Highest education qualification and occupation of respondents

<i>Highest education</i>	<i>Occupation of respondents</i>					<i>Total</i>
	<i>Teacher</i>	<i>Public/Civil</i>	<i>Artisan</i>	<i>Others</i>	<i>Unknown</i>	
<i>No education</i>	0	0	0	0	1	1
	0.00	0.00	0.00	0.00	100.00	100.00
	0.00	0.00	0.00	0.00	12.50	1.20
	0.00	0.00	0.00	0.00	1.20	1.20
<i>Secondary</i>	3	7	0	2	1	13
	23.08	53.85	0	15.38	7.69	100.00
	6.82	29.17	0	40	12.50	15.66
	3.61	8.43	0	2.41	1.20	15.66
<i>Post secondary</i>	10	0	0	0	0	10
	100.00	0.00	0.00	0.00	0.00	100.00
	22.73	0.00	0.00	0.00	0.00	12.05
	12.05	0.00	0.00	0.00	0.00	12.05
<i>Tertiary</i>	31	17	2	3	4	57
	54.39	29.82	3.51	5.26	7.02	100.00
	70.45	70.83	100.00	60.00	50.00	68.67
	37.35	20.48	2.41	3.61	4.82	68.67
<i>Unknown</i>	0	0	0	0	2	2
	0.00	0.00	0.00	0.00	100	100.00
	0.00	0.00	0.00	0.00	25.00	2.41
	0.00	0.00	0.00	0.00	2.41	2.41
<i>Total</i>	44	24	2	5	8	83
	53.01	28.92	2.41	6.02	9.64	100.00
	100.00	100.00	100.00	100.00	100.00	100.00
	53.01	28.92	2.41	6.02	9.64	100.00

Source: Girls education field survey, 2012. Key: freq., row percent and column percent



A total of 44 (53%) of the respondent were teachers with 31(70%) tertiary educational qualification as their highest level. Public/civil service were 24 (29%) with 17 (71%) having tertiary education. 10 (23%) had post secondary as the highest educational qualification. Only 3 representing 7% were teachers with secondary education. Table 4.8 depicts the details of respondent occupation and highest educational qualification as presented above.

The presentation of the respondents in the survey who earn incomes by sex is shown in the table below;

Table 4.9: The distribution of respondents earning income by sex

<i>Sex</i>	<i>Earn Income</i>			<i>Total</i>
	<i>Yes</i>	<i>No</i>	<i>No Response</i>	
	59	2	2	63
<i>male</i>	93.65	3.17	3.17	100.00
	78.67	33.33	100.00	75.90
	15	4	0	19
<i>female</i>	78.95	21.05	0.00	100.00
	20.00	66.67	0.00	22.89
	1	0	0	1
<i>Unknown</i>	100.00	0.00	0.00	100.00
	1.33	0.00	0.00	1.20
	75	6	2	83
<i>Total</i>	90.36	7.23	2.41	100.00
	100.00	100.00	100.00	100.00

Source: Girls education field survey, 2012. Key: frequency, row percent and column percent

The respondents who indicated they were salary earners were 75 (90.4%), 6 (7.2%) said they were not earning salaries and 2 (2.4%) did not show whether they earn salary or not. 79% of 75 respondents who earn salaries were males, 20% were females and 1% did not indicate their sex.



From the total of 63 males, 94% said they earn salary income and of the 19 females, 79% also earned salary.

Table 4.9 above shows a detailed distribution of the income earning with sex. The table presented below shows respondents who earn salary income earning and being a family head;

Table 4.10: The distribution of respondents earning income and family head

<i>Earn Income</i>	Family head			<i>Total</i>
	<i>Yes</i>	<i>No</i>	<i>No Response</i>	
	44	30	1	75
<i>Yes</i>	58.67	40.00	1.33	100.00
	100.00	81.08	50.00	90.36
	0	6	0	6
<i>No</i>	0.00	100.00	0	100.00
	0.00	16.22	0	7.23
	0	1	1	2
<i>Unknown</i>	0.00	50.00	50.00	100.00
	0.00	2.70	50.00	2.41
	44	37	2	83
<i>Total</i>	53.01	44.58	2.41	100.00
	100.00	100.00	100.00	100.00

Source: Girls education field survey, 2012. Key: freq., row percent and column percent

It is apparent that out of 75 respondents who earn salary, 44(59%) are family heads, 40% make up of 30 respondents are not family heads and about 1% did not identify themselves as heads or not. Overall, 37 people are not head of the family, this represents 45%. While 53% make up of 44 people were heads of their households and about 2% failed to indicate whether they earn income or were heads of their households. This can be seen in Table 4.10 as shown above.



Table 4.11 gives the summary statistics of the respondents who stated the amount they earn as salary.

Table 4.11: Summary statistics of amount earned by occupation

<i>Occupation</i>	<i>N</i>	<i>mean</i>	<i>sd</i>	<i>range</i>	<i>min</i>	<i>max</i>
<i>Teacher</i>	25	541.32	156.1711	562.45	250.00	812.45
<i>Public</i>	18	459.83	222.1378	1025.00	175.00	1200.00
<i>Artisan</i>	1	272.90	0.0000	0.00	272.90	272.90
<i>Others</i>	2	125.00	35.35534	50.00	100.00	150.00
<i>Unknown</i>	3	470.00	285.8321	550.00	150.00	700.00
<i>Total</i>	49	484.55	203.3270	1100.00	100.00	1200.00

Source: Girls education field survey, 2012.

For respondents earn salary income, 49 out of 83 respondents surveyed disclosed the amount they earn, while 34 were not willing to disclose the amount that they earn as salary, this make up about 59% and 41% respectively. Teachers earn an average salary of Gh¢ 541.32 which is the highest, though Public earn the highest income of Gh¢1,200.00. The lest earning come from students which have average income of GHS¢125.00. This, shown in the table above giving detail summary statistics of amounts earn as income by the respondents in the study.

4.1.2 ATTITUDE OF RESPONDENTS TOWARDS GIRLS EDUCATION

Respondents were asked whether they agree or disagree with the statement that most girls drop out of school at junior and senior high school levels, the table below presents the results of their responses;

Table 4.12: Girls drop out at junior and senior high school level

<i>Level girls</i> <i>Drop Out</i>	<i>Gender of respondent</i>			<i>Total</i>
	<i>Male</i>	<i>Female</i>	<i>Unknown</i>	
Agree	57	18	0	75
	76.00	24.00	0.00	100.00
	90.48	94.74	0.00	90.36
Disagree	3	1	0	4
	75.00	25.00	0.00	100.00
	4.76	5.26	0	4.82
Undecided	3	0	1	4
	75.00	0.00	25.00	100.00
	4.76	0.00	100.00	4.82
Total	63	19	1	83
	75.90	22.89	1.20	100.00
	100.00	100.00	100.00	100.00

Source: Girls education field survey, 2012. Key: freq., row percent and column percent

A total 75 (90%) respondents agree that most girls in their community drop out of school at the junior and senior high school levels of which 57 (76%) are male and 18 (24%) are female. For the 4 (5%) people those who disagree, 3 are male and one female representing 75% and 25% respectively. Those who neither agree nor disagree were 4 (3 males and 1 unknown gender) which is about 5% of the total respondents as shown in Table 4.12 above.



Respondents in the study indicated that they will provide the needed support to help their girls attain a reasonable and respectable level in education. Among the reasons which they will want their girls to attain a higher level of education is shown in the table below.

Table 4.13: Reasons for attaining certain level of education by girls

<i>Attain certain level</i>	<i>Freq.</i>	<i>% of Responses</i>	<i>% of Cases</i>
<i>Secure better position</i>	65	23.30	80.25
<i>Better job and earnings</i>	72	25.81	88.89
<i>Acquire skills</i>	61	21.86	75.31
<i>Care for aged parents</i>	57	20.43	70.37
<i>others</i>	24	8.60	29.63
Total	279	100.00	344.44

Source: Girls education field survey, 2012: valid cases = 81 missing=2

The overriding reason for respondents providing education for their girls was to secure better job with enhanced earnings which represents 26%, to secure better position also was the second concern of the respondents, this translate in percentage terms as 23%. 9% of the respondents gave other reasons which are stated below;

- Enhance social status
- Self-reliance and independent
- Contribution to development
- Provide good care for children
- Support husband

Table 4.13 shows the detail percentage responses for reasons given for aiding the girls educate to a certain height, note the responses are multiple so one respondent may provide more one response as reasons.

The study also seeks to find out why some girls were not in school in the community and table below catalogues reasons.

Table 4.14: Reasons for girls not in school in the community

<i>Not in school</i>	<i>Freq.</i>	<i>% of Responses</i>	<i>% of Cases</i>
Not been to school	39	29.55	50.65
Cannot afford	46	34.85	59.74
Do not want to be in school	29	21.97	37.66
Other s	18	13.64	23.38
Total	132	100.00	171.43

Source: Girls education field survey, 2012: valid cases =77, missing=6

It was revealed from the study that most community members could not afford to send their girls to school as this represent about 35% of the respondents responses, about 30% have not been to school at all, 22% do not want to go to school 14% of responses gave other reasons as being responsible for girls not in school and these are listed as follows;

- Ignorance of parents on the value of educating a girl
- Gender discrimination (preference for boys to girls education)
- Girls like to trade in markets and on the streets.
- Lack of support for girls educations
- Become house helps
- Inadequate school facilities for girls.



The respondents identified some traditional practices hinder the education of girls in the study area and are presented in the table below;

Table 4.15: Traditional practices that hinder girl education girls

Traditional Practice	Frequency	Percentage
<i>No response</i>	18	21.69
<i>Domestic work</i>	8	9.64
<i>Early marriage</i>	33	39.76
<i>None</i>	6	7.23
<i>Other</i>	18	21.69
Total	83	100.00

Source: Girls education field survey, 2012.

Majority of the respondents said that early marriage was the main traditional practice that hinders the education of girls in the West Gonja District. Early marriage constitutes roughly 40% of the responses. 22% of the respondents ascribed other traditional practices such as widowhood rites, force marriage, herding cattle, betrothal to older men and the mistaken notion that that educated girls become prostitutes. Also, 22% of the respondents declined to respond, while 7% did not see any traditional practice that seemed to affect education of girls in the district.

The table shows the general attitudes of respondents towards education of girls in the community.

Table 4.16: General attitude of community members towards education of girl

Traditional Practice	Frequency	Percentage
<i>Very good</i>	11	13.25
<i>good</i>	16	19.28
<i>average</i>	6	7.23
<i>poor</i>	16	19.28
<i>very poor</i>	21	25.30
<i>none</i>	1	1.20
<i>No response</i>	12	14.46
Total	83	100.00

Source: Girls education field survey, 2012.

It is quite apparent from the table above that the general attitude of members of the community towards education as girls as expressed by respondents in survey is not favorable as about 25.30% and 19.28% had very poor and poor attitude towards educations of girls. About 14.46% of respondents decline to answer the question concerning general attitudes to education of girls and 1.2% did not have opinion. However, 13.25% and 19.28% of the respondents said that general attitude of community members towards education of girls were respectively very good and good. 7.23% said the general attitude was average.

4.1.3 SUPPORT FOR EDUCATION OF GIRLS

The table below shows the proportion of the kind of support respondents will provide towards the education of their girls.

Table 4.17: Kind of support provided for education of girls by respondents

<i>Kind of support</i>	<i>Freq.</i>	<i>% of Responses</i>	<i>% of Cases</i>
<i>Payment school fees</i>	66	26.83	81.48
<i>Provision of school uniform</i>	60	24.39	74.07
<i>Payment of extra tuition fees</i>	50	20.33	61.73
<i>Guidance and counseling</i>	56	22.76	69.14
<i>Others</i>	14	5.69	17.28
Total	246	100.00	303.7

Source: Girls education field survey, 2012: valid cases = 81 missing=2

Respondents in the study indicated that payment of school fees (27%) as top on list of support they will give for the education of their girls. Provision of school uniform (24%), payment of extra tuition fees (20%), providing guidance and counseling (23%) and others (7%) are the other form of support they will give to support the education of their girls. The other form of support are pay examination fees, provide teaching and learning materials, monitor their progress in school, give them less house chores so not to overburden them and also take proper care of them.

The table below presents the kinds of support respondents in the study will provide with the intention to retain girls in school.

Table 4.18: Kind of support provided to retain girls in school.

<i>Kind of support</i>	<i>Freq.</i>	<i>% of Responses</i>	<i>% of Cases</i>
<i>Money for lunch</i>	52	18.25	64.2
<i>Transport to and from school</i>	54	18.95	66.67
<i>Preparation of early breakfast</i>	54	18.95	66.67
<i>Money for snack during break</i>	41	14.39	50.62
<i>School material for learning</i>	73	25.61	90.12
<i>Others</i>	11	3.86	13.58
Total	285	100.00	351.85

Source: Girls education field survey, 2012: valid cases = 81 missing=2

Provision of school materials that are vital for learning prime support indicated by respondents they will provide in order to such girls are retained in school, it presents 26% of the responses.

Provision of transport to and from school and preparation of early breakfast were given equal significance which had 19% each. 18% responded that they will give their money for lunch and also 14% said provide their wards money for snack during break time. Only 4% indicated their provide other kinds of support which they cited as;

- Give incentive for good performance
- Pay for extra classes
- Visit school regularly
- Provision other needs.

The level of education respondents wish and want their wards to attain and their occupational background is shown in the table below;



Table 4.19: Level of education for ward and occupation of respondents

<i>Educational ambition</i>	<i>Occupation of respondents</i>					Total
	Teacher	Public	Artisan	Others	No response	
<i>Tertiary</i>	44	24	2	4	7	81
	100.00	100.00	100.00	80.00	87.50	97.59
	54.32	29.63	2.47	4.94	8.64	100.00
<i>No response</i>	0	0	0	1	1	2
	0.00	0.00	0.00	20.00	12.5	2.41
	0.00	0.00	0.00	50.00	50.00	100.00
<i>Total</i>	44	24	2	5	8	83
	53.01	28.92	2.41	6.02	9.64	100.00
	100.00	100.00	100.00	100.00	100.00	100.00

Source: Girls education field survey, 2012. Key: frequency, row percentage and column percentage

Tertiary education is paramount for respondents' wards as indicated in the table above, almost 98% wish and desire the highest level of education for their children. Only 2% of the respondents did not answer question about the highest possible level they want their children to reach.

The reasons respondents cited for wishing their children to attain the highest level of education are present in Table 4.20 below;

Table 4.20: Reasons for wishing highest education level

Reasons for attaining highest level	Frequency	Percentage
No Response	24	28.92
Acquire knowledge	5	6.02
Enhance earnings	2	2.41
Enhance employment	13	15.66
Prestige	13	15.66
Resourcefulness	12	14.46
Security	13	15.66
Other	1	1.20
Total	83	100.00

Source: Girls education field survey, 2012.



Respondent saw higher education as the surest form of social security; employment security, enhance employment and earnings and prestige. These accounted for almost 16% respectively.

Only 2% considered acquiring knowledge as the reason for their wards to pursue to the highest and 1% gave other reasons and 29% did not provide reason(s) for their answer. Table 13 provides details of the reasons for attaining highest education.

Supervision of homework of girls and the occupation of respondents in the study is depicted in the table below;

Table 4.21: Distribution of supervision of homework of girls by occupation

Supervise Girls homework	occupation of respondent					Total
	Teacher	Public	Artisan	Others	No response	
Yes	42	22	1	4	4	73
	57.53	30.14	1.37	5.48	5.48	100.00
	95.45	91.67	50.00	80.00	50.00	87.95
No	1	0	1	0	1	3
	33.33	0.00	33.33	0.00	33.33	100.00
	2.27	0.00	50.00	0.00	12.50	3.61
No response	1	2	0	1	3	7
	14.29	28.57	0.00	14.29	42.86	100.00
	2.27	8.33	0.00	20.00	37.50	8.43
Total	44	24	2	5	8	83
	53.01	28.92	2.41	6.02	9.64	100.00
	100.00	100.00	100.00	100.00	100.00	100.00

Source: Girls education field survey, 2012. Key: frequency, row percentage and column percentage

Out of 83 out respondents, 73 said they take it upon themselves to supervise homework that their girls bring from school, this represent 87.95% while 3(3.61%) indicated that they hardly had



time to supervise homework of girls when they bring them from school. 42 (57.53%) of teachers supervise homework of their girls and 22(30.14%) of public or civil servant supervise homework of their girls. 7(8.43) respondents did not answer the question homework supervision. Table 14 gives the details of respondents' answers to question of homework supervision.

Engaging girls on market days take them away from school and it has cumulative negative effect on the general education. Table 4.22 shows below distribution of engaging on market days with gender of respondents in the study.

Table 4.22: Distribution of engaging girls on market days and gender of respondent

Engage girls on market days	Gender of respondent			Total
	Male	Female	No response	
	14	0	1	15
Yes	93.33	0.00	6.67	100.00
	22.22	0.00	100	18.07
	45	14	0	59
No	76.27	23.73	0.00	100.00
	71.43	73.68	0.00	71.08
	4	5	0	9
No response	44.44	55.56	0.00	100.00
	6.35	26.32	0.00	10.84
	63	19	1	83
Total	75.90	22.89	1.20	100.00
	100.00	100.00	100.00	100.00

Source: Girls education field survey, 2012. Key: frequency, row percentage and column percentage

A total 15 (18%) said they engage their girls on market days, 14 males were involved in sending their girls to market on market days instead to school. No female in the study sends to daughter



to market on market days. 59 (71.08%) did not engaged their school going daughters to the market to trade but were always in school.

Table 4.23 below presents the distribution of engaging girls on market days and occupation of respondents in the survey;

Table 4.23: Distribution of engaging girls on market days and occupation of respondent

Engage girls on market days	occupation of respondent					Total
	Teacher	Public	Artisan	Others	No response	
	10	1	0	2	2	15
Yes	66.67	6.67	0.00	13.33	13.33	100.00
	22.73	4.17	0.00	40.00	25.00	18.07
	32	20	1	2	4	59
No	54.24	33.9	1.69	3.39	6.78	100.00
	72.73	83.33	50.00	40.00	50.00	71.08
	2	3	1	1	2	9
No response	22.22	33.33	11.11	11.11	22.22	100
	4.55	12.50	50.00	20.00	25.00	10.84
Total	44	24	2	5	8	83
	53.01	28.92	2.41	6.02	9.64	100.00
	100.00	100.00	100.00	100.00	100.00	100.00

Source: Girls education field survey, 2012. Key: frequency, row percentage and column percentage

Ten out of 15 respondents who engage their girls on market days are teachers, it represents 66.67%. A total 59 (71.08%) who did not engage their daughters on market days, 32 (54.24%) are teachers, 20 (33.9%) are public or civil servants. Table 4.23 gives details of the distribution.



Respondents were asked to indicate whether they have problems in attempting to educate their boys. Table 4.24 below gives the details of their responses.

Table 4.24: Respondents having problems in attempting to educate their boys

Problems in attempt		
to educate	Frequency	Percentage
Boys		
Yes	40	48.19
No	16	19.28
No response	27	32.53
Total	83	100.00

Source: Girls education field survey, 2012.

48.19% of the respondents said they have difficulties in educating the boys, while 19.28% said they find educating their boys as a normal tasks and no problem at all in educating them. 32.53% of the respondents in survey decline to provide response to the question on whether not they have problems educating their male children.

Social events such as funerals, outdoorings and weddings can have destruction effect on girls who are in frequent attendance. Table 4.25 below shows whether or not respondents allow their girls to attend such events.

Table 4.25: Girls attend social events and gender of respondent

Girls attend social events	Gender of respondent			Total
	Male	Female	No response	
	23	5	1	29
Yes	79.31	17.24	3.45	100.00
	36.51	26.32	100.00	34.94
	38	10	0	48
No	79.17	20.83	0.00	100.00
	60.32	52.63	0.00	57.83
	2	4	0	6
No response	33.33	66.67	0.00	100.00
	3.17	21.05	0.00	7.23
	63	19	1	83
Total	75.90	22.89	1.20	100.00
	100.00	100.00	100.00	100.00

Source: Girls education field survey, 2012. Key: frequency, row percentage and column percentage

Twenty-nine out of 83 respondents allow their daughters of school going age to attend social events, representing 34.94% and 48 (57.83%) said they do not allow them to attend such events. 23 out of 63 males said they allow them to attend social events, representing 36.51% while 38 said they do not allow them, this is 60.32% and 2 (3.17%) of males did not answer the question at all. 5(26.32%) out of 19 females said yes they allow them, 10 (52.63%) say they do not allow them to attend. 1 respondent did not indicate the gender but said he/she allowed them to attend social events.



Table 4.26 below shows the respondents indicate whether there is increasing support for education of girls lately.

Table 4.26: Increasing support for education of girls

Increasing support for girls education	Frequency	Percentage
Yes	19	22.89
No	4	4.82
No response	60	72.29
Total	83	100.00

Source: Girls education field survey, 2012.

Nineteen (23%) agree that support for girls education is increasing, while 4 (5%) say they do not see or feel that support is increasing. 60 respondents did not proffer answers and this represent 72%.



Girls attending social events and occupation of respondents are presented in the table below;

Table 4.27: Girls attend social events and occupation of respondents

Girls attend social events	occupation of respondent					Total
	Teacher	Public	Artisan	Others	No response	
	13	11	0	1	4	29
Yes	44.83	37.93	0.00	3.45	13.79	100.00
	29.55	45.83	0.00	20.00	50.00	34.94
	31	11	1	3	2	48
No	64.58	22.92	2.08	6.25	4.17	100.00
	70.45	45.83	50.00	60.00	25.00	57.83
	0	2	1	1	2	6
No response	0.00	33.33	16.67	16.67	33.33	100.00
	0.00	8.33	50.00	20.00	25.00	7.23
	44	24	2	5	8	83
Total	53.01	28.92	2.41	6.02	9.64	100.00
	100.00	100.00	100.00	100.00	100.00	100.00

Source: Girls education field survey, 2012. Key: frequency, row percentage and column percentage

Thirteen teachers and 11 public/civil servants said they allow their daughters to attend social events, in percentage wise their represent 44.83% and 37.93% out the 29 respondents in survey who allow their daughter to go to social events. The 48 who did not allow their girls to go to such events, 31(64.58%) and 11(22.92%) are made of teachers and public/civil servants respectively.

In an attempt find out from the respondents whether or not the support the community gives for girls' education is sufficient. Table 4.28 below presents the results.



Table 4.28: Sufficient community support for girls' education

Sufficient community support	Frequency	Percentage
Yes	12	14.46
No	30	36.14
No response	41	49.40
Total	83	100.00

Source: Girls education field survey, 2012.

Forty-one, making 49.40% of respondents, did not respond to the question while for those who responded, 30 (36.14%) feel that community support for girls education insufficient. However, 12 (14.46%) feel that the community provides sufficient support for girls education.



Table 4.29 below presents the distribution of performance of house chores and gender of respondents in the survey.

Table 4.29: Perform house chores and gender of respondents

Perform house chores	Gender of respondents			Total
	Male	Female	Unknown	
	3	0	0	3
Boy	100.00	0.00	0.00	100
	4.76	0.00	0.00	3.61
	16	2	1	19
Girl	84.21	10.53	5.26	100
	25.4	10.53	100	22.89
	40	13	0	53
Both	75.47	24.53	0.00	100
	63.49	68.42	0.00	63.86
	4	4	0	8
No response	50.00	50.00	0.00	100.00
	6.35	21.05	0.00	9.64
	63	19	1	83
Total	75.90	22.89	1.20	100.00
	100.00	100.00	100.00	100.00

Source: Girls education field survey, 2012. Key: frequency, row percentage and column percentage

40 (63.35%) males said both children perform house chores, 16 (25.40%) males said only girls perform chores in house and only 34.76%) males said boys perform such chores. No female allow boys to do chores in house, 2 (10.53%) females said girls do household chores and 13 (68.42%) females indicated that they allow both boys and girls to do chores.



The kind of support provided by the community towards education of girls is given in the table below;

Table 4.30: Community support for girls

community support	Frequency	Percent of Response	Percent of cases
Guidance and counseling	46	38.66	66.67
Financial assistance	23	19.33	33.33
Enrolment drive for girls	39	32.77	56.52
Other	11	9.24	15.94
Total	119	100.00	172.46

Source: Girls education field survey, 2012: valid cases = 69 missing=14

Most of the respondents indicated that the community provides guidance and counseling support, enrolment drive for girls follow and financial assistance is also provided by the community. In percentages terms they are 38.66%, 32.77% and 19.33% and 9.24 % were support in other forms.



Perform house chores and occupation of respondent in the study is shown in the table below;

Table 4.31: Perform house chores and occupation of respondents

Perform house chore	occupation of respondent					Total
	Teacher	Public	Artisan	Others	No response	
Boy	1	2	0	0	0	3
	33.33	66.67	0.00	0.00	0.00	100.00
	2.27	8.33	0.00	0.00	0.00	3.61
Girl	10	5	1	1	2	19
	52.63	26.32	5.26	5.26	10.53	100.00
	22.73	20.83	50.00	20.00	25.00	22.89
Both	30	16	1	2	4	53
	56.60	30.19	1.89	3.77	7.55	100.00
	68.18	66.67	50.00	40.00	50.00	63.86
No response	3	1	0	2	2	8
	37.5	12.5	0.00	25.00	25.00	100.00
	6.82	4.17	0.00	40.00	25.00	9.64
Total	44	24	2	5	8	83
	53.01	28.92	2.41	6.02	9.64	100.00
	100.00	100.00	100.00	100.00	100.00	100.00

Source: Girls education field survey, 2012. Key: frequency, row percentage and column percentage

Thirty (68.18%) out 44 teachers allow both boys and girls to do chores in the house, 10(22.73%) allow only girls and 1(2.27%) allow only boys to do chores respectively. 16 (66.67%) out of 24 public/civil servants allow both boys and girls, 5(20.83%) only girls and 2(8.33%) only boys to do chores.

The kind of support coming from church affiliated schools towards girls' education is shown in the table below;



Table 4.32: Church support girls education

Church support	Frequency	Percent of responses	Percent of cases
Enrolment drive for girls	33	15.87	45.83
Provision of learning materials	42	20.19	58.33
Assist needy girls	43	20.67	59.72
Conducive environment for girls	31	14.90	43.06
Guidance and counseling	52	25.00	72.22
Others	7	3.37	9.72
Total	208	100.00	288.89

Source: Girls education field survey, 2012: valid cases = 72 missing=11

Again guidance and counseling scored the highest (25%), assist needy, provision of learning materials, enrolment drive for girls, providing conducive environment for girls and other support follow that order have the following percentages; 20.67%, 20.19%, 15.87%, 14.90% and 3.37% respectively.

The table below shows gender of respondents and regular visit to school of their girls;

Table 4.33: Regular visit to school and gender of respondents

Gender of respondent	Regular visit to school			Total
	Yes	No	No response	
	47	12	4	63
Male	74.6	19.05	6.35	100.00
	78.33	70.59	66.67	75.90
	56.63	14.46	4.82	75.90
Female	13	4	2	19
	68.42	21.05	10.53	100
	21.67	23.53	33.33	22.89
	15.66	4.82	2.41	22.89
Unknown	0	1	0	1
	0.00	100	0.00	100
	0.00	5.88	0.00	1.20
	0.00	1.20	0.00	1.20
Total	60	17	6	83
	72.29	20.48	7.23	100.00
	100.00	100.00	100.00	100.00
	72.29	20.48	7.23	100.00

Source: Girls education field survey, 2012. Key: freq., row percent and column percent& cell percent

Sixty, (72.29%), visit their girls school regularly out 47 (78.33%) are males and 13(21.67%) are females. 17 (20.48%) said they do not visit the schools of their girls and 6 (7.23%) did not answer the question on the visit to schools and one person though said No, his/her gender was not known. Overall 56.63% of males visit their children in school and 15.66% females also do the same.



Regular visit to school of girls and occupation of respondent is illustrated in the table below;

Table 4.34: Regular visit to school and occupation of respondents

Regular visit to school	occupation of respondent					Total
	Teacher	Public	Artisan	Other	No response	
Yes	37	15	1	3	4	60
	61.67	25.00	1.67	5	6.67	100.00
	84.09	62.50	50.00	60.00	50.00	72.29
	44.58	18.07	1.2	3.61	4.82	72.29
No	5	7	1	1	3	17
	29.41	41.18	5.88	5.88	17.65	100.00
	11.36	29.17	50.00	20.00	37.5	20.48
	6.02	8.43	1.20	1.20	3.61	20.48
No response	2	2	0	1	1	6
	33.33	33.33	0.00	16.67	16.67	100
	4.55	8.33	0.00	20.00	12.50	7.23
	2.41	2.41	0.00	1.20	1.20	7.23
Total	44	24	2	5	8	83
	53.01	28.92	2.41	6.02	9.64	100.00
	100.00	100.00	100.00	100.00	100.00	100.00
	53.01	28.92	2.41	6.02	9.64	100.00

Source: Girls education field survey, 2012. Key: freq., row percent and column percent & cell percent

37(84.09%) out of 44 teachers visit their girls school regularly, 15 (62.50%) out of 24 public/civil servant also do the same. Only 5 (11.36%) teachers and 7 (29.17%) public/civil servant do not visit the schools of girls. In all, 44.58% of the teachers do visit the schools of their girls, 18.07% of public/civil servants do the same. 6.02% of teachers and 8.43% of public/civil servants do not visit. Table 4.34 gives the details for artisan and other occupation.

Table 4.35 below shows the problems in attempting to support for education of girls and gender of respondents;

Table 4.35: Support problems for girls' education and gender of respondents

Support Problem	Gender of respondent			Total
	Male	Female	Unknown	
Yes	23	3	0	26
	88.46	11.54	0.00	100.00
	36.51	15.79	0.00	31.33
	27.71	3.61	0.00	31.33
No	20	5	1	26
	76.92	19.23	3.85	100.00
	31.75	26.32	100.00	31.33
	24.10	6.02	1.20	31.33
No response	20	11	0	31
	64.52	35.48	0.00	100.00
	31.75	57.89	0.00	37.35
	24.1	13.25	0.00	37.35
Total	63	19	1	83
	75.90	22.89	1.20	100.00
	100.00	100.00	100.00	100.00
	75.90	22.89	1.2	100.00

Source: Girls education field survey, 2012. Key: freq., row percent and column percent & cell percent

A total of 26 (31.33%) respondents said they have problems in supporting education of girls out which 23(88.46%) are males and 3 (11.54%) are females. Another 26 (31.33%) said they no problem at all which 20 (64.52%) are males, 5 (19.23%) are females and 1 (3.85%) unknown gender. Overall 27.71% of males say they have problems supporting education of girls, 3.61% of females say the same.



4.2 SUMMARY OF ANALYSIS OF DATA

The study showed that respondents accepted that some girls of school going age do drop out of basic school and Senior high school but most girls do not continue their secondary and tertiary education because of poverty, early marriage and travelling to the southern part of the country to engage in “Kayaye”.

The analysis revealed no organized traditional practices or taboos that inhibited girls’ education but a few respondents noted the practice where young girls are being betrothed and some sent to aunties to be groomed towards adult life at the expense of their formal education.

It was revealed that the support given by parents is encouraging as parents provided food for children to keep them in school.

Some respondents accepted that there were bye-laws that were suppose to prevent children to attend entertainment at night to ensure disciplinary and regular school attendance.

It is important to note that, respondents in this study gave equal attention to both boys and girls by reducing artificial barriers in the home but encouraging healthy practices so that they could pay attention to their studies. However some respondents regretted the inadequacy of community support for secondary education indicating that they would have wished that all basic school leaving girls continue their education in senior high schools and further which is the ideal base to buttress the issue of gender equity.

The religious, the clergy help with the services of guidance and counseling and provision of school material from partner diocese and award for needy girls.



CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter presents a summary of findings, conclusion as well as recommendation.

5.1 SUMMARY OF FINDINGS

It is our social settings that creates support and moulds its educational system and policies. The objective of any educational programme will not succeed without the support of the central government, the family, religion and every individual in a given community.

The FCUBE policy redefines the roles of parents and communities with regards to the Schools in the localities and assigns responsibilities to them as an enhancement to community participation.

The most important task of the study was to seek answers to research questions and to enquire from parents and other stakeholders and opinion leaders in Damongo, West Gonja District suggestions and strategies for promoting support for girls' education.

Pursuing this all important task a descriptive sample survey was conducted using questionnaire as the research instrument.

The questionnaire was pre –tested using 20 respondents. This situated the researcher to revise the wording of some of the items before the main study was conducted.

The population of the study consisted of 105 subjects made up of teachers, parents, opinion leaders, educationist, traditional rulers and religious leaders.

Purposive and multi-stage random sampling was used to ensure the inclusion of some. The data was analysed with support of frequencies and percentages as statistical tools.



5.2 THE MAIN FINDINGS

- The responses of members of West Gonja revealed that, respondent who had higher education were able to provide sufficient support for their wards.
- Moreover, the study revealed special issues parents have difficulty with in support of the girl child which include finance, mentor, role models, sexual harassment and peer group influence.
- More importantly, members maintained that support was better because the girls in the form of intensive enrollment drive, guidance and counseling and financial assistance and sponsorship from Catholic secretariat and NGOs to needy girls.
- However, the support from the district assembly was not encouraging in the awareness creation, implementation and reinforcement of bye-laws.
- There were no organized barriers to girls' education, all views on constraints to girls dropping out of school and practices were speculations deeply noted in people's minds. Attitudinal practices towards girls, inferiority complex of girls feeling weak academically and attaching more importance to marriage and travelling to the south to engage in Kayaye.
- Majority of respondents wanted education for their girls so that every member of the family would benefit, they were of the view that, they wanted their girls to have better jobs and for that matter earnings.
- In addition, most parents had high aspirations for their girls education such as University and professional education such teacher and nursing training.
- The responses indicated 90% of respondents gave equal preference to the education of boys and girls.



5.3 CONCLUSION

The questionnaire, which was used to collect the data, was a self-reporting inventory and therefore the possibility of faking responses could not be ignored.

Notwithstanding this some tentative conclusions could be made upon the evidence addressed from the study.

Many parents had high aspirations in the education of the girl child as against the conservative traditional tenets of the medieval times. No special preferences were recorded; majority gave equal preference to both girls and boys.

The responses are clear indications of knowledge on the interventions for girls' education and that the assembly at the infant age and parents are doing their best to support girls' education.

From the observed stated above it could be concluded that the west Gonja District gives the needed support for girls education, which is high and desirable.

5.3 RECOMMENDATION

From the findings and conclusion the following recommendations were made.

There is the need to intensify and expand to cover the whole basic education in mathematics science education to a greater portion of girls in the STME clinic to develop girls' interest and end the phobia of science to girls. A special fund to support the STME should be created by the District Assembly, NGOS and philanthropist so that there can be increase in educational tours to industries where girls would get to meet and identify with women in such organizations.

Teachers should adopt innovative, practical and well-oriented teaching methods that take into consideration relevance and the use of local materials that would enhance their interest in the classroom. This would help develop the learner's creative potentials.

Moreover, teachers, parents and other community members should be urged to refrain from negative remarks that are not girl friendly that would seem to demoralize the effort of girls. Girls and boys should be mixed in group activities to boost their ego in their life preparation.

It is strongly suggested that the West Gonja District Assembly implement bye-laws to include

- Establish a common fund for education for girls at all levels and collaborate with all stakeholders as a major responsibility to raise funds to increase the scholarship scheme for all and infrastructural facilities to increase enrollment and retention at any level.
- Gender equity to be inculcated in the District through motivational talk shows and speech delivery by women in various fields during school prize and speech and Anniversaries. Stiffer sanctions for men who impregnate girls to deter them and others from such uncultured behaviour.
- Ensure strict enforcement of the bye-laws
- Stepping up education to promote education among girls in the district
- Identify needy students at all levels of school for sponsorship
- Micro-finance services should be extended to the district to help parents start small scale business that can help create self employment and to reduce poverty in the district.

Finally, Non formal education diversion of MOE must be seen to be proactive enough to compliment the work of MOE.

5.4 RECOMMENDATION FOR FURTHER STUDIES

The current study is limited in scope because it was based on the responses of adults. To make its tentative findings to generalize for the whole country, there is the need to replicate this study among in- school and out- school respondents.

- A study on the impact of micro- finance services on parents and their children education



- A study could be carried out in providing all privileges to randomly selected girls for results



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APPENDIX A: QUESTIONNAIRE FOR RESPONDENTS

COMMUNITY SUPPORT FOR EDUCATION OF GIRLS' IN BASIC SCHOOLS IN WEST GONJA DISTRICT OF THE NORTHERN REGION

INTRODUCTION

This questionnaire is aimed at getting information on community support for girls' education. Your views on the topic are needed and I therefore urge you to provide objective and reliable responses to the questions.

Dear Sir/ Madam,

Please provide responses to all the questions.

SECTION A

PERSONAL DATA

A1. Name of respondent.....

A2. Sex:

1. Male []

2. Female []

A3. Age: []

A4. Occupation.....

A5. Marital status

A6. EDUCATIONAL QUALIFICATION

1. No formal education []

2. Basic education []

3. Secondary education []

4. Teachers certificate []

5. Tertiary education []

A7. Number of children []

A7a. Number who are boys []



A7b. Number who are girls []

A8. Number of children in school []

A8a. How many of them are girls []

A8b. How many are boys? []

A9. Are you a salary earner?

1. Yes []

2. No []

A9i. If yes, state how much you earn.....

A10. How often do you get your income?

1. Monthly []

2. Yearly []

3. Weekly []

4. None of these []

A11. Are you the head of the family?

1. Yes []

2. No []

A12. If no state who heads the family.....

.....

SECTION B

THE ATTITUDE OF RESPONDENTS TOWARDS GIRLS EDUCATION

B1. Most girls get to the level of junior and senior high and drop.

1. Agree []

2. Disagree []

3. None []

B2. Tick { } as many responses why you want your girls to attain a certain level

1. To secure better positions []

2. Better job and better earnings []

3. To acquire a skill or skills []

4. To care for their aged parents []

5. Others [] (Please specify).....

B3. Why are some girls in the community not in school?

1. They have not been sent to school []
2. Parents cannot afford to send them []
3. Girls themselves do not want to be in school []
4. Others [] (Please specify).....

B4. What are the traditional practices militating against girl education in your community?

B5. What are the general attitudes towards girls' education in your community?

.....

SECTION C

SUPPORT FOR GIRLS EDUCATION

C1. Indicate the kind of support you give to your girls towards her education.

Tick () these that are applicable)

1. Payment of the girls school fees []
2. Provision of school uniform []
3. Payment of extra tuition fees []
4. Providing guidance and counseling []
5. Others [] Please specify.....

C2. Indicate the kind of support you will give to retain your girls in school

Tick () as many as applied

1. Provision of money for lunch []
2. Provision of transport to and from school []
3. Preparation of early breakfast []
4. Provision of money for snack during break period []
5. Provision of school materials for learning []

6. Others

[]

Please specify.....

C3. Indicate the kind of support that you would provide for your boy's

Education.....

C4. Indicate the kind of support you would provide to retain your boy in

School.....

C5. What highest level do you want your boy to attain?.....

C6. Do you supervise your girl's home work?

1. Yes []

2. No []

C7. Do you engage your girls on market days?

1. Yes []

2. No []

Give reasons for your answer.....

C8. Do you allow your girls to attend funerals, weddings, naming ceremonies, etc?

1. Yes []

2. No []

C9. Give reasons for your response.....

C10. Who perform your household chores?

1. Boys []

2. Girls []

3. Both []

C11. Give reasons for your response.....

C12. Mention some instances that make your girls stay away from school.....

C13. Do you visit your girl's school regular?

1. Yes []

2. No []

C14. Give reasons.....

C15. Do you face any problems in your attempt to support your girl's education?



1. Yes []

2. No []

C16. If Yes, give reasons.....

C17. What kind of support does your community give towards girls' education?

1. Guidance and counseling []

2. Financial assistance []

3. Enrolment drive for girls []

4. Others []

Please specify.....

C18. What kind of support do you receive from the church affiliated schools towards girls education? Tick as many as applied)

1. Enrolment drive for girls education []

2. Provision of learning materials []

3. Financial assistance to needy girls []

4. Making the school environment conducive for girls []

5. Guidance and counseling []

6. Others [] Please specify

C19. What are the bye-laws or rules made by your community to enhance girls

Education?.....

C20. What measures has the chiefs and elders, religious leaders, GES officials PTA

Chairpersons and teachers put in place to support girls' education?

.....

C21. Give reasons why you think the support given community towards girls education is

Either not enough or enough.....

C22. What problems do you face in your attempt to educate your boy?

.....

C23. What highest level do you want your boy to attain?.....

What are your reasons?.....

C24. What is the support for girls' education generally increasing?



SECTION D

SUGGESTIONS FOR IMPROVING GIRLS EDUCATION

- D1. What suggestions do you have for improving community support for girls' education in West Gonja district of the northern region?.....
- D2. In your opinion, what should be done not encourage girls education in West Gonja?.....
- D3. What other facilities do you provide at home to aid your son's learning?
.....
- D4. What other facilities do you provide at home to aid your girl child Learning?.....

APPRECIATION

It has been nice talking to you. Thank you for sparing so much of your time in the interest of this exercise.

To be completed by interviewer

Name of interviewer

Interviewers remarks.....



APPENDIX B: ACTION-PLAN FOR RESEARCH

No.	ACTIVITY	DATE	RESPONSIBILITY	COLLABORATION WITH	ASSUMPTION
1.	Submission of research proposal to supervisor	May 2011	Student	Supervisor	
2.	Conducting Literature review	June 2011	Student	Supervisor	
3.	Preparation of questionnaire	Sept. 2011	Student	Supervisor	Supervisor approves proposal
4.	Administration of questionnaire	Sept. 2011	Student	Research Assistant	Respondents complete and submit answered question
5.	Conducting interviews	Sept. 2011	Student	Research Assistant	
6.	Data management	Oct. 2011	Student		
7.	Analysis of results	Oct. 2011	Student		
8.	Report writing	Nov. 2011	Student		
9.	Vetting by supervisor	Dec. 2011	Supervisor	Student	Dissertation accepted
10.	Reviewing and revising	Jan. 2012	Student	Supervisor	
11.	Proof reading and editing	Jan. 2012	Student		
12.	Finalising and printing	March 2012	Student	KNUST Printing Press	
13.	Submission of dissertation		Student		