

www.udsspace.uds.edu.gh

UNIVERSITY FOR DEVELOPMENT STUDIES

**FACTORS AFFECTING FEMALE EDUCATION IN THE DAFFIAMA -
BUSSIE -ISSA DISTRICT IN THE UPPER WEST REGION OF GHANA**

UNIVERSITY FOR DEVELOPMENT STUDIES

TIIBO VITALIS



2020

UNIVERSITY FOR DEVELOPMENT STUDIES

**FACTORS AFFECTING FEMALE EDUCATION IN THE DAFFIAMA -
BUSSIE -ISSA DISTRICT IN THE UPPER WEST REGION OF GHANA**

TIIBO VITALIS

UDS/MSA/0216/15

**THESIS SUBMITTED TO THE DEPARTMENT OF SOCIAL, POLITICAL
AND HISTORICAL STUDIES (SPHS), FACULTY OF INTEGRATED
DEVELOPMENT STUDIES, IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A MASTER OF
PHILOSOPHY DEGREE IN SOCIAL ADMINISTRATION.**

UNIVERSITY FOR DEVELOPMENT STUDIES



OCTOBER, 2020

DECLARATION

I hereby declare that with the exceptions of quotations and references in published works which have been identified and duly acknowledged, this thesis is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere.

TIIBO VITALIS

SIGNATURE:.....

(Student)

DATE:.....

SUPERVISOR DECLARATION

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

DR. AGBLEY KOFI GIDEON

SIGNATURE:.....

(Supervisor)

DATE:.....



ABSTRACT

Education has a profound effect on national development. The lack of education has been linked to poor health, high mortality rates in children, high fertility rates, poor nutrition and low life expectancy in general. However, gender differences in school enrolment continue to widen in rural areas, despite parity in enrolment in urban schools in Ghana, while girls continue to lag -behind boys in academic performance in the rural areas. This thesis is therefore undertaken to determine the factors that affect the performance of girls in basic schools in the Daffiama-Bussie-Issa District of the Upper West Region. Respondents were purposively selected from the three educational circuits from the district. Data was collected using questionnaires administered to seventy-four respondents. The study employed qualitative research design to research into the factors affecting the female education in the study district. The study found that the socio-economic background of parents including parents income levels and parents socio-economic status, home/community based factors including heavy household chores, parents level of education and harassment, school based factors including learning environment, discrimination, violence/harassment, pedagogy of teaching and learning, availability of teaching aids/materials, class size, language of instructions, supervision at school, provision of in-service training to teachers and availability of trained teachers, socio-cultural factors including early marriages, teenage pregnancy, low level of parents education, the practice of elopement and child betrothal are critical factors that explain the poor education outcomes among girls in the study district. The study recommended among others the need to enforce the Free Compulsory Universal Basic Education (FCUBE) program, the provision of scholarships for promising female pupils and the provision of adequate teaching and learning materials.



ACKNOWLEDGEMENT

I would like to express my sincere gratitude to God almighty and all those who supported and encouraged me in diverse ways to complete this thesis.

I am deeply indebted to my supervisor Dr. Agleby Kofi Gideon whose help, stimulating advices and suggestions and encouragement helped me during the research and final writing of this project.

I appreciate all my relatives especially my wife and children for their continued encouragement and support throughout my schooling days.

I would like to acknowledge and extent my heart felt gratitude to the director and staff of the Nadowli/Kaleo district education office and the director and staff of the Daffiama-Bussie-Issa district education office for their support in providing the necessary data for the write-up of this project.

Again, I would like to acknowledge the support from the various school heads and classroom teachers for their help in the administration of the questionnaires. This thesis work includes materials found in articles and books are duly acknowledged. I therefore give special thanks and acknowledgement to the authors mentioned in the reference list.

Last but not the least; to the stakeholders who provided me with information and personal experiences to the completion of this thesis. May the almighty God replenish your time and energy used in providing me with the information(s).

I say Kudos to everyone whose contributions let to the success of this write-up.



DEDICATION

I dedicate the research work to the Almighty God, my wife Vivian Kangkpeyeng, my son Caius Tiribonta Tiibo, my mother madam Celestine Dabuo Tiibo and late father Mr. Timothy Tiibo.



TABLE OF CONTENTS

DECLARATION.....	i
ABSTRACT.....	ii
ACKNOWLEDGEMENT.....	iii
DEDICATION.....	iv
TABLE OF CONTENTS	v
LIST OF FIGURES	x
LIST OF ABBREVIATIONS.....	xi
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Background	1
1.1 Problem Statement	6
1.2 Research Questions	9
1.3 Research Objectives	9
1.4 Significance of The Study	10
1.5 Scope of Study or Limitation	10
1.6 Organisation of the Study.....	10
CHAPTER TWO	11
LITERATURE REVIEW	11
2.0 Introduction	11
2.1 Parents Social Status and Its Impact on Girls Education	12
2.1.1 Family Social Status and Parent educational investment	12
2.1.2 Cost of education	15
2.2 School Based Factors and Impact on Girls Education	16
2.2.1 Learning environment and impact on enrolment.....	16
2.2.2 Language of instruction.....	17
2.2.3 Pedagogy of teaching and learning.....	17
2.2.4 School safety.....	18
2.2.5 Teacher attitude	19
2.2.6 Sanitation in school	20
2.2.7 Role modeling.....	21
2.2.8 Parents Teacher Association (PTA) through School Management Committee	22





2.2.9 Cost of schooling (formal and informal)	23
2.2.10 Gender and School-related violence.....	25
2.3 Home/Community Based Factors That Affect Female Education.....	26
2.3.1 Early marriage	26
2.3.2 Household chores	29
2.3.3 Household and community research.....	30
2.3.4 Cultural believes	31
2.3.5 Conflict	33
2.4 Health, Individual And Personality Factors That Affect Female Education.....	34
2.4.1 Child attitude to learning	34
2.4.2 Teenage pregnancy	35
2.4.3 Absenteeism.....	36
2.4.4 Extra-curricular activities	37
2.5 Benefits of Female Education	37
2.5.1 Family size.....	48
2.5.2 Effective leadership roles	51
2.5.3 Economic empowerment	52
2.6 Theoretical Framework	52
CHAPTER THREE.....	57
METHODOLOGY	57
3.0 Introduction	57
3.1 The Study Area.....	57
3.1.1 Literacy and Education.....	58
3.1.2 Local Government Structure in The District	58
3.2 Research Design and Methodology.....	58
3.2.1 Qualitative research	58
3.2.2 Case Study	59
3.2.3 Population and Sample	59
3.2.4 Purposive Sampling Technique	60
3.2.5 Sample Size	60
3.3 Data Collection Methods.....	61
3.3.1 Sources of Data.....	61
3.3.2 Questionnaire.....	61



3.3.3 Key Informant Interview	62
3.3.4 Focus Group Discussion.....	63
3.4 Validity Of Research Instruments	63
3.5 Reliability	63
3.6 Procedure.....	64
3.7 Data Presentation.....	64
3.8 Data Analysis	64
3.9 Conclusion.....	65
CHAPTER FOUR.....	67
PRESENTATION OF FINDINGS AND DISCUSSIONS	67
4.0 Introduction	67
4.1 Questionnaire Completion Table	67
4.2 Findings from Respondents.....	68
4.3 Background Information on The Respondents.....	69
4.4 The Impact of Parental Socio-Economic Background on Female Educational Performance	69
4.4.1 Parents Level of Income and Academic Performance.....	72
4.4.2 Socio-economic status and pupils’ performance	72
4.5 School-Based Factors That Affect Female Education	73
4.5.1 Learning environment.....	73
4.5.2 Violence/Harassment.....	78
4.5.3 Pedagogy of teaching and learning.....	80
4.5.4 Availability of teaching aids/materials	83
4.5.5 Supervision at school.....	83
4.5.6 In-service training.....	84
4.5.7 Language of instructions	85
4.5.8 Class size	86
4.6 Home/Community-Based Factors That Affect Female Education	87
4.6.1 Parents level of education.....	88
4.7 Cultural Factors That Lead to Female School Dropout	88
4.8 Head Teacher and Class Teacher Gender of Study Area	91
4.9 Educational Levels of Dropout Girls’ Parents	91
4.10 Household Work and Girls-Child Performance	92
4.11 Girl-Child Level of Stoppage Of School	92

4.12 Discrimination and Girl-Child Dropout Rate.....	93
4.13 Dropout Girls Marital Statuses.....	93
CHAPTER FIVE	115
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	115
5.0 Introduction	115
5.1 Summary	115
5.2 The Effects of Parent’s Socio-Economic Background on Female Education..	116
5.3 School-Based Factors That Affect Female Education	117
5.4 Home/Community-Based Factors That Affect Female Education	118
5.5 Cultural Factors That Lead to Female School Dropout	119
5.6 Conclusion.....	122
5.7 Recommendations	122
REFERENCES.....	124
APPENDIX I	139
LETTERS OF INTRODUCTION.....	139
APPENDIX II.....	142
A REPORT ON PILOT TEST QUESTIONNAIRES	142
APPENDIX III	144
QUESTIONNAIRES	144
COMPARISM OF BECE RESULTS FOR TWO DISTRICTS: (NADOWLI AND DBI)	174



LIST OF TABLES

Table 4.1: Responses to the distribution of questionnaires by respondents68



LIST OF FIGURES

Figure: 2.1 Diagram of Conceptual frame work	55
Figure 4.1 Economic status of parents and pupils performance in school.....	94
Figure 4.2 Learning Environments and Girl-Child Performance	95
Figure 4.3 Pedagogy of teaching and learning and pupil’s performance	96
Figure 4.4 School Safety and girl-Child performance and dropout Rate	97
Figure 4.5 Attitude of teachers and Girl-child performance.....	98
Figure 4.6 Distance from home to school and girl-child performance	99
Figure 4.7 cultural practices and Girl-child performance	100
Figure 4.8 Negative attitude of Girl-child and performance.....	101
Figure 4.9 Girl-Child Conflict with teachers	102
Figure 4.10 Teenage pregnancy and girl-child dropout.....	103



LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Virus
BECE	Basic Education Certificate Examination
CARE	Child and Adolescent Resource and Education
DBI	Daffiama-Bussie-Issa
FCUBE	Free Compulsory Universal Basic Education
GDP	Gross Domestic Product
GEU	Girls Education Unit
HIV	Human Immuno deficiency Virus
JHS	Junior High School
LI	Legislative Instrument
MDGs	Millennium Development Goals
MOE	Ministry of Education
NGOs	Non-Governmental Organizations
PTA	Parents Teachers Association
SMC	School Management Committee
TLAs	Teaching and Learning Aids
TLMs	Teaching and Learning Materials



CHAPTER ONE

INTRODUCTION

1.0 Background

Education is considered to be a major weapon in the quest to change our world. Education of girls is considered to be essential to bring long-lasting changes to communities and nations. Yet in many places around the world, girls continue to lack access to education. When girls are empowered, the entire society benefits. Investing in female education is likely to reduce poverty, girls who go to school marry later, have fewer children and are more likely to get health care for themselves and their children (save the children,2015). It is important for everyone to be educated because it is the key to unlocking ones potentials and improve the ability to think critically, analyze problems and resolve them. Furthermore, the benefits of female education reflect on national development. Despite these benefits, gender differences in school enrolment continue to widen in rural areas compared with enrolment rates in urban schools in Ghana. Furthermore, girls continue to lag behind boys in academic performance in rural areas. This study therefore seeks to understand the factors that affect the academic performance and dropout rate of girls in schools in the Daffiama-Bussie – Issa District.

There have been several studies in Ghana on factors that affect the academic performance and dropout or pupils (Donkor, 2010; Farooq et al, 2011 Mahama and Champion, 2011; Insah and Bowan, 2013). The poor performance of many pupils leads to termination of their education or dropping out of school completely. Most of the studies have primarily linked academic performance of girl child to the socio-economic status of parents, parent's educational level, pupil's attitude to learning,



housing and residential experience neglecting the variable school governance on academic performance. There are actually few studies that focus on school governance (Goodman, Full Bright and Zimmerman, 1997).

In spite of the central government efforts to overcome the gender gap between male and female educational enrolment, such as heightened awareness programs, establishing a girl's Education Unit (GEU), much work is still needed to be done such as offering scholarships to females who excel in education, revisiting the Beijing conference of 1995, focus on MDGs that emphasize on female education and welcome all government and non-governmental organizations that have girl child education on their program. The factors which interplay and affect female education are limitless. School-based factors, home/community-based factors and cultural factors all play big roles in female education. Long distance to school, harassment by male classmates, teachers and males in the community and inefficient use of time are all factors that contribute to the girl-child poor academic performance and school attendance (King & Winthrop, 2016). The barriers/challenges of female education cannot be over emphasized as many female pupils have withdrawn from school due to problems like poor academic performance, teenage pregnancies, school fees and preference for the male pupils to continue their education to the neglect of the female pupils (Nussbaum, 2004). The school space in the Daffiama-Bussie-Issa District is rife with harassment and discrimination from male peers and sometimes teachers is common in the classroom (DBI Education Office of Statistics, 2015).

In addition, girl-children often complained of harassment from the community boys and men. The traditional and local government authorities of the study district are yet to enforce by-laws that would criminalize men in the community that harass the girl-children in the communities. Preliminary investigations show that teachers are yet to





educate the boy children to stop harassing their female counterparts; being gender sensitive and give equal attention to both genders. Female pupils sometimes go through unbearable harassment from their colleague males, some male teachers and sometimes community males on their way to school which creates an undesirable school environment that frustrates the girl-children from attending school (King & Winthrop,2016). Every day, girls face barriers to education caused by poverty, cultural norms and practices, poor infrastructure, violence and fragility. Girls education is a strategic development priority for the World Bank (Girl's Education Overview,2020). UNCEF education chief in South Africa, Wamahiu (2008) said quality education was not about how well a child was performing in school but a number of factors that enrich the well-being of a child in school. In a report by Asare (2009) National Programme Officer of the Ghana Education campaign coalition, he stated that complexities in the challenges to attain gender parity in basic school enrolment, retention and completion, and appreciating that the existing quantity and quality defects in girls' education, is a result of structural deficiency deeply rooted in policy and practice, is vital. However, girl-child education in the study district is not taken as a priority; families give priority to their boy children when it comes to education, even if their girl-children are brighter than their male children.

The situation becomes worse when the families cannot afford to sponsor both males and females education. It is a common saying that the boy-child needs an education to get a good paid job to fend for his future wife and children, and that the girl-child will definitely become someone's wife and a mother in the future. Everyone has the right to education. Education should be free at least in the elementary and fundamental stages. Elementary education should be compulsory, technical and professional education should be made generally available and higher education should be equally

accessible to all on the basis of merit (UN, 1948). Moreover, early childhood education is a neglected area in many Arab countries despite strong evidence of the importance of education in the early years (Nasser, 2018).

However, some teachers also have this mindset through the examples they cite in the classrooms, discriminately encouraging the boy-children to learn hard. In an interaction with some pupils, it was exposed to the researcher that, when both boys and girls are backward in the class, teachers most often than not advise the male children to put in much efforts, but to the female children, they mostly suggest that the girl children dropout for a marriage or something else; this therefore makes the male-children to take an undue advantage over the female children in the schools.

In a discussion with a matured dropout girl-child in the study district, she said it is not uncommon nowadays to hear people saying, use what you have to get what you want; this therefore support the idea of encouraging females to accept sex for jobs in the Ghanaian society as a whole which undermines the dignity of females in the county. She lamented that the attitude of accepting sex for a job is common in Ghana and was surprised to understand that, it doesn't happen in developed countries through articles she read.

The discrimination against female education is a two side's coin. Thus, a few females would get the chance to be educated, in the sense that families and communities might not be willing to support and sponsor their education and or, on the other hand, the few girl-children who are privileged to be educated need to work harder to prove themselves worthy for any tasks. On a survey, it was noticed that the girl-children were in the front seas studying and the male children at the back seats doing their own things. In an interview with the class teacher, it was deduced that the male-children



seem to be complacent on their achievements in class; they believe that, they are brighter than their female counterparts thereby making noise and cracking jokes at the back.

Due to their complacent mentality, some girl-children were placed between first to third positions at the time the survey took place. In an interaction with the head teacher of the school, who is also a gender activist explained that both boys and girls need equal education and as such she always advise both sexes to take their learning serious to contribute to the development of the nation. She concluded that the female children in the school consider her as their role model and as such learning hard to be educated like her in the future.

The problems of poor female academic performance and dropout are many; three factors were identified by the researcher's earlier interactions with some key members in the study district. Poverty was the first factor identified as pupils frequently expressed poverty as a major barrier to achieve their educational dreams.

Parents' marry out their daughters at tender ages to enable them cater for their male children educational needs. The bride prices from their daughters are mostly used to supplement the family budgets. In an interview, a pupil recounted how her sister got married before the age of sixteen; this was because her father needed money to dowry a wife for her brother; however, due to lack of money, the families arrange a marriage for her sister who was in primary six by then to secure money from the dowry. She concluded that, that her sister gave birth to three children at age nineteen meaning her education is ended.

Teenage pregnancy is yet another major cause of female dropout, especially in the remote communities of the study district; a pupil in an interview divulged that it is



normal to get pregnant as a teenager to prove ones fertility; thus community members and parents would have the assurance that their daughters are fertile before future marriage.

1.1 Problem Statement

In spite of the numerous activities by the central government, local government authority, and non-governmental organizations on female education in the district, the academic performance of the girl-child is still low; dropout rate of the girl-child in the district remains high (Appendix V Enrolment statistics of 2007-2016 Batch). The central government provides free meals, uniforms, sandals, and books for primary and junior high pupils to ease the financial burden on parents on providing them for their wards in schools; the problem of poor academic performance and dropout rate of the girl-child sill persist in the district (DBI Education statistics, 2015). Though some pupils do receive financial assistance from the central government and non-governmental organizations, poor academic performance and high dropout rate still remain high.

Again, the central government initiated the capitation grant program in 2004, which spends four cedi's fifty (GHS 4.50p in 2019) per pupil per term to be used to acquire schools supplies and books. The aim was to supplement the Free Compulsory Universal Basic Education (FCUBE) program, increase access to support poor families. However in reality, central government most often delays in sending these capitation grants to the various districts because of inadequate funds. When schools even receive the capitation grants, it is mostly not used for its intended purpose as the case may be. The main purpose of the capitation was to purchase school supplies for needy pupils.



In addition, bicycles are given to female girls by the district assembly who travel far distance to school. Again, the bicycles are given to female pupils who regularly attend school and perform well in class.

Non-governmental organization like the World Vision International sponsors brilliant but needy basic schools female education in the district, but low academic performance and high dropout rate are still high. The World Vision International awards scholarships to brilliant but needy girl children from the Basic levels of education to the tertiary levels. These scholarships help bridge the gap between the rich and the poor pupils as well as increase the access for pupils from lower income families to get the required education. World Vision International (WVI) and World Food Programme (WFP) were the major existing NGOs mentioned at the time of the research in the study district. Some other NGOs were mentioned but faded off because they did not take into consideration the communities' needs however came in with what the communities did not need. For example, and NGO built toilets for a community when in real sense they needed a borehole cited by an opinion leader. The number one aid provided by these NGOs is free exercise books and school supplies as second. When NGOs provided school materials to pupils it helps lessen the financial burden on parents. Pupils who receive these assistants benefit greatly, but many do not receive any assistants.

Though basic education is free and compulsory for every pupil, the policy seems is not a reality in the Daffiama – Bussie – Issa District. Children of school going age are seen taking care of their siblings and others cattle. This is because some families and parents in the study district are so poor that they cannot afford to feed and clothe their families properly let alone buying books and school fees.



World food program is yet another intervention to encourage female education at the basic levels of education. Food stuff like rice, maize and cooking oil are provided to female pupils every month to boost their morale to attending school. This is to discourage truant attitude and improve the performance of female girls in the district. The rice, maize and cooking oil are provided to female pupils on the condition that, the girl child must attend school for at least thirteen (13) days in the month to qualify for the incentive.

Despite all these above interventions by the central government, the local government authority and Non-governmental organizations, the female education is so low. The academic performance of the girl-child in the study district is among the lowest in the region. The Basic Certificate Examination results in two districts are shown on appendix for (4), For example in 2009, Kanyini JHS in the Nadowli-Kaleo District, 5 girls registered and wrote, all the 5 passed with a passed percentage of 100%. On the other hand, in 2009 Sazie JHS in the Daffiama-Bussie-Issa District, 5 girls registered and wrote, 2 girls passed with a passed percentage of 40%. The analysis of the two districts (Daffiama- Bussie – Issa and Nadowli – Kaleo districts) BECE results show that, there is still more room for the study district to improve upon its female BECE results in spite of the fact that they perform well in some of the years; more need to be done (Appendix IV BECE results 2004 – 2014).

In the early years of 2000, female pupils' academic performance in the study area was encouraging, which sent many of them into enviable positions in society today (Appendix IV BECE results from 2004 – 2014). However, the female pupils' academic performance in the district started to retrogress in the late 2000s, where virtually no female pupils gained admission into senior high school levels of education due to poor academic performance in the BECE examination results (



Appendix IV BECE results from 2004 – 2014). This study therefore examines the factors behind the persistent lag in academic performance, school completion rates, and educational experiences between boys and girls.

1.2 Research Questions

The main research question is what are the factors that hinder female education in the district? Specific questions that were asked to support the main research questions are;

1. How do parents socio-economic background affects female educational performance?
2. How do school based factors affect female education?
3. How do home/community based factors affect female education?
4. How do cultural factors lead to female school dropout?

1.3 Research Objectives

The main objective is to analyze factors that hinder female education in the study district. Specifically, the study sought among others;

1. To analyze the effects of parents socio-economic background on female educational performance.
2. To identify school-based factors that affect female education.
3. To outline home/community-based factors that affect female education.
4. To determine the extent to which cultural factors lead to female school dropout.



1.4 Significance of The Study

The study would serve as a document for future researchers to study into the abysmal performance and high dropout rate of the girl-child in the study district and the country at large. It would also inform policy makers to make appropriate policies that would help reduce or resolve the menace.

Finally the study findings would contribute to the literature on student girl's performance which can be used as literature by other researchers.

1.5 Scope of Study or Limitation

The study was exclusively carried out in the Daffiama –Bussie – Issa District on the abysmal performance and high dropout rate of the girl- child and to come out with suggestions that will help revamp the female education in the district.

1.6 Organisation of the Study

This study is divided into five chapters. Chapter one discussed the introduction to the study. It explains the background behind of the study, presented the problem statement, the objectives, the research questions, scope of the study and the significance of the study. Chapter two dealt with the review of relevant literature on factors that affects female education; and the contextual analysis of the impact of low performance and high dropout rate on female education in the study area. Chapter three explains the research methodology employed for the study. Chapter four is devoted for the presentation and analysis of findings from the field study while chapter five presents the summary of findings, recommendation and conclusion.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The entire chapter two is dedicated to the review of literature on the topic. Research shows that factors within the classroom are not the only cause of gender differences in education, home base factors including family size, household income, parents' education, cultural and traditional beliefs all contribute substantially to poor female enrolment and performance in schools. Some of the areas covered by this review include literature on parents' social status and its impact on girl-child education, school based factors and their impact on females' education, home/community based factors, health, individual and personality factors and finally, the benefits of female education.

The study also provided a theoretical framework as well as a conceptual framework. The theory for the study was based on patriarchy and feminism theory. Patriarchy is defined as a social system in which men hold primary power and predominate the role of political leadership, moral authority, social, political and economic rights for women that are equal to those provided to men (Wikipedia diction). The study also used the system theory of the functionalist approach model developed by Talcott Parsons. The conceptual framework developed by the author tries to link several factors that lead to a high or low academic performance.



2.1 Parents Social Status and Its Impact on Girls Education

2.1.1 Family Social Status and Parent educational investment

Parent investment for their children's well-being are sometimes gender biased – Leung and Zhang (2008) in Shahidul, (2015) assert that parents' preference for male children encourage more of them to invest in their sons' well-being to take care of them in the future. In fact, parental gender bias investment for their children occurs particularly when parents have limited/low income and resources, causing girls to leave school earlier than boys. Zehadul Karim (2015) found a relationship between a family's financial strength and daughter's education in South Africa. The family financial strength determines whether or not a girl child would be educated, due to the gender discrimination in parents.

Considine. & Pala (2002) argue that families where parents are advantaged socially, educationally and economically fosters a high level of achievement in their children because pupils from high economic background are exposed to scholastic materials, which aides their intelligence. Generally, girls have a lower social status than their brothers, their education is valued less. The issue of low level of girl's participation and high level of dropout is a problem in the Upper West Region and the country at large (Agana and Millar, 2015). This is because girls are mostly denied education when the family resources are inadequate to cater for both sexes in Ghana; more especially in the Northern part of the country. Pervasive poverty and persistent cultural attitudes, including forced marriages and child labor, continue to be the obstacles to girl's education in sub-Saharan Arica. Other obstacles, according to the plan international report, include the cost of education, child prostitution, early pregnancies and long distance to school. Poverty lies at the heart of many of the



challenges that hinder girl's access to education. The pressures of poverty mean that parents must constantly make decisions about how to utilize extremely limited resources and how best to provide a secure future for their family.

Oxfam in Ghana has made tremendous progress in reducing poverty in recent decades but its success has been uneven, and significant inequalities still exist especially between the south and the north where majority of the population lives on less than 1\$ a day. Around 24.2% of the national population lives below the poverty line (Ghana/Oxfam International,2018). Though both boys and girls education suffers if expected to work and bring income to the family, but girls will have the added constraints of extra domestic duties, vulnerability to sexual harassment, menstruation and some context, expected of early marriage education is improving but not for all girls.

Studies have pointed out that there are 600 million girls living in the developing world (UNFPA,2014). Two-thirds of the world's uneducated children are girls, and two-thirds of the world's illiterate adults are women. Around the world girls and women continue to suffer from a lack of economic opportunity, inadequate health care and education, early marriage, sexual violence and discrimination. Globally, nine in ten girls complete their primary education but only three in four complete their lower secondary education. In low income countries, less than two thirds of girls complete their primary education and only one in three completes lower secondary school (The World Bank,2018). The consequences for girls dropping out of school prematurely are severe.

When resources are scarce, and there are both real and opportunity costs associated with going to school, many families opt to educate their boys over their girls. Girls are



pulled out of school and boys left in school when the family financial strength dictates that all children cannot be educated. Girls miss school when there are chores to be done at home or there is a sick family member to nurse.

Poor households tend to have lower level for schooling than richer households; whatever the benefits of schooling, the cost for them are more difficult to meet than is the case for richer households (Colclough et al 2000;25). For children from poorer backgrounds in particular, the pressure on them to withdraw from school increases as they get older, particularly as the opportunity cost of their time increase. Poverty remains the most for determining whether girls can access education. Every day, girls face barriers to education caused by poverty, cultural norms and practices, poor infrastructure, violence and fragility. Progress towards universal primary education has been made especially after national Governments abolished school fees and increased expenditure; but there are still 24 million girls out of school in sub-Saharan Africa.

In 2005, the total net enrolment ratio of girls in primary education was only 66% and even lower 24% for secondary education. Given the high percentage of girls excluded from education the recognition of the multiple and long-term benefits of educating girls, and the targets set by the MDGs, the case for increasing and facilitating access to education as an antidote against the current situation seems clear. Yet while there is widespread agreement that more must be done and spent on improving female primary school enrolment and completion rates, there is still little consensus on how this should be achieved. Studies consistently reinforce those girls who face multiple disadvantages-such as low family income, living in remote or underserved locations, disability or belonging to a minority ethno-linguistic group-are farthest behind in terms of access to and completion of education (The World Bank Group,2017).



Education and promoting gender equality is part of a broader holistic effort by the World Bank Group. It includes ensuring that girls do not suffer disproportionately in poor and vulnerable households and advancing skills and job opportunities for adolescent girls and young women.

One-way government is reducing the financial burden of education is by providing free lunches during school through the school feeding program thus, saving the family some money on food and giving the children incentives to attend school (The World Bank,2012). This program is helpful in enhancing enrolment figures in the country.

Chi and Rao's (2003) research on rural China sees things slightly different with children education one of the main household priorities. Yet even in this context if rural parents are short of money expenses on ancestral halls and gift giving are prioritized over education spending.

2.1.2 Cost of education

Direct and indirect costs of education are important factors for the education of children. Factors including the number of children in a household, family's income, parent's education are determinants of a girl's education (Sackey,2007). Often girls are used as sources of income, commonly working and or housemaids for low income homes in order to contribute to educating a boy child Research indicates that cost of education especially school fees is a major reason for early dropout from school. Cost of education is sometimes linked to the gender of the children as parents sometimes become unwilling to pay schooling fess for their daughters. Brown and Park (2002) in Karim (2015) investigated that in rural China, parents' incapability to pay compensate school fees was the reason for the dropout of 47% of girls, only 33% of boys dropout



in elementary schools; in junior high school, fees were half for the girls but only 8% for boys.

Hunter, (2002) in Shahidul (2015) found that school fees were significant reason for the dropout rate of 27% of boys but 30% of girls before secondary school graduation in South Africa. From the families' perspective Susmita & Sengupta (2002) cited in Karim (2015) observed that in poor households in India the costs of schooling for girls are likely to be higher while the benefits are more insignificant for them than the boys. The authors also observe that though direct costs are similar for boys and girls, parents are less willing to spend on girls. Lloyd et.al. (2000) in Shahidul (2015) also found that in Kenya, higher school fees increases the likelihood of dropping out for girls but not for boys.

2.2 School Based Factors and Impact on Girls Education

2.2.1 Learning environment and impact on enrolment

According to Bill (1980) the home, school and the wider society all play an important role in inculcating attitude since a child grows in the home and later moves to school. The family serves as the first agent of socialization and education to every child. The educational level of parents (father and mother) has a great influence in a child's cultural capital (Boudieu,1997) and performance in school. Again, the school environment is yet another factor that determines the performance of a child. The quality of classrooms and the availability of teaching learning aids are all contributory factors to academic performance and enrollment rates in school. The hidden curriculum in school sometimes demoralize pupils to put up their best more especially at the basic levels of education (Pinto,2018). Some examples set by teachers in



classrooms unintentionally identify gender roles. Rossetti (2001), whose survey of 560 students in Botswana found 67% reported sexual harassment by teachers and that 20% also reported having been asked by teachers for sex of whom 42% accepted mostly because they feared reprisal from the teacher.

2.2.2 Language of instruction

Mullis et al. (2004) explain that learning to read is much depended on children's early experience with language. The home/mother language and the language that is used in giving instructions in school have great impact in child literacy development. The Ghana Education Service specified that, home language (L1) be used at the lower primary level to enable children understand the instructions of the teacher, and English language (L2) be used as a mode of instruction at the upper primary level and beyond. The mode of instructions is very important in child learning in the school. The performance of a child is highly depended on his/her understanding of the language of instructions.

2.2.3 Pedagogy of teaching and learning

Lundberg and Linnakyla (1993) indicate that, there is a correlation between teaching experience and pupil's performance. Teaching is a complex and demanding profession required skills in management and fast decision-making, independent, patience, communication skills, tolerance, deep subject knowledge and psychological insight.

The availability and proper use of teaching and learning materials play a significant role in the understanding of pupils especially at the basic level. The knowledge and experience of the teacher cannot be overemphasized. The knowledge, experience and



skills of the teacher in relation to the subject matter greatly impacted on the academic performance of the child.

2.2.4 School safety

Juneja, (2001) observe that if school distance is considered too far from home, young girls tend to drop out more due to fear for the vulnerability to sexual harassment. Parents are afraid for the safety of their children when they have to travel longer distances to school. Ainsworth et al. (2005) found that the likelihood of attending secondary school for girl's decrease, with the greater distance compared to the nearer secondary schools. Distance is the foremost obstacle for girls' education in many countries in Africa. A large number of studies in African regions report that school distance can discourage girls from being educated for two major problems. One, the length of time and energy needed to cover the distance for children with empty stomachs. Another is parental anxiety about sexual safeguard of their daughters. Shorter School distance gives the motivation to girls to stay in school, Ainsworth et al. (2005) found that close proximity to school have a positive motivating impact on girls. School safety remains a critical barrier for girls to attend school. If the journey to school and the school environment are not safe parents will not enroll their daughters, and girls will not attend. Walk to school can be dangerous or intimidating; most parents are unwilling to allow their daughters to walk long distances or take routes that could be dangerous.

Harassment and discrimination, both from male peers and from teachers is a problem for female pupils. In addition to subtle discrimination against females some teachers use overt physical punishment such as whip-like piece of a cane. The teachers use



these if female pupil receives a low score on a test or speaks out in class or misbehaves (Henshaw,2020).

2.2.5 Teacher attitude

Coclough et al. (2000) found that teachers in school more positively viewed boys than girls because they usually expect girls to quit school early. Teachers' attitude and their teaching practices have foremost impact in sustaining girls in schools. According Nekatibeb study from several sub-Saharan Africa indicates that both female and male teachers believe that boys are academically better than girls. The study also found most teachers tend to pay more attention to boys in the classroom than girls.

According a study on dropout rates in sub-Saharan Arica it was found that the foremost cause of higher rate of girls dropout was the attitude of teachers towards girls. Teachers tend to favor boys than girls in terms of academic performance and achievement which lead to dropout.

In Ghana however, there is a significant difference between males and females school enrolments. More girls than boys enrolment in the primary school education are evident; however most of them dropout of school at the primary and Junior High School levels due to poor academic performance (MOE report, 2016).

A focus on the role of teachers in addressing gender disparities is well-deserved. There is strong evidence of the positive relationship between education experience, and cognitive skills and their students' academic performance (King & Winthrop 2015). Six recent reviews of hundreds of impact evaluation of education interventions found that programs that train, support and motivate teachers are among the most effective. For example, in United States having a good teacher is equivalent to the



average gain in learning of one schooling year; having a weak teacher means mastering less than half of the expected subject content.

2.2.6 Sanitation in school

Poor sanitation in school greatly contributes to girl-child dropout from school because poor sanitation in schools is an indication that, the schools are not safe. Lizette, (2000) observes that though lack of facilities and poor classrooms affect both girls and boys, sanitation in schools has a strong negative impact on girls; parents expect safe and separate sanitation for their daughters in schools. In fact, especially for girls entering adulthood, they need to have separate and adequate facilities for their menstruation time in school; without proper facilities it would discourage the girl-child from being in school and consequently dropping out. Birdsall et al. (2005) argue that girls' privacy issue in schools is foremost a factor which forces girls to drop out. UNICEF (2009) further notice that, separate hygienic toilets can be made available for boys and girls when designing the facilities of a school, UNICEF (2006) observe that in Africa the lack of basic sanitation is the cause to decreasing enrolment of girls in secondary schools but girls spend more time in schools when sanitation facilities are adequate. UNICEF (1998) further observe that if the toilets are shared by girls and boys or are closely located in schools a significant number of girls drop out because of harassment and lack of privacy.

Many schools don't have separate toilets for girls and boys; in Africa and other parts of the world, it's not easy as raising one hand to go to the toilet. Many girls particularly adolescent who are menstruating don't go to school because of lack of privacy, unavailability of sanitary disposal facilities and water shortages. In parts of sub-Saharan Africa and other regions girls can miss out of school up to five (5) days



of school per month or stop going to school entirely because of insufficient access to water and hygiene facilities, no separate toilets for girls and a lack of sanitary supplies (Ewan Watt,2015). Many girls also worry about sexual advances from boys in mixed toilets. An estimated 1.9 billion school days could be gained if the Millennium Development Goals (MDGs) related to safe water supply and sanitation are achieved and the incidence of diarrhea illness is reduced. Some girls stay away from school when they have no access to sanitary provisions in school. Girls from poor homes stay away from school every month when they are menstruating and this consequently affect their academic performance and achievements. It is against this background that the government in 2015/2016 made it a policy to provide sanitary pads to girls who attained puberty. This policy actually increased the attendants of female students in the year 2015/2016 academic year (MOE, 2016).

2.2.7 Role modeling

Lack of female teachers in some counties can make school a daunting experience of girls. The presence of more women would provide a girl-friendly environment that would put young girls at ease. In the United States, about 3-quarters of school teachers are female; but in African counties about one in five primary teachers are women; part of the reason for the lower number of girls completing primary education, let alone secondary school-leaving a small pool of female candidates.

In Afghanistan, lack of female teachers is an obstacle to girls' participation and enrolment in schools. Afghan people believe that girls should not be taught by male teachers; however female teachers are not available in Afghan society which is the foremost reason for the low rate of female education (Karim,2015).



Solotaroff et al. (2007) presented that in Pakistan, girls usually drop out early because of lacking of female teachers in schools. In these societies parents tend to stop their daughters' education before adulthood as female teachers are not available in schools. Though parents are sometimes reluctant to send their girls to schools based on their religious feelings, in fact female teachers are effective in achieving educational outcome for female students. Female teachers are important in schools because they also serve as appropriate role models.

2.2.8 Parents Teacher Association (PTA) through School Management

Committee

Parents Teacher Association (PTA) is an association comprising of parents/guardian of students/pupils and the administration of the school majorly teachers who meet annually or quarterly to discuss matters on the educational moral and spirited well-being of the students or pupils of any learning organization either at the nursery, primary level or at the secondary level. This association is basically made up of two arms the executive and general assembly (Kalu, 2009).

Parental involvement in school through board of government (BOG) and PTA has been widely acknowledged in both developing and developed counties (Kemba, 2010). Akahoman &Dora O. (2007) opined that parental involvement despite the educational background or social position of the parents is an essential component for successful education and teaching at school level. Parents Teachers Association (PTA) and Schools Management Committees (SMC) have been urged to collaborate and intensify monitoring to help control absenteeism among teachers in the basic schools particularly in the rural communities. According to 2016 Ghana International School report, PTA supports, advises and assists the Board of Directors and



management to create the necessary academic moral atmosphere and infrastructure for the benefit of the pupil's staff and the Ghana International School (GIS) community at large.

According to Ping (1977) the main objective of PTA is to promote the school and family cooperation in the education process of the children. According to the GES/SMC/PTA hand book (2011) the PTA is an association of parents in a particular school or cluster of schools being non-governmental, non-partisan and non-commercial. The executive members are the chairman, the vice chairman, the secretary (teacher), the financial secretary. The performance of pupils/students in a school depends on how vibrant the PTA is.

2.2.9 Cost of schooling (formal and informal)

Despite the free education under the FCUBE Program there are costs borne by parents. Direct and indirect schooling costs are important factors for the education of children. Research indicates that schooling costs especially school fees are a central reason for early drop out of some pupils. Schooling costs are sometimes linked to the gender of the children as parents sometimes become unwilling to pay schooling fees of daughters. Too many girls are being left behind because; funding is targeted to male education. Funding is an important issue when looking at reasons why girls aren't in school. Education for girls is often the lowest budget priority in many countries; daughters are perceived to be less valuable once educated and less likely to abide by the will of the father, brother or husband (Montoya,2016).

Schooling is more costly for girls. The direct costs (e.g. school fees, where they exist, uniforms, transportation) and opportunity costs (e.g. time could have been spent working, helping family) of school often impact boys and girls differently. Many non-



experimental studies using household survey data find that girls schooling is more sensitive to cost, however defined than boys. Often male siblings will be given the chance to attend school instead; but educating girls and young women increases a country's productivity and contributes to economic growth. Brown and Park (2002) investigated that in rural China parents incapability to pay compensate school fees was the reason for the drop out of 47% of girls while 33% of boys dropout in the elementary schools. Hunter and May (2002) found that school fees are the significant reason for the dropout rate of 27% of boys but 30% of girls before secondary school graduation in South Africa. From the family perspective, Susmita and Sengupta (2012) observed that in poor households in India the costs of schooling for girls are likely to be higher while the benefits are tenuous for them than the boys. In Kenya, higher school fees increases the likelihood of dropping out for girls but not for boy (Shahidul,2015).

The Universal Declaration of Human Rights makes clear that every child has the right to free basic education so that poverty and lack of money should not be a barrier to schooling (the State of the World's Children 2004). In many developing countries over the last decades governments have announced the abolition of school fees and as a result, seen impressive increases in the number of children going to school. But for many of the poorest families school remains too expensive and children are forced to stay at home doing chores or work themselves. According to Gates Foundation, 32% of students leave school to provide for their families financially, and dropout of high school to find employment. Families remain locked in a cycle of poverty that goes on for generations.

Notwithstanding, it is against this background that the government of Ghana has absorbed all school fees at the second cycle institutions in the county; instituted the



capitation grant policy, free uniform and sandals policies to enable poor parents to send their children to school. Again, government has subsidized all tertiary education programs to increase enrolment into tertiary institutions in the country. In many countries in Africa while education is theoretically free, in practice informal fees see parents forced to pay for compulsory items like uniforms, books, pens, extra lessons, exam fees or funds to support the school building. In other places the lack of functioning public (government) schools means that parents have no choice but to send their children to private schools that charge relatively low school fees yet are unaffordable for the poorest families. This risks further making them destitute in their efforts to get their children better lives through education.

2.2.10 Gender and School-related violence

Pervasive school-related violence harms millions of girls and young women. The relationship of school-related violence to educational performance is typically not examined in research on the determinants of schooling, perhaps because of the absence of systematic information on its prevalence. Not only is this a violation of human rights; it is also one of the most common causes for girls drop out of school. An estimated 246 million girls and boys are harassed, abused on their way to and at school every year-with girls particularly vulnerable. In Africa, half of all children have reported being bullied at school; 18 million girls aged 15 to 19 are victims of sexual violence-often leading to school dropout and reinforcing cultural practices (World Health Organizations' Report,2020).

However, what data exist paints a picture of extensive school-related violence inflicted on girls (King & Winthrop,2015). Violence ranges from extreme acts such as kidnapping, bombing, maiming and killing acts which often occur in contexts of



conflict, militancy and political violence around the world are directly targeted at girls (Prinsloo 2000).

Forms of gender violence are not fixed; they evolve to fit different times, circumstances and cultures. For example, in South Asia, a girl may have acid thrown on her for daring to snub a boy or for turning down an offer of marriage or in Afghanistan for daring to a teacher (Reuters, 2002), and in South Africa jack rolling (gang rape) is a particular horrific form of violence against young women. Some attacks are directed at school children and some take place on school premises.

Inequality can be seen from the dimension of disparities between boys and girls where boys are given the utmost opportunities and encouragement to be in school while girls are discouraged and sometimes prevented from going to school. Violence also negatively impacts access to education and safe environment for learning especially female education. For example, in Haiti recent research highlights that one in three Haitian women (ages 15-49) has experienced physical and /or sexual violence, and that of women who received money for before turning 18 years old, 27% reported schools to be the most common location for solicitation.



2.3 Home/Community Based Factors That Affect Female Education

2.3.1 Early marriage

Sometimes parents with a small child (even infants) arrange a future marriage with another child's parents. The children are betrothed or promised each other. Often the two children never even met each other until the wedding ceremony, when they are both of an acceptable marriageable age-which differs upon custom. This form of marriage involves a reciprocal exchange of spouses between two groups, or tribes

(New World Encyclopedia). Child marriage not only robs girls of their childhood and truncates their education; it can also carry severe risks for their health and future well-being. Underage pregnancies can be particularly hazardous and post-natal difficulties such as fistula can cause life-long health problems. Preliminary investigations show that girls in the study district are entering into early marriages at an alarming rate. They are often married early to alleviate their family's financial burden far before they are ready for marriage physically and mentally. While many families marry their daughters early out of traditional obligation, there are also economic reasons behind the decision.

In many of the cases, the families are poor and one less daughter is one less mouth to feed. In other cases, such as in Sierra Leone, the future husband must provide labor at her parents' home as part of the bride price before marriage can take place (when the girl is ten to fifteen years old). In these cases, the parents receive free labor. If the girl decides she does not want to marry the chosen suitor her parents must repay the cost of her labor. However, in many cases the compensation cannot be paid and the girl is forced to marry. Once married a large part of the new bride's role is to look after all domestic chores and her husband.

Additionally, as a young bride she has a longer fertility period which means more children to help with labor duties for in-laws. In cases of bride price payment where the future husband must pay his in-laws, the girl is married off to a man much older than her because he can afford to pay the designated bride price. Early forced marriages have negative effect on female education. Most often than not, families will arrange a marriages for their daughters without their consent while they are still in their teenage ages, this leads to the termination of the girls education. Some statements made by parents clearly point to the negative attitudes that many parents



and community members in general have towards educating girls; today, more girls than ever go to school. However, despite progress made, women and girls continue to face multiple barriers based on gender and its intersections with other factors, such as ethnicity, and disability, in the equal enjoyment of the right to quality education.

In rural areas girls' dropout rate became higher because parents consider girls schooling as of no benefit when they leave their own family after getting married (Karim,2015). Mansory (2007) also found that early marriage is the foremost cause of early school dropout of girls in Afghanistan. A lot of research have highlighted on girls' age and education and found that when girls reach puberty, parents consider it is time for them to be married and tend to arrange the marriage instead of continuing schooling (M.Nour,2006). Some studies argued that early marriage of girls is associated with dropouts in certain content. For instance, in societies where girls leave their parental household after marriage, girl's dropout might be higher in that society (Karim, 2015). Too often marriage is seen as a higher priority than education. The low value attached to girls schooling means few other options available to them.

Child marriage is a challenge; child brides are much more likely to drop out of school and complete fewer years of education than their peers who marry later; this affects the education and health of their children as well as their ability to earn a living. Females are taken out of school when at marriage age, to prepare them for marriage or to help supplement the family income through petty trading, farming and or performing other money earning activities. There are many barriers to female education; yet educating girls proves to be the most cost-effective measure a developing country can take to improve its standard of living (Girls' Education- Barriers and Solutions,2013).



It is estimated that 15 million girls are married before they turn 18 years globally (Quentin Wodon,2017). After their wedding they leave the education system and, because they have fewer educational skills, they and their families are more likely to live in poverty. The PROBE team 1999) of India reported that, in that country education might give girls better preparation for marriage. However, despite this, parents sometimes are reluctant to let their daughters have their education as higher education raises the cost of marriage for girls. Shahidul (2012) also found that in Bangladesh girls with lower socio-economic background drop from secondary school when schooling or higher education inflates dowry the carriage market of girls.

2.3.2 Household chores

Household chores keep many girls out of school, even when girls go to school, they are often sent to fetch water whenever it is needed. Most other house chores-including cleaning latrines, gathering wood, cooking, and sweeping, baby-sitting, laundering and garbage disposal fall to women and girls. When family members become sick (often due to hygiene-related disease), girls are more likely to be kept a home to care for them. Many families cannot afford to educate girls because their labor is often needed in the home and in the field examined data in Bangladesh and found out that if mothers participate in the household decision-making processes the dropout rate of girls will be decreased. Female involvement in families and community decision-making processes will encourage many females to pick up roles in the communities and girl-child education in the contemporary society.

Children in households headed by females are likely to attain higher academic achievements as it would serve as a role model on the children. However, single-



female headed households sometimes face greater financial constraints than two-parent households which may impact negatively on children academic achievements. Many studies observed that girls sometimes begin working at an earlier age than boys especially in rural areas and girls also tend to drop out of school to take care of their younger siblings. (Brock & Cammish, 1997) found that if children less than 6 years old are present at home, their elder sisters are more likely to drop out. Fuller & Liang (1999) indicates that if mothers work and get wage outside of the home, female children take some responsibilities of the household which cause them to drop out. In general, girls take more loads of household work than boys and on the other hand rural girls do more household work than urban girls (Ersado, 2005). Amongst those out of school, the mean wealth index for school drop outs are generally higher than for those who had never enrolled. Children at school were on average from better-off households than those who have dropped out who were in turn from richer background than school age children who had never enrolled (Colclough et al. 2000: 16).



2.3.3 Household and community research

Through CARE's work in Cambodia, Tanzania and Mali, household and community discussions supported by CARE's research studies identified that girls can have six times higher domestic workloads than boys of their same age. As result girls often miss class and/or arrive late to school, missing critical learning hours. Furthermore, they frequently spend daylight hours doing household chores or labor for wages preventing them from studying while it is light outside (for many, sunlight is the only source of light available for studying and work). Although workload

distribution is deeply linked to girls overall lower social status in their communities, household and community-level discussions are making a difference.

CARE implements gender-synchronized approaches: projects may begin with identifying and addressing the unique barriers that keep girls out of school, while at the same time working with boys and men to help identify and address such barriers. Other projects may engage both girls and boys from inception, to build equitable environments through which all students can learn thrive and grow.

2.3.4 Cultural believes

Save the children (2005) indicates that cultural norms and beliefs constrains girls' education especially in many developing parts of the world. In these societies traditional values and some religious beliefs constrain girls from making their own decisions and expressing their own opinions. Chege and Sifuna (2006) examines claim that many cultures favor education for boys more than girls.

In general, the African belief is that a girl-child only needs a hardworking husband to feed and clothe the family as they in turn cater for their children. Myth of boys being superior and therefore more intelligent than girls and thus more likely to succeed over girls is still believed by many parents. In connection with school fees parents feel that investing in boys' education minimize the risk of losing money since they believe that boys are more likely to succeed (MM Wanja, (2014).

The cultural mindset against female education leaves much to be desired. Men have a sense of entitlement and superiority in Ghana and so many parts of the world and the education of girls is not a priority. Many parents do not have confidence on their daughters' education in the study district due to high dropout rate of the girl-child in the study district. Female pupils mostly dropout of school due to either poor



academic performance or teenage pregnancy; these therefore discourage parents to think that educating their girl-children are waste of resources, thereby resorting to sending only their male children to school. If a family has a boy and a girl but can only afford to send one to school, the boy will be chosen, even if the girl is a better student. It is the believe of parents that sending their male children to school is more reasonable than sending their female children to school, if female children are send to school it is a waste of resources since they will get married to another family, have children and still work in the kitchen. In addition, parents seem not to realize the benefits of female education. Parents have the sediment believe that when their sons are educated, they will provide for them at old age and also for their nuclear families unlike an educated daughter who in future will become a wife to another family regardless of her education; the earlier interaction made this echoed sentiment (Diane Depanfilis, 2006).

Rural girls are not found attending school. Another argument used to keep women and girls at home is that parents in the myth that there are no jobs for women in the labor market; parents begin to question their daughter's education by believing that it is a waste of time and money to invest in a girl's education. This is particularly true for rural families.

Kapakasa (1992) studied girls' persistence in school and found that initiation ceremonies (religious ceremony) have significant effect on girls' dropout rate and poor academic performance when parents have more propensities to pay for the expenses of the ceremony than their daughters' education.

A girl's parents attitude about female education greatly influence whether she enrolls in school or not. In many traditional places parents abstain from sending their daughters to school because of a desire to protect them from harmful influences.



Decades ago, most African women received some sort of informal education but formal education had been reserved for men who occupy the more important and elite roles in government and society (Okorie Mercy, 2017).

A qualitative study done on the situation for girls, in Somalia, identified a view of education as inducing bad behavior in girls. A loss of traditional female values as a cause of education is feared as it is viewed to reduce her likelihood to become married and marriage in many places is seen as a girl's 'livelihood'. Cultural values and socialization processes that paint a picture of girls as future subservient wives and mothers can negatively affect girls' image and performance in school represent another barrier that many girls face.

Abena (1991) and Atayi (2008) observe that in Africa parents are more concerned about the role for girls at home as in this role, girls do not need education since they are supposed to take care of their children and prepare meals. Falkingham and Baschieri (2006) observed that in Tajikistan many girls attend only religious classes which provide relevant skills for future married life as skilled wives. Sawada and Lokshin (2009) found that purdah (ideal) or seclusion of women was a factor for girl's dropout. UNESCO (2010) indicates that traditional values are stronger in rural areas in developing countries compared to urban areas and often do not allow girls to leave homes even for school.

2.3.5 Conflict

Tadzie Madzima-Bosha (2013) argues that women and children are often the worst affected by conflict. There is no doubt that war affects women and men differently. Whenever there has been conflict, women and children have been known to receive the hard end of the stick. During violence conflict; girls are deliberately targeted by



armed groups and government forces. They can also suffer sexual violence, abduction intimidation and harassment.

Durkheim (the founder of functional theory) identified the latent role of education as one of socializing people into society of mainstream. According UNESCO report globally 57 million children including girls-child are out of school. According UNESCOs Education for All global monitoring report and the NGO save the children, almost 50 million children and young people living in conflict areas are out of school, more than half of them primary age, and reports of attacks on education are rising, according to global development 2013 civil war in Syria has contributed to the sharp increase in reported incidents of children being stopped from accessing education.

Pupils are physically attacked for trying to go to school or having their schools bombed, or recruited by armed groups. Long-term effects of growing up in a conflict zone are devastating and UNICEF estimates that 48.5 million children worldwide are missing school because of wars and conflicts. Girls living in conflict-affected countries are 90% more likely to be out of secondary school than those living in peace. Attacks on girls, means parents are afraid to send their daughters to school.

2.4 Health, Individual And Personality Factors That Affect Female Education

2.4.1 Child attitude to learning

Hermann Ebbinghaus, Edwaard L. Thorndike, Ivan Pavlov (1927). These theories focused on explaining the behavior of individuals towards learning and became known as behavioral theories. These behaviors of the learner towards learning, greatly influences his/her understanding in class. These theories use a stimulus



response framework to explain learning and dominated psychology and education for a half a century.

2.4.2 Teenage pregnancy

Teenage pregnancy is a significant cause of school dropout for girls (Karim,2015).

In April 2014, about thirty (30) primary and junior high school (JHS) girls in the Daffiama-Bussie-Issa district in the Upper West Region were pregnant. Out of these, twenty (20) girls in classes ranging from primary five to JHS form three (3) were pregnant just within 2013/2014 academic year alone. It is sad to note that all these girls have dropped out of school while the men responsible for their plight are going on with their normal duties without punishment. In many parts of the world, girls who are pregnant-regardless of their circumstance-will be excluded from school. Many do not return after giving birth due to those rules, stigma, fees, lack of childcare and the unavailability of flexible school program.

Some studies argue that there are some specific characteristics of girls with drop out status which are; girls with poor school performance, girls who have experienced temporal dropout previously, low economic status, family migration life styles and the consequent vulnerable nature of girls (Shahidul 2017). Dunne and leach (2005) argued that some unexpected circumstances of girls such as lack of social and economic opportunities and gender inequality in education system lead to motherhood and consequence dropout from schools. Again, Dunne and leach (2005) stated that the dropout rate of girls is higher than the dropout rate of boys and the foremost cause for girls' dropout is pregnancy.

Though some countries permit girls after getting pregnant, to return to school, research found that the re-entry rare is not much higher. According to Grant Hallman



(2006) re-entry to school after pregnancy depends on some circumstances such as if they can get caregiver for their children and if they are able to share or relinquish childcare responsibilities (Karim,2015).

2.4.3 Absenteeism

Research also indicates that irregular attendance can be a precursor for dropping out from school a regardless to the gender of the pupils. However, it can be argued that school absenteeism can be somewhat negatively more effective for early dropout from school female students in this regard.

Manacorda (2012) argues that girls are at a greater risk of absenteeism repetition and dropout, and have lower educational achievement than boys in upper primary school.

There are some causes for girls' dropout because of absenteeism. For instance, teenage pregnancy among girls is commonly associated with frequent absence from school initially then permanent and or temporal dropout. Girls also can more dropouts because of absenteeism due to child labor and household work. This is because a good deal of literature on household found that girls do more household work than boys which may increase non-attendance in schools for girls. Moreover, unavailability of toilets and access to feminine hygiene supplies impact on girls 'absenteeism'. In this regard M. Grant (2013) indicates that female students were more likely to be absent if their toilets at schools were dirty. In Ethiopia, female students were often absent in class during menstruation and frequent absence led them to drop out from school.

Menstruation results 10-20 percent absenteeism each academic year by girls. This is due to main reasons; limited access to sanitary products and facilities and socio-



cultural ideas/ in many developing countries, menstruation and menstrual practices are considered taboo and represent restrictions for adolescent girls (Shahidul,2015).

2.4.4 Extra-curricular activities

Investigated gender dynamics in the valuing of extra-curricular activities and their survey results show a significant difference in the proportion of participation in extra-curricular activities of male and female students. Results show that approximately 76% of male students participate in extra-curricular activities compared to only 48% of female students. Sometimes girl's participation in extra-curricular activities is constraint by lack of facilities in school (Karim,2015.).

2.5 Benefits of Female Education

Most parents in the rural impoverished districts in the country do not yet know the benefits of female education; this program aids in increasing enrolment of both boys and girls of the impoverished districts like the study district. Seena Fazel, John Danesh (2002) in Geeta Ghadhi Kingson (2002) using household survey data shows an inverse correlation between female schooling and fertility in virtually all the countries though the relationship is non- linear. Female primary schooling has an inverse relation with fertility in about half of the countries but female secondary schooling is universally associated with lower fertility, and the strength of the correlation increases with increasing years of schooling.

Research by the World Bank and other organization have shown that increasing girls schooling boosts women's wages and leads to faster economic growth than educating only boys. Moreover, when women earn money, they are more likely to invest it in their children and households enhancing family wealth and well-being, other benefits



of women's education captured in studies include lower levels of HIV infection, domestic violence and harmful practices towards women, such as female genital cutting and bride burning. Pryor and Ampiah (2003) researched on schooling in a Ghanaian village, talks about education being regarded as a relative luxury with many villagers considering education not worthwhile.

In pursuance of the policy on girl-child education, the Ghana Education Service and the Government have initiated interventions to realize a smooth implementation of the Program; creation of girl-child education units at GES headquarters in Accra, Regional and District offices which are administered by Girl-child coordinators. In schools, female model teachers have been given the schedule to educate the girl-child; organized workshops and seminars, are organized periodically to sensitize the girl-child coordinators to identify strategies for creating girl-child education.

The girl-child coordinators are encouraged to work closely with the communities, attend local gatherings where they are given the platform to educate parents on the need to send the girl-child to school and ensure that they complete the Basic Education course, retain the girl-child in school; throw lights on the capitation fee and the school feeding Program that have been introduced in school with the ultimate aim at encouraging and supporting parents to send their girl-children to school; supporting NGOs that include Girl-child Education in their programs.

NGOs operating in the most deprived areas provide school uniforms and stationery to the girls; the local government authority include girl-child education in their annual budgets; established oversight committees to collaborate with the Education directorates; the GES organizes Science, Technology and Mathematics Education Clinics (STME) for girls during vacations to make them generate interest in the



subjects considered to be boys subjects, and remove the phobia or fear for the subjects society perceive as male subjects. The government has been appointing deserving females to high positions of responsibility to serve as role-models to the girl-child. Other strategies to accelerate promotion of Girls' Education by the Ghanaian government include; role-model outreach programs to impact on both parents and the girl-child, interaction of girl students within the communities. Organizing Girl's Education Week celebration, formation of Girls' clubs and educating on adolescent reproductive health and life skills.

Specific needs of female students came into focus in 1997 with the formation of the Girls Education Units. Since its inception, the GEU has worked to create female scholarships for promising students, revised text books to be more gender-sensitive trained women on income-generating activities, created a Girls Education Week, put on empowerment camps and focused on partnerships with the private sector to meet the needs of female students. To address the continuing problem of low female enrolment in education, GEU created an action plan that includes steps such as promoting female role models, improving safety of schools, building female sanitary units, educating boys and men about how to treat women, improving reproductive health knowledge, providing food programs, providing incentives for female teachers, ensuring school schedules are flexible enough for the students to still do labor, mobilizing the community towards an attitude of establishing Girls Clubs, empowerment camps or groups may help and prosecuting the perpetrators to be a focus for the government.

Simulations show that the benefits from expanding female education are far greater than the benefits from other public interventions such as improving family planning service provision or increasing the number of physicians in population. Female



education is one of the best investments a family community and a country can take. A quality education can be life-changing for girls and boys, young women and men helping them develop to their full potential and putting them on a path for success in their life.

Widening access to education has been a major policy in most developing countries for the past three decades. This reflects a broad recognition that education is essential to economic and social development. This evidence is overwhelming that education improves health and productivity and that the poorest people gain the most (Berger & Fisher 2013).

Efforts to boost female education have been made by governments', international organizations and non-governmental organizations. However, there is still a gender disparity in education. Girls still have low access to education, low participation and poor performance in education. Factors which are home, community and school based continue to restrict female education.

Educating girls positively affects future generations. Educated women are more likely to be more knowledgeable about their children's nutritional requirements, adopt effective sanitation practices, and seek medical care. Girls are pulled out of school and boys left in school when the family financial strength dictates that all children cannot be educated, girls miss school when there are chores to be done at home or there is a sick family member to nurse. According to UNESCO, about 130 million girls between the ages of 6 and 17 are out to school and 15 million girls of primary school age half of them in sub-Saharan Africa will never enter a classroom (worldbank.org. Girl's Education). 'Education for all' forum at which nations pledged themselves to provide quality education for all the world's children by 2015 with



specific attention to closing the gender gap in education (Gene B. Sperling). It a common saying that educating the female child is a waste of resources since she would get married to another family in future. Educating the girl-child is watering a neighbor's garden (Anushay Hossain, 2011).

Millions of girls around the world are being denied education; they are exploited, discriminated against or just ignored. Millions of girls aren't at school today. They are shut of education because of discrimination, poverty emergencies and culture. These girls have the same hopes and dreams as boys; they want to learn, fulfill their work and help their families and communities; but too often they are treated as second class persons; they are exploited, abused and simply disregarded in many countries.

When schools open their door wider to girls and women as well as boys and men, the benefits can reduce the potential benefits of educating men (King Elizabeth M. & Hill M. Anne 2015). 1.8 million Children's lives could have been saved in 2008 if their mothers had secondary school education (UNESCO, 2014). Educated women have fewer children, it is estimated that just one year of female schooling reduces fertility by 10%. A low fertility rate means that families are able to invest more time in the health of each child. The rights to education has been reorganized in a number of international conventions, including international covenant on economic, social and cultural rights which recognizes a right to free compulsory primary education for all, and obligation to develop secondary education accessible to all in particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education, ideally by the progressive introduction of free education. Empowering women and promoting gender equality is crucial to accelerating sustainable development. Girl's education is a way of achieving an effective means of a variety of development goals.





Numerous studies have demonstrated that educating women and girls is the single most effective strategy to ensure the well-being and health of children, and the long-term success of developing economies. Education goes beyond getting girls into school; it is also about ensuring that girls learn and feel safe while in school; complete all levels of education with the skills to effectively compete in the labor market; learn the socio-emotional and life skills necessary to navigate and adapt to a changing world; decisions about their own lives; and contribute to communities and the world. Girls' education is a strategic development priority. Better educated women tend to be healthier, participate more in the formal labor market, earn higher incomes, have fewer children, marry at later age and enable better health care and education for their children, should they choose to become mothers (World Bank,2017).

Over 132 million young women around the world are not currently enrolled in school education; this defeats the education for all pledged by the world leaders. Campaign for female education (Camfed) 'education for all' means that all children not just the gifted or elites must be given the chance to complete their education in a safe environment. Rural communities of sub-Saharan Africa are aided and guided by the ideals that education is a primary human right and all children must have access. Camfed makes available the necessary provisions for rural girls to go to school since they are the group most likely to be deprived of this right on the condition of their unending poverty and relegated social status.

Sub-Saharan Africa has the highest rates of education exclusion. Camfed's mode makes available for all girls their necessary school needs; uniforms, shoes, stationery and books, school and examination fees and when necessary boarding facilities. This package is vital for girls whose parents are poor and unable to afford for any of these necessary items.



Camfed has witnessed too often girl's dropout of school to work on low-paid employment, usually in exploitative conditions or resort to prostitution with older men in order to secure their education, all the cost of their lives in the long term given the dangerous impact of HIV/AIDS and other sexually transmitted diseases. Camfed-trained school mentors, ensure that girls in partnership schools are fully supported emotionally and academically. This is especially important for recent female orphaned children; in schools with which Camfed partners, Camfed considered education of girls as future investment their programmers also include business training and grants to rural young women (Camfed Association). These young women are now preaching the benefits of educating the girl-child; they are supporting children (excluding their own family members) with earnings they have accrued from their businesses. At one time these girls had no chance of continuing their education beyond elementary school; they are now confident young women who are invited to speak to global audiences on the need to educate and unlock the potential of many more girls that currently are being lost. The selection of girls that Camfed is based absolutely on solely need-not academic performance or potential. Camfed and community partners identify girls who are at risk of not completing school due to poverty. Without education, these girls face early marriage or move to cities to work as child laborers, where they are often exploited. The organization (Camfed) has seen over the past 15 years some of their beneficiaries precede to tertiary education levels and become lawyers, engineers, teachers, nurses, doctors and so on. Without the intervention of Camfed, these girls would not have been able to complete their elementary education. The number of girls enrolled in basic schools in sub-Saharan Africa increase in the mid-1990s. Even as more girls are enrolled in primary schools, their chances of dropping out continue to be greater than boys'. Girls may be

withdrawn from school by parents for reasons linked not only to costs but to unwanted pregnancies from rape at the hands of other male adults. There is no doubt that a concerted global push for universal education has narrowed the gender gap in primary school enrolment between 2001 and 2008 says UNESCO the UN agency on education and culture over the past years however, the gap appears to have remained the same.

The Universal Declaration on Human Rights makes clear that every child has the right to free basic education so that poverty and lack of money should not be a barrier to schooling. In many developing countries, over the last decades governments have announced the abolition of fees and as a result impressive increase in the number of children going to school. But for some of the poorest families, school remains too expensive and children are forced to stay a home doing chores. Families remain locked in a cycle of poverty that goes on for generations.

Education provides the foundation for a lifetime of learning. Providing universal access to, and ensuring the completion of primary education for all girls and boys is one of the key areas of concern identified in the Beijing platform for Action in 1985. Since then, considerable progress has been made in achieving universal primary education and closing the gender gap in enrollment. Two thirds of countries have reached gender parity in enrollment in primary education but in countries that have not reached parity particularly in sub-Saharan Africa, the middle East and South Asia girls are more likely to be disadvantaged than boy. In countries like Angola and Chad 77 girls are enrolled in primary school for every 100 boys. Many parents and community members have the attitude that educating girls is a waste of time and money because they will eventually be married off and their education would therefore only benefit their husbands and the families they marry into. Money spent



on girls' education would thus be considered lost to the girls' family. Female pupils are frequently treated differently in the classrooms as well as at home.

According to UNICEF, gender inequality has profound impact on the lives of children in East and South Africa. There is a direct correlation between a child's gender and the possibility of realizing their rights and enjoying their full potential, with norms favoring boys over girls in most aspects of life. Women and girls carry the majority of care and domestic burden in every country, in the region, are less likely to be employed in the formal sector, are less likely to be able to influence government policy, and experience high levels of violence. Differentiated treatment according to gender is particularly acute during adolescence, when many girls are faced with the prospect of marriage (often before reaching the age of 18), adolescent pregnancy, and gender-based violence, as well as a heightened risk of HIV transmission. The risk of dropping out of school is high for girls. Many parents believed that girls had to take care of the home and provide money for the family; therefore, they had to go out and do work in the markets and fields to sustain the family. According to traditional beliefs, men were the sole supporters of the family, and only they needed is formal education. British colonial officials forced Ghanaians to adopt an idea that girls did not need schooling to be a good mother and wife, and that their place was ultimately in the home. Any education they needed to perform would be obtained through informal education.

Many Ghanaians feel that the failure to educate girls when the formal education system was originally put into place has much to do with the country's current conditions. Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process. More than 40 years ago, the Universal Declaration of Human



Rights asserted that everyone has the right to education. In the past 20 years Ghana has made great strides in economic growth and in reducing poverty.

Government interventions have played a critical role in this process and improvements have been noted in key areas such as enrolment in primary school and access to preventive healthcare. Nevertheless, Ghana is becoming an increasingly unequal country where the benefits of economic growth and poverty reduction are not equally distributed across the nation, across gender and across economic quintiles. This trend has the potential to undermine earlier progress, weaken social connections, and substantially slow poverty reduction effects.

In both developed and developing countries, better-educated women have fewer children than less-educated women. However, the reasons for this are less clear, since the benefits of education extend beyond the value of women's time. Education can reduce fertility because better-educated women earn more and may raise their children more effectively. Education also improves maternal and child health, there increasing a woman's physical capacity to give birth and reducing the (economic) necessity for more children. However, the fact that educated women tend to breastfeed for shorter periods lengthens their exposure to pregnancy. Nevertheless, understanding modern contraception helps women control birth. Finally higher education empowers women and includes them in household decision making on family planning. Women's education increases the income of women and leads to growth in GDP; other effects are related to economic development. Educating girls leads to a number of social benefits including many related to women's empowerment. When females earn money is more likely to be put into savings, the community, into education or into a well-being and health than when that same amount of money is earned by males. Since Ghana's independence, successive



governments have demonstrated their recognition of the importance of female education to national development by pursuing policies aimed at making education accessible to all and relevant to the social, industrial and technology development of the country (MOE, 2007). The educational landscape in Ghana today is the result of major educational reform policies. In 2007, based on the recommendation of the Anamuah-Mensah committee, there was yet another educational reform. In spite of the promises of the education reforms, the silent question that remains is, ‘why were the previous reforms unsuccessful?’ Studies have indicated that, several reasons for the lack of success in the implementation of past reforms include; inconsistency in government policy and lack of political will to effect lasting solutions to educational problems, lack of required personnel resulting from lack of training back up when policies are designed, inadequate funding, top down approach to the development of educational reforms, lack of proper monitoring, over emphasis on paper qualification instead of placing such on productive marketable skills and so on .

The government’s policy on girl-child education in Ghana is documented in the Free Compulsory Universal Basic Education (FCUBE) of 1995. The third component of the Program (Access and Participation) stresses the need to have gender equity in enrolment of all children of school going age, and ensure high retention rate for the girl-child during the period of Basic Education. The objective of promoting girl-child education is to achieve women empowerment to solve gender differences that exist in our social set up. This gender gap or differences is attributed to social and cultural barriers that have discouraged women and girls from seeking equal opportunities in all aspects of life (Angela W. Little, 2010). Demographic transition in this case signifies a growth in the working-age share of the population.



Another benefit of educating girls is the fact that greater female involvement in society and in the economy has proven to reduce extremism and terrorism. Scholars claim that low levels of female education and participation in the labor force rather than Islamic teaching about violence stand to blame for the fact that Muslim countries have been afflicted by terrorism, women vulnerability to domestic violence also decreases since educated women are more likely to participate in household decisions and take a stand for themselves.

2.5.1 Family size

Subbarao & Raney also reported on desired family size from the world fertility survey for 37 countries. Econometric analysis of this data suggested that after controlling for per capita income female secondary enrolment was a highly significant determinant factor of family size.

Studies show that girls who complete secondary school are better equipped to become healthier, more prosperous adults, with smaller families and children who are less at risk of illness and death and more likely to succeed. Male school enrolment ratio however had no impact on desired family size. Finally, a large body of microeconomic evidence shows that increase in women's education generally lead to increases in their labor force participation as well as in their earnings. Educated women's greater participation in labor market work and their higher earnings are taught to be good for their own status (bargaining power) with the household, and are good for their children because it appears that a greater proportion of women's income than men's is spent on child goods. On the down side, it may be thought that educated women's greater labor force participation takes them away from their children for longer periods of time (than is the case for uneducated or less educated



women) and this may disadvantage educated women's children through neglect. However limited evidence suggests that children whose mothers work have just as good or better educational outcomes than children whose mothers do not work.

The findings in the study cited above are corroborated by international as well as nation studies, and they demonstrate the powerful role of women's agency and women's educational empowerment in reducing desired family size, fertility, population growth, child mortality and gender-bias in child mortality while at the same time showing that men's education mattered comparatively less to these important social outcomes (Danesh, 2002) in Ghadhi (2002). Bahai intended to focus importantly, though not exclusively on the value of an educated woman for the upbringing and education of her offspring; this benefit is now prominently recognized. Economists tend to focus on the role of incentives as a way of understanding the phenomena. Reason that female education lowers the fertility rate by reducing desired family size and that, in turn is because education raises the value of women's economic activities by raising the labor market rewards from going out of the home for work. In other words, the opportunity-cost of staying at home for child bearing and rearing increases as women become more educated, and so, educated women desire smaller families. Education may also change women's preference about the quantity versus the quality of children with educated women choosing fewer children but of better quality.

Recent research suggests that a greater proportion of women's cash income than men's is spent on child goods. So, women's education, and the consequent increase in women's income would appear to have particular benefits for child quality. Education of women improves the child health because of educated mother's knowledge of the importance of hygiene and of simple remedies. All these lowers infant mortality



which in turn means that a family does not need to have a large number of children in order to hedge against the possibility of premature death of some children (Seena Fazel and John Danesh, 2002) in Geeta Ghandhi Kingdon, (2002). It has been proven time and time again that women's receiving an education is extremely beneficial to any country. For one, it can improve the country's economy. Educated women can become doctors, teachers, lawyers, bankers, scientist, politicians and more. When women work they can help their families to be more financially stable and their countries' economies. In allowing for women to have good jobs this also allows for women to be financially independent which decrease the amount of crimes and violence against women. It allows for women to have a voice and to have power within their own homes and communities. Also educated women can raise better families because they are more likely to be able to better provide for their family and raise educated children. Intelligent and educated children make for a better future, which benefits any country. The country's GDP can also benefit from educating girls as it has been proven that for every 10 percent of girls who receive an education, the country's GDP is estimated to increase by 3 percent. Countries can develop further if their female populations have higher literacy rate. Further, it appears that education of females' increases the age at marriage (or at cohabitation) and through this delay, lowers the total fertility rate (i.e. number children ever born to a woman). Finally, some studies find that mother's education has a greater impact on the educational attainment and school achievement of children than father's education. This plausible given the greater interaction between, other and children in most families since in most countries, father is usually the main earners in the household. In this way education of females contributes more significantly (than the education of males) to



increases in human capital, productivity and economic growth not only in their own generation but also in the next generation.

There is an increasing challenge to the principle of gender equality not only from religious fundamentalists but also from a broader current, particularly in Asia, that questions the universality of the principle, contesting it as a 'western value'. For example, 1993 study found that Pakistan had forgone much economic growth between 1970 and 1985 because of its large scale failure to invest in the education of its females, a large group of angry Pakistan economics called education of female a 'western value' and argued that education of females had led to increased incidence of divorce, family breakdown and social problems in western counties (V.C Pandey, 2005).

2.5.2 Effective leadership roles

More educated girls and women aspire to become leaders and thus expand a country's leadership and entrepreneurial talent. One of the pernicious features of gender inequality is that it feeds on itself; parents may have lower aspirations for their daughters than for their sons and so their daughters too have lower aspirations for themselves. Yet if given the chance girls and women can have confidence and skills to be change makers. A recent review of literature on women's leadership found that most women leaders started early engaging in education and leadership activities as adolescents (O Neil Plank and Domingo, 2015). A number of cases-from India to Rwanda have shown that having women leading in their communities can make a difference driving policies and programs that improve family and community well-being (Abbott, 2008).



2.5.3 Economic empowerment

Elizabeth M. King & Rebecca Winthrop (2015) view that more equal education means greater economic empowerment for women through more equal work opportunities for women and men. Unequal access to economic resources weakens women's abilities to participate fully in society and the economy and to improve their life prospects. Education opens doors of opportunities for young women, especially when they cannot count on family wealth, property or business connections, women with more years of schooling are more likely to find employment, own and operate productive farms or firms and earn higher wages, across high and lower income countries, gender differences in education explain a significant fraction of the variation in productivity, wages and income between men and women (World Bank, 2011). Several reviews of the labor market returns to schooling for men and women in developing countries have found generally larger private return to schooling for women than for men. Despite the lower average wage for women overall controlling for education and family background those women who have more education have higher earnings than those with fewer years of schooling.



2.6 Theoretical Framework

The theory for this study was derived from the patriarchy and feminism theory. Shaw & Lee's (2012) in Meyer (2016) define patriarchy as a social(political, economic, religious, cultural) system where men have power over women while feminism seeks to obtain equal rights, privileges and opportunities for women; to improve their lives and living conditions, particularly with respect to problems that are unique to them; to produce equal outcomes of these policies such that they have similar levels of power, wealth, influence and respect to those enjoyed by men; and to change social attitudes

that are hostile, derogatory, oppressive, or tend to interfere with any of the foregoing (Adams,2018).

According to Lindsey German (1981), perhaps the most persistent and widespread theory around the women's movement today is that of patriarchy, it takes different forms but the ideas behind it-that male domination or sexism is sometime which exists not just as a product of capitalist mode of production and which will endure beyond capitalism-are accepted so widely that a wholesale rejection of the theory is greeted with complete and genuine amazement. The study also considered the system theory of the functionalism approach mode developed by Talcott Parsons. Structural functionalism views society as a whole unit made up of inter-related parts that work together, like a person's body, which has a number of systems, when one system does not work properly, society is not stable. The society just like a person's body interdepends on each other for normal functioning of the society. Therefore, the malfunctioning of on part, affects the efficient functioning of society. The socio-economic status of parents, school-based factors, home/community –based factors and cultural factors invariably affect pupil's educational performance and its possible consequences. Dale (1984) describes a system as a series of inter-related and interdependent parts such that interaction of any part affects the whole system. System theory focuses on the arrangement of and relations between the parts which connect them into a whole.

2.7 Conceptual Framework

This section proposes a conceptual framework within the system theory approach which seeks to examine the barriers that militate against female's education in the study area. The research considered low academic performance and high dropout rate



of female education in the area of study to be a matter of great concern. The selection of the model is based on the belief that, the factors that lead to low-academic performance and school drop-out among females are multidimensional. Thesis conceptual frame work approach was adopted to examine the contributing factors to low academic-performance and high dropout rate within four domains; socio-economic-factors, school-based factors, home/community-based factors and cultural factors. The low academic performance and high dropout rate are dependent variables which are related to a number of multidimensional independent variables such as socio-economic status, school-based factors, home/community-based factors, cultural factors and health, individual and personal factors (fig.2.1).



CONCEPTUAL FRAMEWORK

LOW ACADEMIC PERFORMANCE / HIGH DROP OUT RATE IN SCHOOL

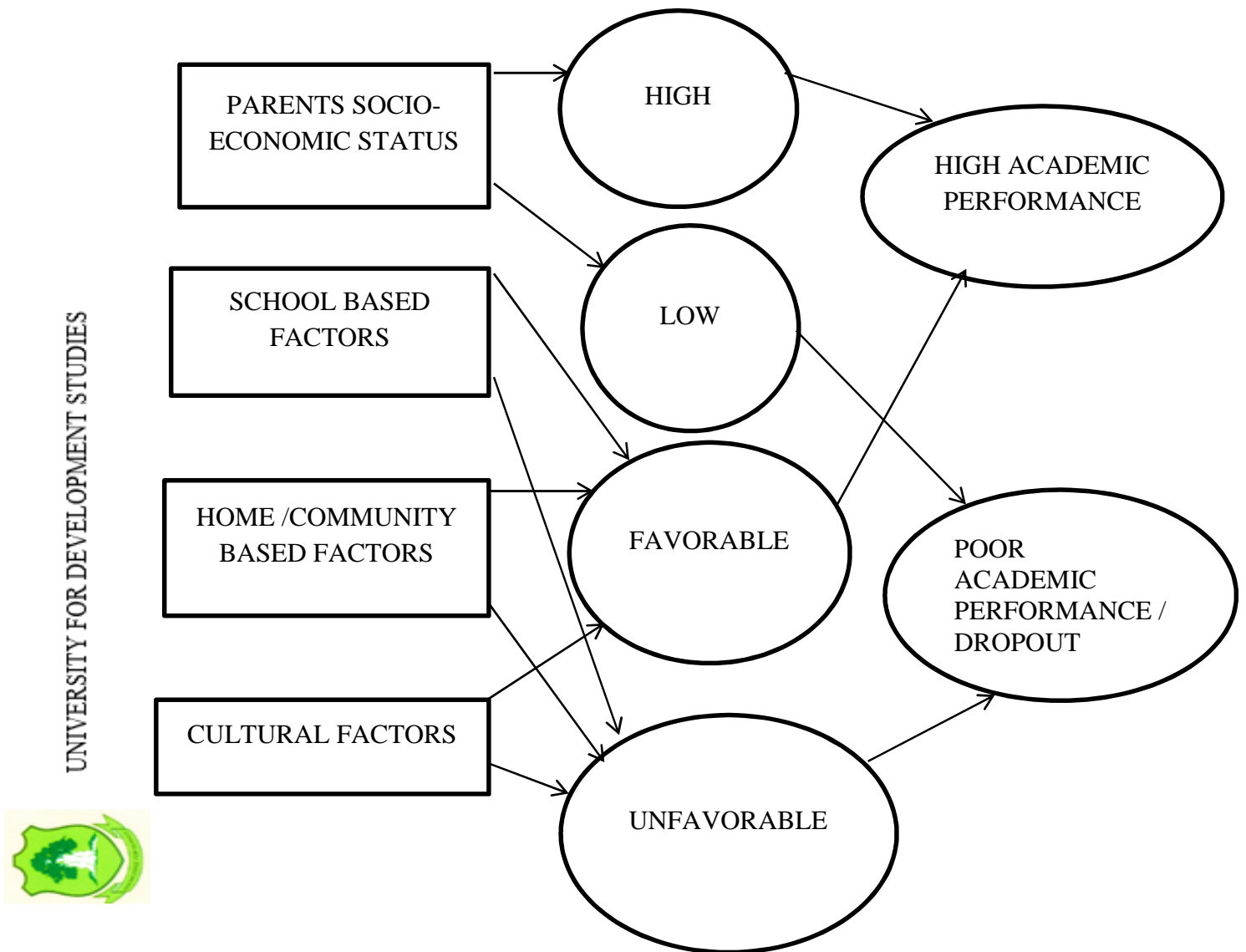


Figure: 2.1 Diagram of Conceptual frame work

Source: Framework Research Resources (John Latham,2000-2020)

Low academic performance and high dropout rates are the dependable variables which depend on in dependable variables such as parent's socio-economic status, school-based factors, home/community-based factors and cultural factors. When the in dependable variables are high or favorable, they lead to high academic

performance. On the other hand, when the independent variables are low or unfavorable, they lead to low academic performance and possible dropout. The conceptual framework was adopted to show the relationship between the independent and dependent variables to academic performance in the study.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is mainly concerned with the description of the research methodology that the researcher used during the research process. To achieve the research objective the researcher adopted series of methods to arrive at a logical, successful outcome of the study. Thus, the methodology unveiled the various strategies, concepts and approaches employed to arrive at valid and reliable conclusion. The key components are the research design, sampling procedure, data collection methods and sources of data, data presentation, analysis, and summary and conclusion. Consideration was given to issues related to validity as well as ethics, which are crucial features of the research.

3.1 The Study Area

The Daffiama-Bussie-Issa district is centrally located in Upper West Region of Ghana and lies between latitude 11.3° and 10.2° north and longitudes 3.1° and 2.1° west. The district covers a total land area of 1313.5 square kilometers. The district has a total population size of 32,827 people, and represents 4.7% of the total regional population, with males constituting 48.7% and females 51.3% (Ghana Statistics Service; Population and Housing Census, 2010).



3.1.1 Literacy and Education

Among the population aged 11 years and above, 42.3% are literates, 57% are non-literates. The proportion of literate males is higher 48.2% than that of females 37.0% (Ghana Statistics Service (2015); 2010 Population and Housing Census Report).

3.1.2 Local Government Structure in The District

The district was part of Nadowli district established by District Assembly law 1988 (Republic of Ghana). Daffiama-Bussie-Issa District (DBI) was carved in 2012 through legislative instrument 2100 (LI 2100) with Issa as the district capital. Christianity is the predominant religion in the district constituting about 98% of the population and the remaining 2% constitute Islamic, traditional and other religions (Ghana Statistics Service (2015); 2010 Population and Housing Census Report). The population of the district is youthful (under 15 years constituting 43.3% and elderly persons 60 years above constitute 9.1% of the population. There are four (4) educational circuits located within the district. The Daffiama circuit, Bussie circuit, Fian circuit and Issa circuit where educational activities take place in the district. Three circuits out of the four including Daffiama, Fian and Issa circuits were purposively selected for the study.

3.2 Research Design and Methodology

3.2.1 Qualitative research

Shank (2002) defines qualitative research as “a form of systematic empirical inquiry into meaning. Lincoln (2000) claims that qualitative research involves an interpretive and naturalistic approach. This means that, phenomenon are studied in the natural setting.



According to Trochim (2006), a research design is the structure of the research; it is the ‘glue’ that holds all of the elements in a research project together in order to address the central research questions. Accordingly, it is the plan of what to gather, from whom, how and when to collect the data, and how to analyze the data collected. In a world of methodological pluralism, it is common and suitable for researchers to take the pathway of methodology and design that best explores their research interests and possibly allow them to pursue their investigative curiosities (Chenail, 2011). The study adopted a qualitative approach. This gives precise and testable expression to qualitative ideas and the inferences made is generalized to the entire population within the Daffiama-Bussie-Issa District.

3.2.2 Case Study

Yin (1994) defined a case study as “an empirical inquiry that investigates a contemporary phenomenon with its real-life context, especially when boundaries between the phenomenon and the context are not clearly evident and relies on multiple sources of evidence. A case study is an intensive, systematic investigation of a single individual, group, community or some other unit in which the researcher examines in-depth data relating to several variables. The researcher implores the use of case study to investigate the low female academic performance and high dropout rate in the study area.

3.2.3 Population and Sample

In order to do an in-depth study into the phenomenon under consideration, all respondents for this study were purposely selected to include individuals who would have in-depth knowledge on the phenomenon under study. The rationale of purposive selection of the respondents is based on knowledge and experiences of



the respondents on the phenomenon under investigation. The retired educationists provided information based on their experience and knowledge gathered at the time of active service while the reverend priest provided the morale aspect of low academic performance of the girl-child in the study area. Parents as part of the respondents also espoused on some of the reasons for the low academic performance of the girl-child in the study area; and teachers and head teachers also played their part on the low academic performance on the girl-child in schools with academic statistics. Girls who face the odds of low academic performance and dropout substantiate on the causes of their low performance and dropout.

3.2.4 Purposive Sampling Technique

A purposive sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton,2002). This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plana Clark,2011). The researcher used purposive sampling to select the respondents for the study. The respondents were purposively selected from among the community members, parents, teachers, head teachers, pupils, retired educationists and a reverend priest who can provide useful information on the phenomenon.

3.2.5 Sample Size

The study which is qualitative research made the researcher to use the snowball technique to arrive at the sample size of seventy-four (74). The researcher started with a few respondents who recommended other respondents for the study. These respondents were made up of individuals who were knowledgeable and could



provide relevant information for the study. Ninety-four (94) respondents were targeted; however, only seventy-four (74) could retrieve their questionnaires. The retrieved seventy-four questionnaires made the sample size. The retired educationists; pupils, a reverend priest, teachers, community members were sampled using the snow ball technique.

3.3 Data Collection Methods

The main instruments used for the collection of data included, self-administered questionnaires and focus group discussions.

3.3.1 Sources of Data

The research relied on primary data. The primary data for this study is the use of two data collection instruments; interview guide/questionnaires and focus group discussion. The interview was administered on stakeholders whose work schedules are connected to improvement of education in the district. However, secondary data relevant to the study, provided very useful information to augment and establish relationships with the primary data collected (BECE Results from 2004-2012 from the district GES Office, district information from the Ghana Statistical Service (PHC 2010).

3.3.2 Questionnaire

All the seventy-four (74) respondents filled in questionnaire; self-administered questionnaire was preferred because of the number of respondents, the education of the respondents, cost and the nature of the topic which is qualitative. According to (Kothari, 2004) self-administered questionnaire is preferred because they are easy to



fill by participant; most of the respondents were literates thereby making it easy for self-administered questionnaires. The handful illiterate respondents including community men and women were aided to fill their questionnaires by their wards who are pupils.

3.3.3 Key Informant Interview

The study Implores key informant interview to gather relevant information for the write-up.

The informants were purposively selected from among the officers of the Ghana Education Service in the district office, retired educationists in the district, some pupils, the clergy, parents and some teachers within the district including eight (8) head teachers and two (2) headmistresses. The interview checklist confined respondents to speak on areas of particular relevance; areas that were answerable to the research questions that were posed. It is assumed that all respondents are literates and technical minded in issues that concern education and would therefore respond to the research questions posed in the English language with ease. However, before the interviews begun, the respondents were informed about the purpose of the study. The questions consisted of both open-ended and close-ended questions and also different from those that took part in the focus group discussion. However, the contents and importance were the same. The questionnaire/interview guide was made up of questions on demographic: age, sex, education level, number of years in current job, job specification and their perceptions about the low academic performance and high dropout rate of female pupils in the study areas in the district. Finally, the questions sought to know respondents' general impressions about female academic performance in the Daffiama-Bussie-Issa District and the way forward.



3.3.4 Focus Group Discussion

Morgan (1996) asserts that, focus group discussion is a good tool as it has the capacity to give voice to marginalized group accordingly. The use of focus group discussion gives opportunity to participants to query each other and explain themselves to each other thoroughly, to arrive at consensus. Pupils, teacher and stakeholders voluntarily provided information on the low academic performance and high dropout rate of female pupils in the district. The pupils were randomly selected ranging from primary four to JHS form three for the discussion. The focus group discussion among the pupil, teacher, stakeholders and the researcher took place thrice at the Daffiama, Fian and Issa communities respectively on different occasions within a month.

3.4 Validity Of Research Instruments

Franckel and Wallen (1996) defined validity as it refers to the appropriateness ‘meaningfulness’ and ‘usefulness’ of the specific inferences researchers make based on the data they collect’.

To ensure the validity of research, the instruments were pilot tested on two colleagues and some selected respondents including teachers, head teachers and some GES staff in the district education office.

3.5 Reliability

Reliability means dependability or consistency. It suggests that repeated, stable outcomes are the same under identical or similar conditions. The respondents of the different categories gave similar responses to the questions posed; the interview guide and the questionnaires.



3.6 Procedure

Permission was sought from the District Education Offices as well as the various head teachers of both primary and JHS schools selected within the district for the study and other stakeholders who matter for the study. Thus, those who can provide appropriate information for the study.

3.7 Data Presentation

Data obtained from the focus group discussions of the female-girls was first presented. This was followed by the data obtained from the stakeholder's interview and the questionnaire. The data collected from the interview and the questionnaires were summarized and presented.

3.8 Data Analysis

According to Creswell (2003), the main task in the data analysis process is to identify common themes in respondent's descriptions of their experience on the phenomenon under study. Therefore, the important themes from respondent's responses were identified. This enabled me to compose the relevant information into smaller segments, with each representing a single specific thought. This enabled me to develop initial diagrams where necessary; and this way, I was able to conceptualize the various responses and finally, identify them into broader specific themes; that were answerable to the research questions. The data analysis process began with the first research question; how does parent's socio-economic background affect female educational performance. Emerging themes answers provided by both focus group discussions and stakeholders interviewees; in relation



to parents socio-economic status and its effect on girl-child educational performance in the study area formed the bases of the analysis.

Secondly, School-based factors that affect female education in the study district: Emerging themes answers the school-based factors that affect female education formed the bases of the analysis

Thirdly, the home/community-based factors that affects female education in the district. The purpose of this question was to help unearth some of the home/community factors that infringe female education in the district and to some extend deny female girls the right to formal education. The themes that emerged from the responses of participants formed the bases for the analysis.

Lastly, the extent to which cultural factors affect female dropout: The purpose of the question was to understand the cultural factors that affect female education in the district. The emerging themes of the question from the responses of respondents formed the bases of the analysis. It also aimed at unearthing cultural practices that militate against female education in the area of study.



3.9 Conclusion

This chapter composes the research design, sampling procedures, data collection methods and sources of data; and finally, data presentation and analysis. Due to explorative, subjective, nature of the topic under investigation, qualitative research design was used for the study. With this methodology, female pupils and stakeholder respondents whose work schedules were related to education were purposively sampled from government and civil society organizations, pupils and the clergy in the Daffiama-Bussie-Issa district for the study. The research tools were mainly focus on group discussion, interview guides and questionnaire, while the focus group

discussions were conducted with some female pupils, community men and women was carried out with the stakeholder participants and questionnaires respectively. The emerging themes from the focus group discussions, the interview and the questionnaires were compared and contracted. Common themes that emerged from respondents formed the bases for the analysis and conclusion about the impact of female education in the district. The next chapter comprises the presentation and analysis of the research findings gathered from the research participants.



CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the results obtained from the focus group discussion and the interviews of respondents. It presents and analyses the gathered data to answer the research questions. The analyses of the data were guided by the research questions. The presentation of the data is supported with tables and diagrams to easy interpretation and drawing of conclusions. The intention of the study was to identify the educational gaps of the girl-child in the study area.

To achieve this purpose, the analysis was conducted in light of the research questions; the effects of parent's socio-economic background on female educational performance, school-based factors that affect female education, home/community-based factors that affect female education and extent to which cultural factors lead to female school dropout.

4.1 Questionnaire Completion Table

Completed questionnaire was not the proportion of the questionnaires that were presented to respondents. Not all the questionnaires were retrieved from respondents. Ninety- four (94) questionnaires were presented to respondents, and only seventy-four (74) were retrieved. The table below contains the details.



Table 4.1: Responses to the distribution of questionnaires by respondents

	Total Distribution of Questionnaires	Number of respondents	Percentage (%)
Head teacher	15	10	13.51
Class teacher	25	20	27.02
Girls	25	15	20.11
Boys	6	6	8.11
Men	7	7	9.46
Women	9	9	12.16
Dropout	7	7	9.46
Total	94	74	100

Out of ninety-four (94) questionnaires distributed to respondents from schools and communities of the study district. The researcher retrieved only seventy-four (74). This is because; respondents such as the head teachers, class teachers, and pupils could not retrieve all their administered questionnaires. It could also be as a result of either spoiled or scrambled questions by the respondents. All respondent schools were served letters, soliciting permission for the administration of the questionnaires.

4.2 Findings from Respondents

The stakeholder participants in the study that responded to the interview were seventeen (17). This comprises six (6) retired educationists, of which one is a woman, ten (10) pupils comprising six (6) girls, four (4) boys and a reverend priest. The questions for the stakeholders were grouped into five (5) sections. Section one (1) presents the background information of the respondents section two (2) parents socio-



economic background on female educational performance; section three (3) school-based factors that affect female education; section four (4) home/community-based factors that affect female education; and section five (5), cultural factors that affect female school dropout in the district.

4.3 Background Information on The Respondents

In terms of qualification, the six (6) retired educationists and the reverend priest were holders of diploma certificate and first degree respectively; the others were pupils ranging from primary four (4) to JHS three (3). With regards to the length of service with their various institutions of work in terms of the retired educationists and the reverend priest, they all served not less than thirty (30) years each. Two of the retired educationists ever served on the capacity as circuit supervisors within and outside the district of study.

4.4 The Impact of Parental Socio-Economic Background on Female Educational Performance

The question asked under this section sought to know if there are relationships between social and economic background of parents on the academic performance of the girl-child. Through the key informant interview and the administered questionnaires, it was realized that parent's socio-economic background was low; about 90% of parents were mostly subsistence farmers who may not be able to feed their families well led alone educating them; the 10% of parents are petty traders. Many pupils interviewed said their parents were not educated and were not engaged in any income generating activities to support their education. The researcher asked the respondents to elaborate on how socio-economic background of parents affects



pupil's academic performance. Respondents expressed that, poverty is the number one factor affecting education in the district; about 2/3 population of parents in the district whose children are in school are poor according to the PHC,2010 (Ghana Statistical Service). Great percent of parents cannot pay school fees let alone buying books, pens and pamphlets for their children resulting to low academic performance and high school dropout. The female retired educationist added that, *when family's budget cannot meet the payment of school fees of their children, about 95% of them sometimes resort to sending only their male children to school to the neglect of the female children; the worst part is that, parents sometimes marry out their daughters at tender ages to men to supplement the family budget. Unenlightened parents sometimes make the statements that the place of the girl-child is the kitchen and child bearing. They therefore see no need of sending their girl-children to school as it is considered waste of resources.*

In addition, the barriers/ causes for low girl's enrollment in the study area through interaction with some opinion leaders emphatically said, poverty is the major problem. The inability of some parents to pay school levies and provide uniforms and foot ware and other educational costs; low awareness of the importance of girls education; long distance from home to school; inability of some parents to provide adequate basic necessities such as food for their children and poor families either give their girls to early marriage or to serve as housemaids to earn some income for the family.

The study district which is one of the newly carved districts in the country lacks many facilities that encourage the girl-child to attend school. Poor families struggle to meet the costs of sending their children to school. Government schools are generally more affordable than private education but they sometimes charge tuition, registration or



exam fees and may require that student's family's foot bills for other associated costs. These include stationary, uniforms, school bag and shoes. Text books are sometimes provided for free in public schools but sometimes parents must pay for these materials as well. In every society there is social stratification. It is against this background that, children from high socio-economic families perform much better at school as compared to children from low socio-economic status families; this is because they have all the learning materials at their disposal and or after classes, tuition from a hired teacher services.

Hoffman (1984) backs this by his research that revealed a relationship between pupils' socio-economic status in terms of their parent's level of education and type of occupation. The study confirmed that there was a strong relationship between pupils' occupation aspirations and their parents' socio-economic status as well as parents' level of education. Essentially, parents tend to become role models for their children and therefore it is not surprising that pupils tend to take careers resembling those of their parents. The cultural background of a family is determined to a large extent by its socio-economic background (Orhunga, 1990). As the child grows up moves out of the interest wider society his/her interaction with it and perception of it are largely determined from her earlier experience at home. The family setting and its socializing influence mold he personality of the child.

Praises, incentives, recommendations and other forms of reward system should be employed as motivational factors to stimulate students to higher achievements. For instance, parents whose children are doing well in their education should be encouraged through the awards giving to boast their moral; given the necessary support by providing all the required books and finances needed. More so, students' attitudes to learning and educational performances are shaped by the kind of stimuli



offered to them by their various environments. This can be considered in terms of the type of family, parental social orientation, educational level and occupation. A low-income family with feeding problems may produce children who physical and mental development poses real challenges to the schools' effort at optimum development of a child; as a result children from high economic status are likely to get better education than those from low economic status homes, (figures 4.1 and 4.2)

4.4.1 Parents Level of Income and Academic Performance

From data collected from respondents, 83% of respondents agree that, the income level of parents invariably affect girl-child academic performance as against 17% who disagreed that, parent's level of income affect girl-child performance. It is crystal clear that the level of income of parents affects their children academic performance in school. Thus, parents who cannot afford the learning materials for their children may compel them to withdraw from school or performing low due to inadequate learning materials at both school and home. Thus, the income level of parents has elastic effect on their children education.

4.4.2 Socio-economic status and pupils' performance

Socio-economic status of parents do not only affect the academic performance, but also makes it impossible for pupils from low background to compete well their counterparts from high socio-economic background under the same academic environment (Rothestein,2004). Eamon (2005) revealed that students whose parental socio-economic status is low do not show effective performance in school. Findings also showed that, the academic achievement of pupils is negatively correlated with the low parental socio-economic status level as it prevents the individual in gaining access to sources and resources of learning. Therefore, comparing the performance of



pupils from low to high socio-economic statuses, it is a bare fact that pupils from high socio-economic status perform better because he/she is psychological guaranteed. Again, low income family with plenty of feeding problems may produce children whose physical and mental development poses real challenges to the schools effort at optimum development of the child.

4.5 School-Based Factors That Affect Female Education

4.5.1 Learning environment

One dropout female pupil in an interview lamented that she stopped schooling due to tension from harassment; according to her she stopped the school because of mockery and harassment from her male peers. Through questioning I asked if the school authority makes any steps to stopping the mocking and harassment, the girl simply smiled. She added that the school authority sometimes gives forewarning, but the perpetrators are not always punished and it continues. Again, she added that, the authority seemed to have accepted the harassment and mockery as part of pupils' life.

In an interview with a past student who was doing her national service at the time of the survey said repeatedly that mockery and harassment are normal way of life in the school recounting the time she was a pupil in that school, she lamented that also faced the same problems. She added that the male pupils in JHS levels most often than not advance sexually towards the female counterparts creating fear and panic in them.

A female pupil in the interview said that when a boy asks you for a friendship and you decline, he will disgrace you in front of his friends and even spread false rumors about you. She continued that, the boys would intimidate you and make you feel so inferior. The boys when their proposals are rejected become somehow aggressive to the girls



with verbal assaults. Fortunately, the information gathered from pupils both male and female indicated that the sexual harassment of female pupils comes from mostly male peers and not from the teachers as suggested by the previous literature. A session of the male pupils in an interview told the researcher that the harassment recorded in the school is between male and female pupils in the school and even added that male teacher act like parents; treating pupils as if they were their own children. Also, in an interview a girl expressed that, they feel close to the male teacher than the female teachers in school as they support and protect them from the male pupils who harass them and also confide in them problems they had. Again, the issue of unfair treatment of the girl-child aside sexual harassment in school is also a major cause of low academic performance and high dropout rate in the study district.

Harassment seems to be a permeating issue throughout education in the country; it creates fear and panic among pupils to attending school and consequently leads to low academic performance and sometimes withdrawing from school. Some girls through interaction disclosed that they had the feeling of leaving school due to perpetual harassment coming from their male counterparts.

The researcher asked teachers who their preferred pupils were, they named many more male pupils than female pupils. The teachers believed that the male pupils are intelligent than their female counterparts they often pay additional attention on them and the male pupils are favored over female pupils in the classrooms; some teachers physically assault the girl-child with the cane in the classroom. Teachers used the cane if a pupil scores low marks on a test or misbehaves; the girl-child is often the target because they mostly perform poor in the class. Some female pupils reported being hurt after being caned by teachers. In an interview a pupil narrated a story of her sister who threatened stopping school because of constant caning when she scores



low marks in class. A firsthand witness at the time of conducting the survey; a teacher physically assaulting some pupils using the cane and many others gathered at the windows and doors to watch the assaults; the angry class teacher with cane came out and whipping indiscriminately the children gathered at the doors away. The pupils were running helter-skelter trying to escape the cane; the teacher whipped the slower children repeatedly. In addition, the hidden curriculum in the schools discourages the female pupils from going to school; teachers sometimes site examples in the classroom, identifying the roles of the girl-child to only kitchen and child bearing.

However, to improve the girl-child performance and maintaining her in school there must be security both at the school and on the way to school; leadership positions be conferred on female pupils in school to erase the stigma of fear from their male peers. Teachers and the school authorities need to be sensitized on how to resolve conflicts between pupils and or pupil-teacher. School authorities should educate pupils on acceptable behaviors like respect and tolerance; also intensifies the teaching of religious and moral education as major subject of the school curriculum. Unacceptable behaviors such as insults, harassment and bullying should attract sanctions as a deterrent. However physical punishment as a form of corrections should be applied in a decorum for corrections only and as a deterrent to other pupils. A reward and punishment system should be instituted in schools which awards pupils for acceptable behaviors and also punish the recalcitrant ones. The central government, Ghana Education Service, local government authority and traditional rulers should come together to make laws and by-laws to take care of corporal punishment issues in the study district. Thus, declaring intensive punishment in schools as illegal and punishment by law.



Evidence of an unhealthy school surrounding also popped up in the interview as many female pupils compliant the feeling like school is unsafe. The interviews reveal that many of the safety issues come from male pupils, male community members and also on the way to school. The long distance to school raises safety concern, as well as corporal punishment from schools; and teachers need in-service training on how to handle disputes among pupils. Teachers should learn how inculcate acceptable behaviors (good morals) in pupils and condemn what is not acceptable such as physical assault and harassment be eschewed; the need to properly and effectively reprimand pupils found guilty of the school rules.

Nevertheless, different forms of punishment such as discontinue privileges and detention of pupils in the classroom during break time, should be used instead of physical punishment that may be hurting. Safety concern for females comes from their male peers who tease the girls especially when the boys suspect that they are in their periods (menstruating). A pupil in the upper primary school through an interaction revealed that, the mocking is mostly in the classroom after a female pupil could not answer a question correctly. She said the male pupils often said that they are low intelligent, backward and cannot answer questions in class

Learning environment that is student-centered, where pupils feel safe to be risk takers, where respect is the rule, where students give academic feedback to one another with probing questions and/or praises giving specifics about why the answer is correct, foster critical thinking necessary to increase the rigor of our classrooms so crucial for the world today. The core business of school is to provide students with a rich learning environment that is peaceful, caring and safe. The ideal learning environment optimizes wellbeing. It reflects a positive school ethos that makes the school exciting, stimulating and welcoming place.



The tone of the school plays a significant role in the academic performance and dropout rate of pupils. A good tone, such as discipline on both teachers and pupils, open administration, observance of “dos and don’ts” of the school, healthy teacher/pupils relationship as well as good environmental sanitation such as toilets, urinals and recreational facilities greatly affect teaching and learning in every learning institutions.

The home, school and the wider society all play an important role inculcating attitude since a child grows in a home and later moves to school. The family serves as the first agent of socialization and education. The family plays a major role in child education. As the saying goes charity begins at home, the moral consideration of a child is heavily depended on the environment of the child upbringing. The school environment also determines the performance of a child; serene school environment, leads to better performance of the child and the vice versa, (figures4.3).

Other concern of female education is the issue of safety at the school and on the way to school. Girls who travel far distances to school are on the mercy of kidnappers, rapists and sometimes killers on the way to the school. Places of convenience are another threat when it comes to female education. Where girls do not have separate places of convenience from their male counterparts, it creates a lab in their attendance if not complete withdrawal.

School-based factors like serene school environments including; available reading materials like text books, enough teachers, comfortable chairs and tables for learning and the general school environment including the school building positively affect girl-child academic performance directly. At a visit to the study school in the study area, it was realized that some schools were lacking teachers, teaching and learning



materials, libraries, recreational parks and other necessities like good drinking water, toilet facilities and the like. Environments like conducive classroom structures, desks and chairs and serene school environment can influence studies and performance; the vice versa affects effective teaching and learning in schools. Learners in supportive environments have high levels of self-efficacy and self-motivation and use learning as a primary transformative force.

4.5.2 Violence/Harassment

Respondents lamented on the canker of harassment of the female-child at schools. Over 40% of respondents pointed accusing fingers to some teachers and male pupils who often harass the female pupils putting fears onto them to attend school regularly, resulting in dropout. Girl-child harassment (fig. 4.5) in the contemporary Ghanaian society is so alarming more especially at the rural levels leading to many girl-children dropping out of school or performing poor. A pupil in JHS two through an interview said *when some teachers or the boys approach you and you refuse, they always find fault with you and punish or beat you up in the school more especially the bigger boys and the school prefects; this therefore give us no option than to succumb to their demand. She recounted that, the young newly posted teachers in the school sometimes call the bigger girl-children to their houses in the name of helping with their house chores but demand for sex, when the girl-children refuse, they will find ways of failing them in the terminal examination and consequently leading to low academic performance and possible dropping out in many of the cases.*

On the other hand, a male pupil of JHS one through an interview interrogated why they molest and harass their female counterparts. He recounted that, *it is the matured boys that always molesting and harassing them when the girls turn down their*



proposals. He added that, the school has not got enough places of convenience, therefore, when a guy goes to any of the places of convenience to meet any ladies, they advance sexually towards them. He reiterated that, they are many pending cases of harassment in the school that the school disciplinary committee is handling at the time the researcher visited the school.

Again, data collected from seven (7) men, seven (7) boys and nine (9) women agreed 100% that, girl-child harassment in school by peers and sometimes teachers is the major cause of high girl-child dropout in the study area. When the girl-child is harassed by their male counterparts or teachers, they feel unwelcomed to the school environment and may have the tendency of withdrawing from the school entirely. Hundred percent (100%) of men, boys and women who administered the questionnaires indicated that, the root cause of high dropout rate of girl-child in the study area is harassment. Girl-child harassment at school is the number one cause of girl-child dropout in the district. Male pupils and sometimes male teachers advance towards the girl-child, making them unhappy and sometimes feel threatened or insecure to go to school resulting to dropout as the case may be. Harassment is one of the hindering factors to female education in recent times; community boys and male counterparts in schools sometimes create unwelcoming situations for the girl-children to attend school; girl-children stay at home to prevent being harassed by their male counterparts and sometimes male teachers in the schools. Some male teachers in school advance sexually towards these female pupils creating fear and panic on them to attend school in the contemporary Ghanaian society. Cultural disposition towards gender inequality is yet another hindrance to female education. Traditionally, Ghanaian culture doesn't have a positive view on females who advance into higher educational levels especially in the Northern Ghana. In conclusion, the researcher



advised the school administration to table the issues of inadequate places of convenience to the PTA and SMC executives to look for permanent solutions to the problems.

4.5.3 Pedagogy of teaching and learning

There is a relationship between the knowledge, experience of the teacher and the performance of the pupil/student in every learning institution. The experience of the teacher and the performance of a child's cannot be over emphasized. The longer a teacher teaches a particular subject the better. Teaching is complex and demanding profession that requires skills in management and fast decision-making, independent, patience, communication skills tolerance, deep subject knowledge and psychological insight (figure 4.3). The skills employed by the teacher plays a very critical role in teaching and learning as the case may be and consequently affects the academic performance of the pupils. About seventy percent (70%) of success in education depends on pedagogy of teaching and learning. The score mark of schools I visited during the research is about fifty percent (50%) Maybe, because about ninety percent (90) of the teachers were untrained, and the few trained ones are delinquent teachers. The delinquency of teachers as well as other teachers refusing posting to the study area maybe as a result of the location of some schools in the study district. Many of the schools are found in the rural farming communities where teachers sometimes find it difficult to travel to urban centers and the regional capital when the need arises. Communication is generally poor in the study district and this could be part of the low performance in the study area. However, the overall assessment of pedagogy in schools of the study area is average following the BECE results of some previous years.



DISTRICT:DBI 2004 BECE RESULTS

SCHOOL	Number Of Candidates		Number Absent		Agg 6-10		Agg 11-15		Agg 16-20		Agg 21-25		Total Passed		% Passed	
	Boys	Girl	Boys	Girl	Boys	Girl	Boys	Girl	Boys	Girl	Boys	Girl	Boys	Girl	Boys	Girl
Daffiama R/C Jss	30	20	0	0	0	0	2	0	11	1	6	2	23	12	77	60
Wogu R/C Jss	13	10	0	0	0	0	0	0	2	0	5	0	13	2	100	20
Issa R/C Jss	13	3	0	0	0	0	0	0	4	0	1	0	9	1	69	33.3
Owlo R/C Jss	8	15	0	0	0	0	2	0	2	1	3	2	8	6	100	40
Bussie D/A JSS	21	13	0	0	0	0	0	0	5	0	9	1	16	2	76	15.4
Tuori D/A Jss	5	8	0	0	0	0	0	0	3	0	0	3	3	4	60	50
Tabiasi D/A Jss	7	15	0	0	0	0	1	0	2	2	1	0	4	2	57	40
Kojokperi D/A	9	5	0	0	0	0	0	0	0	0	1	0	6	0	67	0
Fian D/A Jss	12	12	0	0	0	0	1	0	0	1	3	0	5	3	42	12.5

2012 BECE RESULTS																		
School	Number of Candidates		Number Present		Age 6-10		Age 11-15		Age 16-20		Age 21-25		Age 26-30		Age 31+		Number Passed	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Daffiama RC JHS	45	10	0	1	0	0	0	0	2	2	10	6	14	9	18	14	27	18
Wogu RC JHS	23	10	0	1	0	0	0	0	1	0	6	3	11	14	5	19	19	17
Issa RC JHS	28	10	0	0	0	0	0	0	1	1	4	1	14	7	9	15	19	9
Owlo RC JHS	10	10	0	0	0	0	0	0	4	0	2	3	1	3	3	12	7	6
Bussie DA JHS	38	10	0	0	0	0	0	0	2	0	5	0	4	3	27	22	11	3
Tuori DA JHS	3	10	0	0	0	0	0	0	0	0	1	0	1	1	1	6	2	2
Tabiasi DA JHS	16	10	0	1	0	0	0	0	0	0	1	0	3	2	12	13	4	2
Kojokperi DA JHS																		
Fian DA JHS	16	10	0	0	0	0	0	0	0	0	4	2	3	1	9	7	7	3
Sazie DA JHS	7	11	0	0	0	0	0	0	0	0	4	0	3	7	0	4	7	7
Jimpensi DA JHS	5	0	0	0	0	0	0	0	0	0	0	0	2	0	3	0	2	0

4.5.4 Availability of teaching aids/materials

The availability of TLAs enhances the effectiveness of school as they are the basic resources that bring about good academic performance in pupils. The necessary resources that should be available for teaching and learning include materials resources, human resources such as teachers and support staff and physical facilities such as laboratories, libraries and classrooms are inadequate in the study area. TLAs help improve access and educational outcomes since pupils are not likely to be absent from schools that provide interesting, meaningful and relevant experiences to them.

The availability and proper use of teaching and learning material has greater impact in teaching and learning, not forgetting the experience and skills of the teacher in question. TLMs play a crucial role in learning especially at the elementary levels of education and even at the higher levels. The use of TLMs prevents the child from learning in an abstract, but improves learning of children in a concrete manner. The use of TLMs improves performance of children in school which consequently lead to high academic excellence and performance in school; not forgetting the category of teacher using the materials.

4.5.5 Supervision at school

Supervision gives, the right direction to people under supervision to enable them take initiative and responsibilities to go ahead on their own. Supervisors seek to equip individuals with the necessary knowledge, attitudes and skills to make them useful; not only to themselves but their immediate community and country. The significant of supervision for enhancing the performance of staff in an organization cannot be ignored in the development process of any country. Supervision is crucial in every human endeavor. The supervision of teaching and learning in schools determines the



performance of the children in school. Effective supervision in academic leads to academic excellence in school. There is a strong correlation between supervision and children performance in school. Many teachers and students put up their best under strict supervision.

4.5.6 In-service training

Teachers from time to time need to upgrade themselves to enable them possess the requisite skills of teaching to enable them impart knowledge onto the children. The in-service training organizes for teachers are to upgrade their teaching and communication skills that would consequently lead to high academic performance in schools. Though in-service training enhances teachers teaching skills and consequently improving performance in school, many school heads do not organize it. In an interview with some teachers both trained and untrained, about twenty-five percent (25%) of head teachers organized in-service to their teachers at the time of my visit. However, it was recounted in the interview that, when the head teachers organize in-service for teachers, many of them do not turn up more especially those who don't reside in the communities they teach. The aim of in-service training is to enhance professionalism as well as personal development of teachers. The capitation grants given by government for the running of schools include teacher's in-service training; but many head teachers neglect that. However, the district education office organized three (3) in-service training to sensitize head teachers on administrative skills every quarter of the year. The current trend of in-service training and workshops in the GES is fee paying; thus, the teachers bare the cost. This therefore makes it difficult for teachers to upgrade their horizon in the teaching field. However, the regional directorate of education organizes in-service training and workshops for



teachers on irregular bases, at least three (3) times a year due to the cost involve in organizing them. However, teachers need to renew their teaching and professional skills from time to time so as to enable them impact true knowledge onto pupils more especially where there is the introduction of new curriculum in the educational system and or when new syllabus are been introduced. The professional competence of the teacher involves the ability to function effectively in the classroom. It provides for professional vitality that involves the ability to function effectively.

4.5.7 Language of instructions

Globally, there have been approaches to support learners who speak languages other than English. Advocates of instruction in the mother tongue argue that while children are learning to speak English; they should be taught to read and write in their mother tongue first (Brock-Utne,2007). Proponents of mother tongue (MT) education argue that a later transition to English is necessary given that children cannot understand the language of instruction (Brock-Utne,2007) stress the importance of learning English as a second language. There are widespread of concerns about the high costs of local-language medium of instruction, but these are not always backed by evidence (trudell,2016). The rewards of schooling in local languages outweigh the costs, with gains in educational quality, lower attrition and dropout, and enhanced inclusion leading savings from reduced school repetition and dropouts (Trudell,2016). While many countries have a national language policy that supports the use of local languages, such policies are not always implemented in the classroom (Trudell,2016). Community members who are fluent in the children's mother tongue, may be recruited and trained as paraprofessional teachers in the short term if no trained teachers are available (UNESCO,2016, Trudell,2007).



The home language/mother language has impact in literacy development. The home language should be used at the lower primary level as pupils have not yet developed language at that level; however, the English language be used at the upper primary level and beyond as recommended by the Ghana Education Service syllabus. The understanding and performance of a pupil is much depended on the language of instruction. When pupils understand the language of instruction used in the classroom, they perform better.

4.5. 8 Class size

Class size is an extremely popular education reform among many stakeholders, pupils, parents, teachers, school administrators and educationists. With such broad appeal; reducing the class size is also popular policy makers. Intuitively, students in small classes should have better learning outcomes than pupils in larger classes-for example, the teacher can provide more individualized attention in smaller classes, and classroom discipline is easier with fewer pupils. Class Room Reduction is one of the most important educational and interesting issue in the world today, just as it has been for many of the past hundred years (Webb,2003). Many countries have tried to improve their public education systems and raise school effectiveness through Class Room Reduction, and the growing interest in the productivity of public schools has fueled a renewed interest in class size as a potential policy lever for improving public achievement. However, most of the class sizes I've had been around 40-42 pupils at the time I visited the schools of study. However, some schools like Owlo JHS, Sazie JHS and Tabiasi JHS had lower class sizes between 7-30 pupils. Notwithstanding, Sazie JHS form three had the lowest class size of seven candidates in the form three



class, when I interrogated, I was told by the head teacher that, the best pupils were sieved from the lot to write the BECE examination.

The size of the class determines the effectiveness of learning and performance of students in schools. The number of pupils per teacher is very important in teaching and learning in school. The Ghana Education Service set the standards for the number of children per a teacher in a class from 30 to 35 children per a class. Thus, the small number of pupils per class, the high the academic performance and the vice versa. The relationship between numbers of pupils per class per teacher is very important in an academic enrolment. The teacher in a smaller class has the ability to supervise all pupils in the class, give and mark all assignments and exercises to enhance effective teaching and learning in the school through assessment.

4.6 Home/Community-Based Factors That Affect Female Education

The question under this section was to identify the home/community-based factors that affect girl-child educational performance and possible dropout. The retired female educationist pointed out that *home-based factors like heavy household works on female girls after school are worrying situations in the study areas. Girl-children are always over burdened with domestic work after classes rendering many of them exhausted to study after contact hours. The girl-child hardly gets time to revise what was taught in school after contact hours, the boy-child is often left to study after classes' hours hence the abysmal performance of the girl-child in the BECE results; about 95% of the house chores are female related in this part of the world.* The tone at the home may include household chores, serene environment all play grave roles in female academic performance.



Distance from home to school is yet another factor that affects girl-child education. Girl-children who travel far to school become tired and cannot concentrate on their books in class or even sleeping in class while teaching and learning goes on are bound to perform low in class as the case may be.

4.6.1 Parents level of education

The education level of parents (father and mother) has a great influence in child intelligence and performance of the child in school. There is a correlation between the level of parent's level of education and the performance of their children in school. The higher the level of education of parents the higher the performance of their children in school and the vice versa. Children from high education level homes perform better as compared to children from low education level homes. The learning environments of children from high education homes are more conducive than those of the low education homes; and they consequently perform better in school. Parents' level of education is an indication to measure their children's educational and behavioral outcome.

Parental education level is an important factor that relates to pupils performance and dropout rate in school. Parents with low levels of education are more likely to have truant children who perform low in class.

4.7 Cultural Factors That Lead to Female School Dropout

The question under this section was to find out if cultural practices within the study area contribute to poor performance and high dropout. Barbaric cultural practices like betrothal and elopement are the key components of low female performance and high dropout in the study area. The Reverend Priest disclosed that, *parents often betroth*



their female children to men at tender ages as part of the culture of the study area. Pupils who are betrothed get married before the age of sixteen (16) defeating the core purpose of girl-child education in the study district. The girl-child who gets married before the age of eighteen may not be physically and psychologically matured to take care of a home leading to other marital consequences.

Early/forced marriages, elopement, teenage pregnancy and betrothal all have detrimental effects on female education in the study district and the Ghanaian society as a whole. Often time's families arrange marriages for their daughters while they are still in their teenage ages thus, interrupting their education path.

Again, the Reverend Priest reiterated that, *another worrisome cultural practice is elopement. Pupils are often eloped by matured men at social gatherings and or on their way to school as part of their culture, these men are usually left free without persecution when they commit the act; this act mostly prevent many female pupils from attending school. Pupils who are eloped automatically have their education terminated as there is no room to continue education in a marriage.*

Traditionally, many Ghanaian cultures do not always have a positive view towards female's education more specifically those who pursue formal education to higher levels more especially the rural Northern Islamic communities. They consider women who pursue education to the highest levels as western women who do not respect their husbands; they sometimes find difficulties in getting their future partners. Thus, these communities only focus on the gender roles for women, and discourage them from higher educational pursuits.

To change this attitude parents must be educated on the benefits of female education; parents should be made aware of some Ghanaian women who hold high offices in the



country through advocacy; identifying females who aspired in male dominated profession like medicine, engineering as well as women who acquired higher positions in academia in society. Conspicuous values of female education, such as reduction in maternal mortality, improved in family nutrition and economic support in family budget should be made known and available to parents and guardians.

It is a cultural belief that when girl-children advance into higher education, they do not have the natural sense of a women, which is cooking and child bearing, the higher the education of a women, determines her bride price. The worse is that, it has been alleged that higher educated women tend to undermine their husbands in the family which is against the natural principle of man as the head of the family which often leads to broken homes/marriages. The worst of higher female education is that, the bride prices for educated females tend to be higher than their counterparts uneducated or slightly educated ones. To prevent the problem of higher bride price charges, the males in the study area do not allow the females who they are intending to marry in future attain educational heights; they may marry them at the elementary levels of education leading to school dropout and the increase of illiteracy rate in the study district.

To correct these problems respondents were of the view of collaborating with the traditional authorities to institute by-laws that would cater for the menace; that is, punishing perpetrators of the act within the district would serve as a deterrent to others in future.



4.8 Head Teacher and Class Teacher Gender of Study Area

The data collected for the gender of head teachers and class teachers in the district indicates that, 80% of head teachers and class teachers are males and only 20% of them are females. Thus, it is a clear indication that discourages the girl-child from learning hard resulting to low academic performance of the girl-child in the study district. This shows that, they lack the role models that will encourage them to learn and become focused in attaining academic heights. The low numbers of female heads and class teachers in the schools do not challenge the girl-child to learn hard and consequently leads to low academic performance and high dropout rate. Children by their nature get influenced by adults of their sex group; therefore the presence of many female teachers in the elementary levels of education would increase the morale of the girl-children at that level to perform better in their examinations and consequently retaining them in school.

4.9 Educational Levels of Dropout Girls' Parents

The data collected on the dropout father and mother levels of education revealed that, their parents are not educated. Thus, the pupils lack role models in their homes that will challenge them to learn hard since parents serve as the first role models to their children. As such, it is a clear indication that parents' level of education has an impact on their girl-children educational performance in the district. The parents have no value for education and therefore would not encourage their children to learn hard in school. From the data collected, it is 100% indication that, the education of parents invariably affects their children academic performance in school. The children lack role models in the house to challenge them to learn leading to low academic performance and dropout as the case may be.



4.10 Household Work and Girls-Child Performance

The data collected from men, boys and from the figure shows that seventy-one percent (71%) agreed that household work affects girl-child academic performance while twenty-nine (29%) of them disagreed that household work causes low academic performance in girl-children in the study district. Thus, pupils after performing excessive household works in the house cannot concentrate on their studies both at home and school resulting to low academic performance and sometimes possible dropping out of school completely. Girl-children become tired after the house work to continue studies after contact hours in the home. From the percentage values, it indicates that household works affect girl-child educational performance and dropout in the district.

4.11 Girl-Child Level of Stoppage Of School

From data collected from six (6) dropouts girl-child shows that, all the six dropouts either withdrew at the primary or JHS levels. They dropout either due to inability to pay school fees, buy school supplies, torn uniforms, sandals or discrimination by male teachers, sexual harassment by their male counterparts and sometimes teachers, insecurity among others. The data shows that fifty percent (50%) of pupils stopped at either primary or JHS level. This stands to reason that the dropouts stop schooling at the elementary level of education. This means that, they have no job skills to engage in any income generation activities to fend for themselves. The levels of stoppage of the dropouts suggest that, they dropped out at tender ages.



4.12 Discrimination and Girl-Child Dropout Rate

The data collected from seven (7) men, nine (9) women, seven (7) boys, fifteen (15) girls and six (6) dropout girls indicate that, girl-child discrimination both at home and school is the cause of girl-child low academic performance and dropout in the district. The data shows that all respondents agreed in totality by ticking “YES” for discrimination as the main cause of female poor performance and high dropout rate in the district. The girl-child is often discriminated against both at home and school. Male teachers most often than not, discriminate against the female children in class when it comes to questioning in the classroom. The female children feel unwelcomed in the classroom increasing their chance to dropout from school.

4.13 Dropout Girls Marital Statuses

From the data collected from the six (6) dropouts in the study area shows that thirty-three percent (33%) of them are already married and sixty-seven percent (67%) of them are unmarried, it therefore stands to reason that, the thirty-three percent (33%) married have their educational career terminated as they may not be able to go back to school again. even the unmarried sixty-seven percent (67) are learning apprenticeship jobs like hair dressing, weaving and seam stressing an have no thoughts of going back to school again.



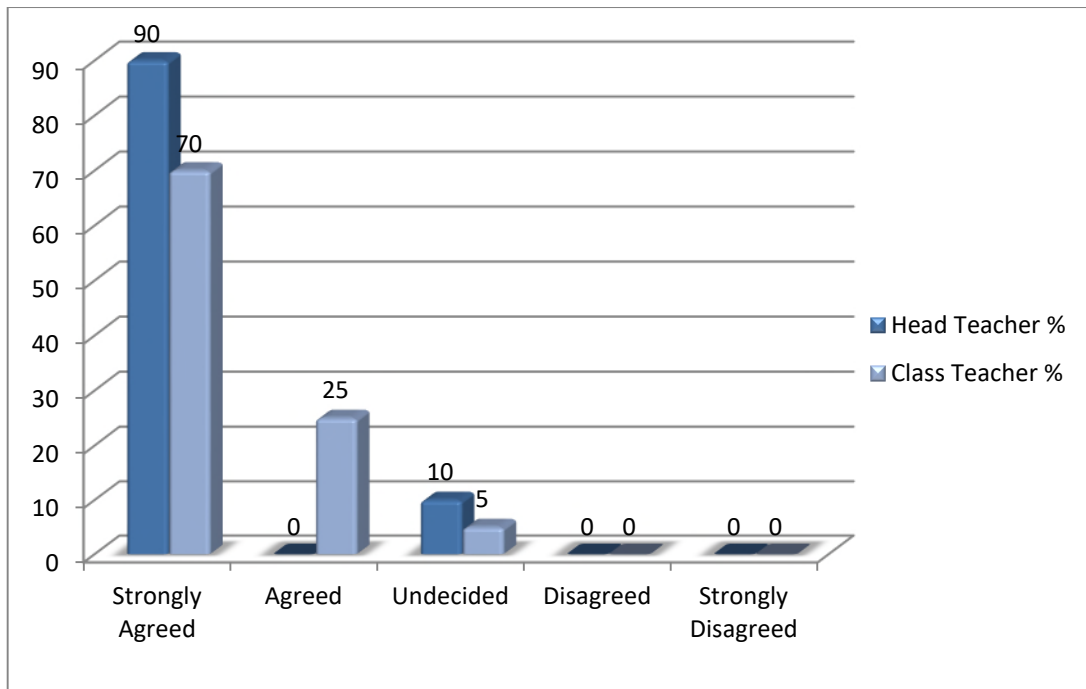


Figure 4.1 Economic status of parents and pupils performance in school

The data collected from head teachers and class teachers shows that 90% and 95% strongly agreed and agreed respectively that, parent’s socio-economic status affect the academic achievement of their girl-children. The income level of parents plays a major role in the academic performance and high dropout rate among girls. When the girl-child is able to acquire her physiological needs, it will boost her morale to continue her education and the opposite sometimes compel them to dropout. From the study it is clear that, parent’s economic status have an elastic consequence on the academic achievement of their children. Children who have all the learning materials invariably perform better that those who cannot afford them. From the values obtained from head teachers and class teachers indicate that, parent’s socio-economic status greatly influence the academic performance of the girl-child in the study area.



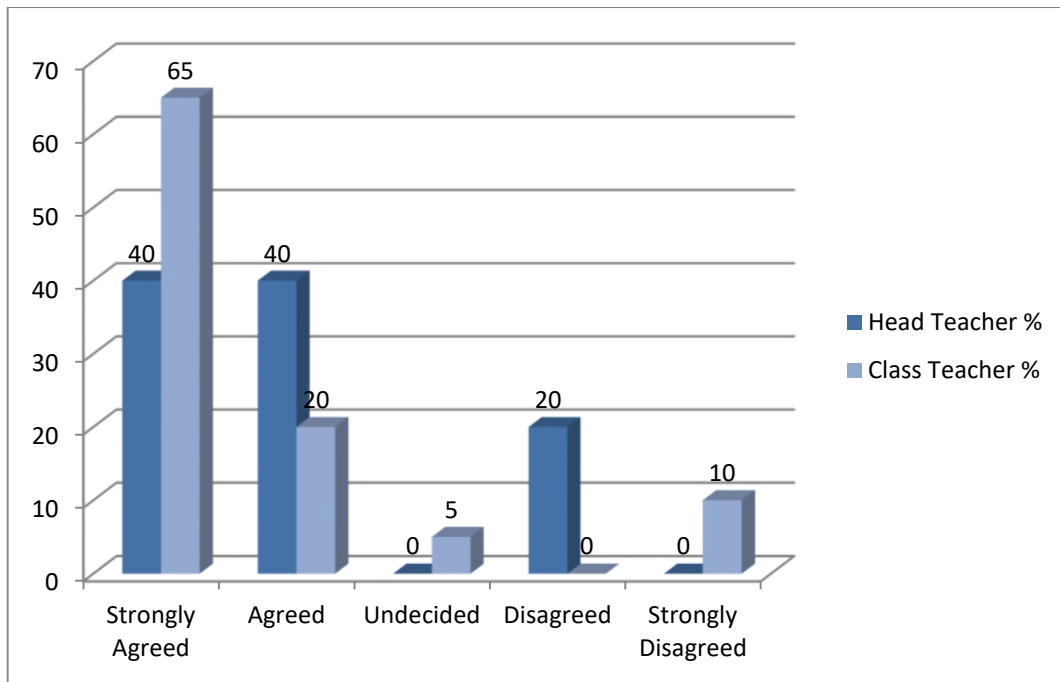


Figure 4.2 Learning Environments and Girl-Child Performance

Out of the 10 head teachers and 20 class teachers in public schools in the Daffiama-Bussie-Issa District, 80% head teachers and 85% class teachers strongly agree that learning environment is a factor that affects girl-child academic performance in the district. The tone of the school environment undoubtedly has impact on the learning and understanding of the pupils. When the tone of the school environment is friendly, pupils are encouraged to learn and the opposite affects the learning ability of the girl-child; female children feel comfortable at friendly environments and may perform wonders than their male counterparts. Thus, the serene the environment, encourages learning while the opposite discourages learning leading to low academic performance and possible high dropout rates.



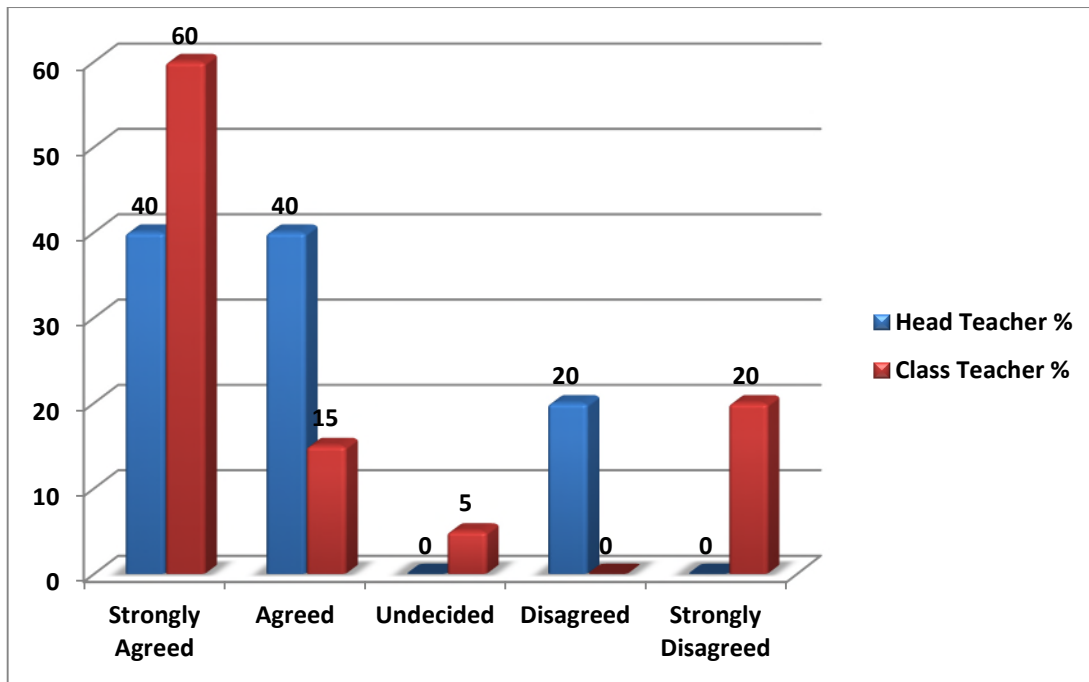


Figure 4.3 Pedagogy of teaching and learning and pupil’s performance

The data collected from head teachers and class teachers in the study area shows that, 80% and 75% of head teachers and class teachers respectively strongly agree and agree that, the pedagogy of teaching and learning is the cause of low academic performance in the district. The knowledge and skills of the teachers plays a significant role in teaching and learning. Teachers with high knowledge and skills of their subject matter have their pupils performing better than those with low or no knowledge on their subject matter. Only 20% and 20% respectively disagreed and strongly disagreed, that pedagogy of teaching and learning is cause of low educational performance in the district. They attributed the low academic performance to t girl-child readiness to learn. However, the 80% and 75% strongly agreed and agreed that, pedagogy of teaching and learning is cause of low academic performance of the girl-child in the district.



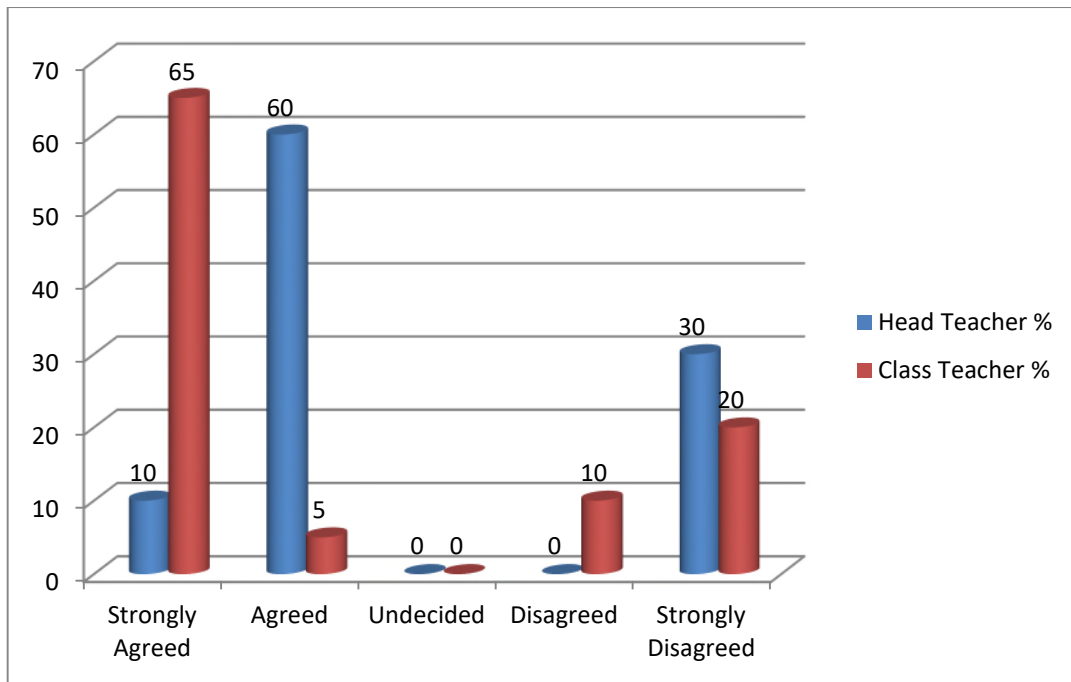


Figure 4.4 School Safety and girl-Child performance and dropout Rate

The data collected from head teachers and class teacher’s respondents indicate that 65% and 65% respectively, strongly agreed and agreed that school safety contributes greatly to girl-child low academic performance and high dropout. When on the way to school and school is safe, girl-children area physiologically secured leading to high academic performance as the case may be. However, 30% and 30% respondents respectively disagreed and strongly disagreed that school safety does account to girl-child low academic performance and high dropout, they attributed it to the girl-child backwardness in education. Looking at the figure, it clearly indicates that school safety contributes greatly to low girl-child academic performance in the district.



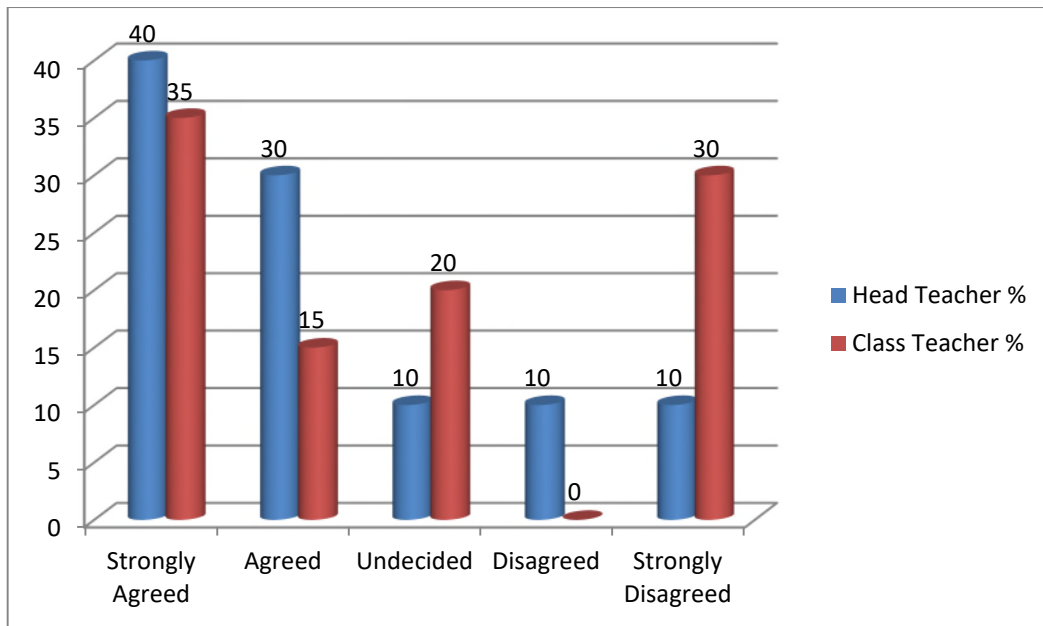


Figure 4.5 Attitude of teachers and Girl-child performance

From the data collected from head teachers and class teachers show that 70% and 45% respectively strongly agreed and agreed that poor teacher' attitude towards girl-child influence girl-child academic performance. Teachers go to school either late or lackadaisically inadequately prepared to teach or drunk. When the girl-child is not involved in the teaching process through teacher-pupils good relationship, they are bound to perform low and the tendency of withdrawing from the school is high. The statistics collected on teachers attitude as a factor that affects girl-child academic performance, only 20% and 30% respectively disagreed and strongly disagreed that, teacher's attitude towards the girl-child affects their academic performance. However, from the data collected, it is clear that the attitude of teacher affect girl-child academic performance in the study area.



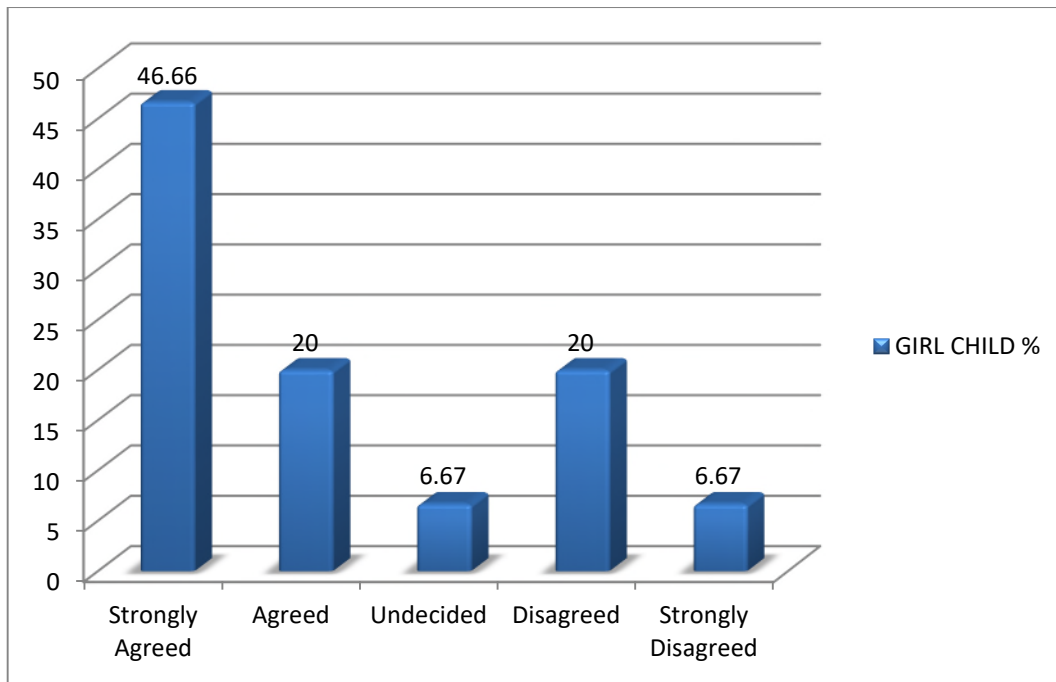


Figure 4.6 Distance from home to school and girl-child performance

The data collected from fifteen (15) girl-children indicates that 46.6% and 20% respectively strongly agreed and agreed that, the distance from home to school by the girl-children accounts for their low academic performance and dropout rate. Pupils who travel far from home to school become tired to concentrate in class. On the contrast, only 20% and 6.67% of girl-children countered that, distance from home to school does not account for the low academic performance and school dropout in the study district; some pupils travel about four kilometers (4kms) distance to school. However, pupils rather attributed their low performance to heavy domestic duties which do not allow them to study after contact hours. However, from the figure, it can be rationally concluded that, distance from home to school can be considered as one of the factors that causes low academic performance and high dropout of the girl-child in the study area.



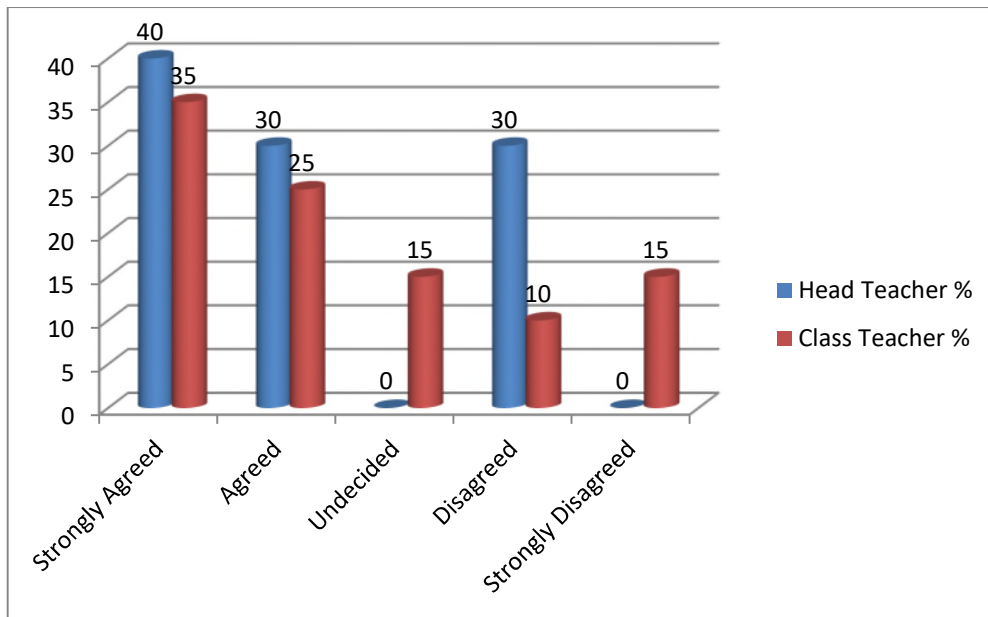


Figure 4.7 cultural practices and Girl-child performance

The data collected from head teachers and class teachers indicated that cultural beliefs are the major cause of high girl-child dropout in the district. From the ten (10) head teachers and 20 class teachers, 75% and 55% respectively strongly agreed and agreed that cultural practices and beliefs have negative effects on female academic performance and dropout in the study area. 40% and 15% of head teachers and class teachers were undecided of the two. With reference to the information on the diagram, it is undoubtedly clear that cultural practice and beliefs of the study area are the cause of the high girl-child dropout and low academic performance in the study district. Cultural practices and beliefs of the sturdy area are the cause of the high girl-child dropout in the study district. Cultural practices like elopement, early child marriage and betrothal are all causes of the high dropout rate of the girl- child in the district. The figure shown above indicates that respondents agreed that, Cultural practices and beliefs have adverse effects on female education.



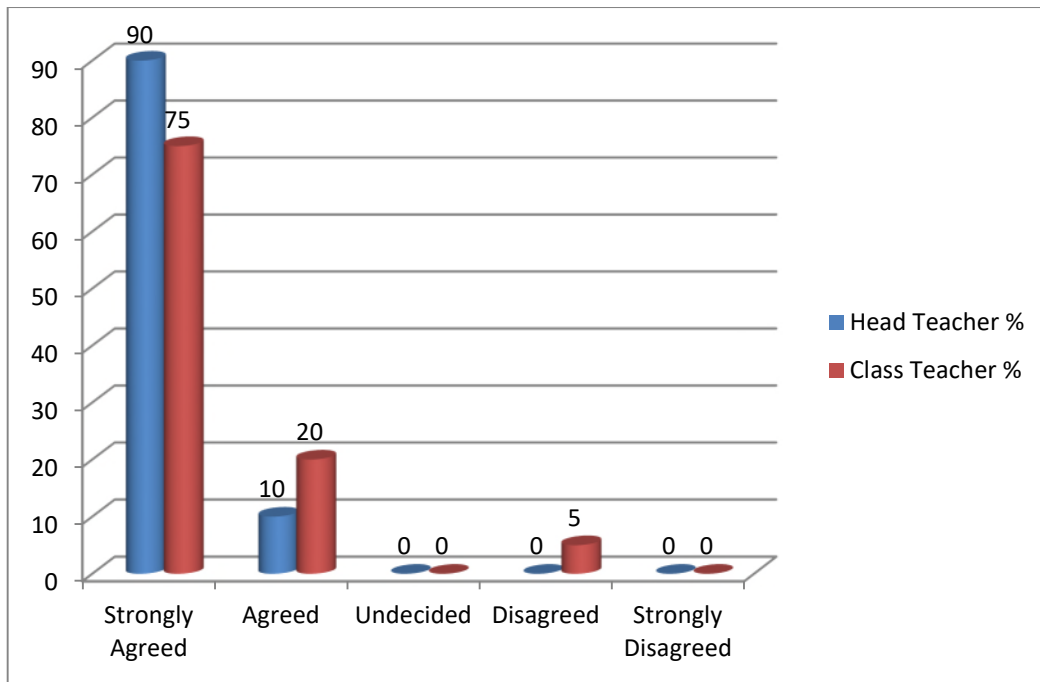


Figure 4.8 Negative attitude of Girl-child and performance

From the data collected from head teachers and class teachers, shows that 100% of head teachers and 95% of class teachers strongly agree and agree respectively that, the negative attitude of girl-child towards learning is the major cause of the low academic performance and high dropout rate in the district. Female pupils sometimes engage in economic activities like buying and selling petty goods to the total neglect of their education. Some undertake these economic ventures to supplement the family income and or playing the role of second parents in their various homes. Thus, female pupils do not attach importance and seriousness to their educational career that could possibly lead to low academic performance of the girl-child in the district.



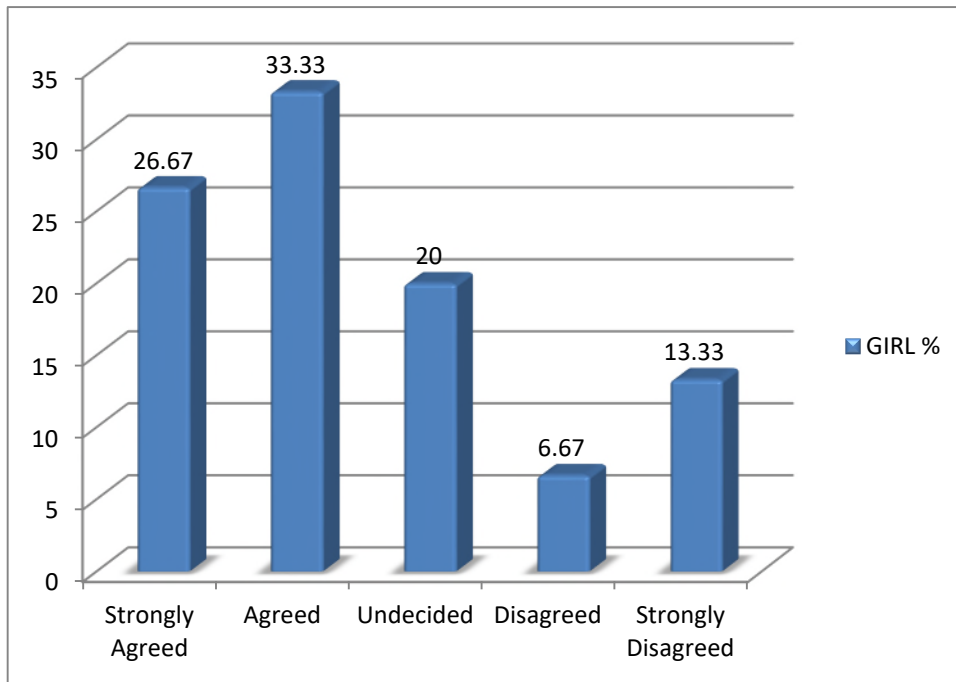


Figure 4.9 Girl-Child Conflict with teachers

In response to the data collected from the figure indicates that, 26.67% and 33.33% strongly agreed and agreed respectively that girl-child conflict with teachers is a major cause of female low academic performance and high dropout rate in the study district. Girl-children in conflict with their class teachers who do not give them equal attention in the class are bound to perform low in their terminal examination and consequently dropping out of school. 6.6% and 13.33% respectively disagree and strongly disagree that, girl-child conflict with teachers is the reason of low academic performance and high dropout rate of the girl-child in the study district. From the figure above, it is clear that, girl-child conflict with teachers is a cause of low academic performance and high dropout of the girl-child in the district.



TEENAGE PREGNANCY AND CHILD EDUCATION

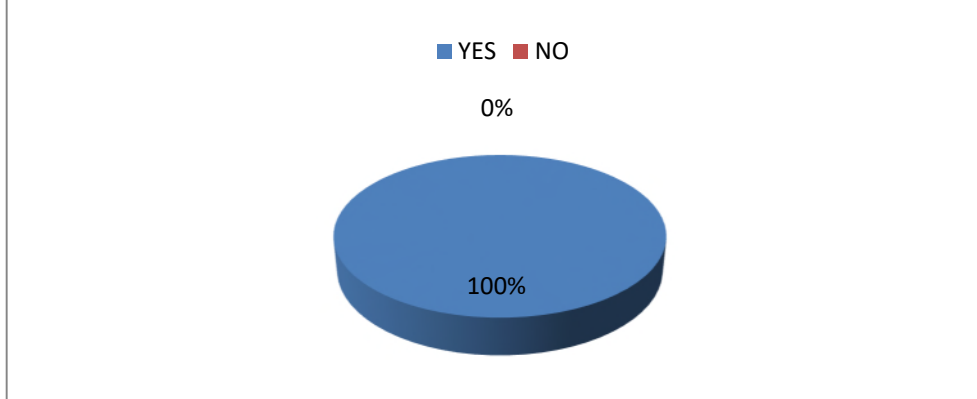


Figure 4.10 Teenage pregnancy and girl-child dropout

Data from men and women indicates that teenage pregnancy is the number one cause of female-child dropout in the district. The seven (7) men and nine (9) women interviewed, all responded “YES” to pregnancy as the main cause of girl-child dropout. The results from the figure show that, 100% of men and women agree to teenage pregnancy as a main cause of female dropout in the district. Girl-children who become pregnant are withdrawn from the school and many of them refuse going back to school after a successful delivery due to stigma. Their colleagues make mockery of them when they return to school again thereby compelling them to terminate their educational carriers.

In summary, many studies have been carried out by scholars and individuals on the factors that lead to girl-child low academic performance. Danesty Otediran (2002) lamented that street hawking among the young pupils psychologically imposed other problems like sex networking behavior, juvenile delinquent behavior, which takes the pupils school time that necessitated the poor academic performance and dropout syndrome noticing among young school pupils. Owing to the current economic trend



many poor parents force by circumstances to engage their young ones with chores like hawking, clearing the house and doing other menial jobs around before going to school and after school hours. Domestic chores like these no doubt help to train the children and make them realize that they can and should contribute their quota to the general upkeep of the family. However, many parents and guardians over burden their children with work excessively, leaving little or no study time for their children work is bound to suffer (Akanle,2007). Pupils from low economic background who attend poorly funded schools do not perform as well as pupils from high economic classes (Eamon,2005). This trend is posing huge problems to parents, government, political parties and stakeholders in education.

Below are 2016 BECE results of the schools in the district

2016 BECE Results-Sazie JHS		
Number Registered	Number Passed	Percentage Passed
Boys 7	2	33.33
Girls 7	0	0

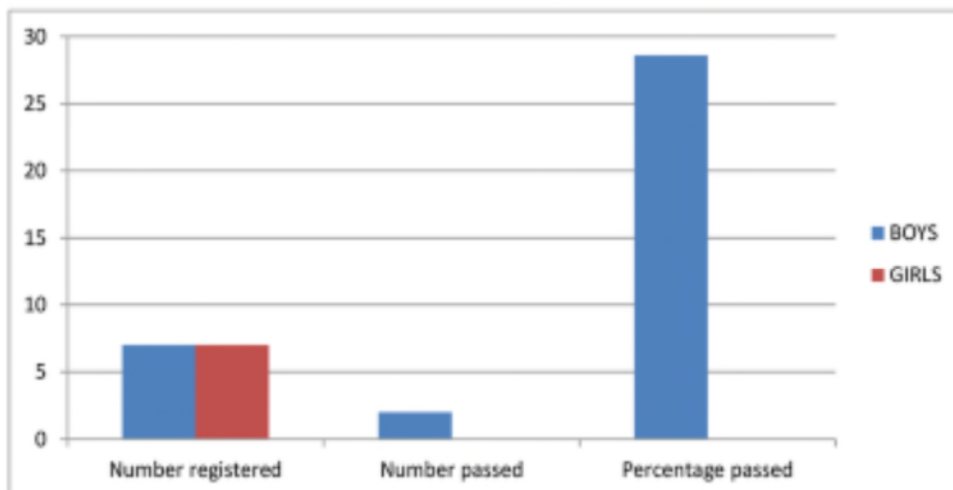


Figure 1 2016 BECE results –SAZIE JHS

Sazie is a typical farming community in the study district. The results suggest that, the male child is performing better than the female child in spite of the small percentage pass of the male child. Farming is the main occupation in this community and its environs. The girl child is always made to help in the farm work leaving the male child in school. It is a common place parents express that, girl child education is waste of resources since she will be married to somebody in future. Therefore, parents sometimes marry out their daughters in early ages to supplement the family income.



2016 BECE RESULTS - KOJOKPERI JHS			
gender	number registered	number passed	percentage passed
boys	16	6	37.50
girls	17	1	5.88

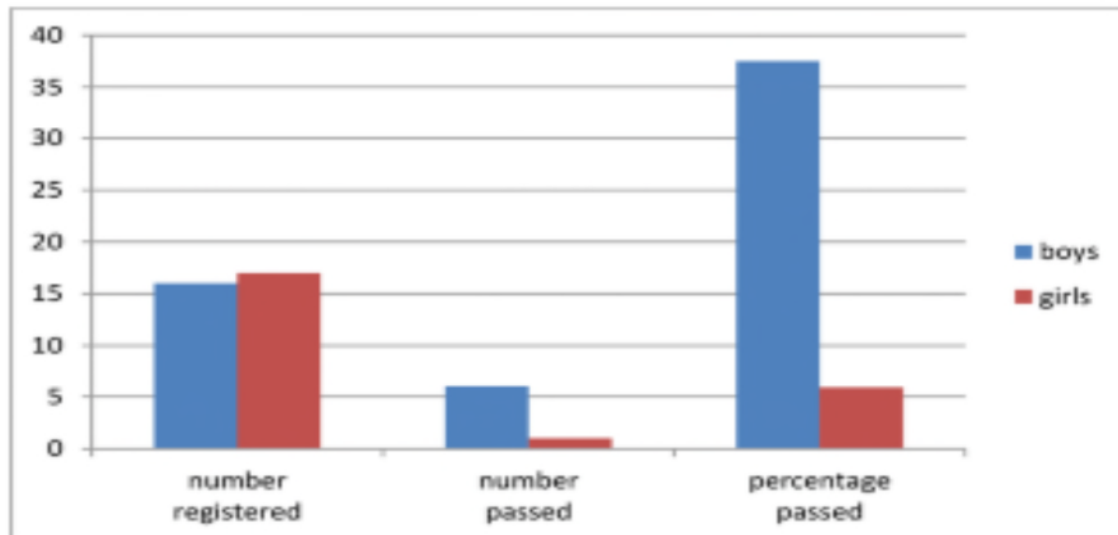


Figure 2 2016 BECE results KOJOKPERI JHS

The registered number of girl-child is a small margin higher than the male child in this community. This is because the area is a farming community where the male children help their parents in the farm. Parents' sometimes withdraw their male

children to help in the farm work or take care of their cattle. Also, due to gender roles, the registered female children do not have enough time to study after and before contact hours hence the low score. The household chores in this part of the country are almost female related, hence the low performance of the female-child.

2016 BECE RESULTS - JINPENSI JHS			
gender	number registered	number passed	percentage passed
boys	11	5	45.45
girls	18	2	11.11

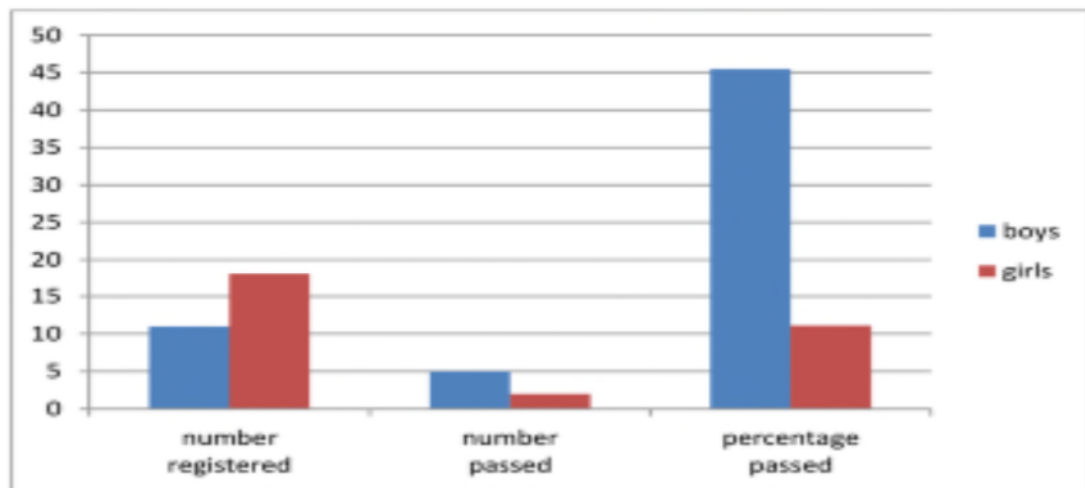


Figure 3 2016 BECE results – JINPENSI JHS

Jinpenesi is typical farming community. The male children are mostly withdrawn from school to help in the farm activities hence the small number of registered male pupils in the BECE examination. Again, due to gender roles in this part of the study area, the female-child hardly gets time to study hence their abysmal performance.



2016 BECE RESULTS – DAFFIAMA R/C JHS			
gender	number registered	number passed	percentage passed
boys	40	21	53.85
girls	11	2	18.18

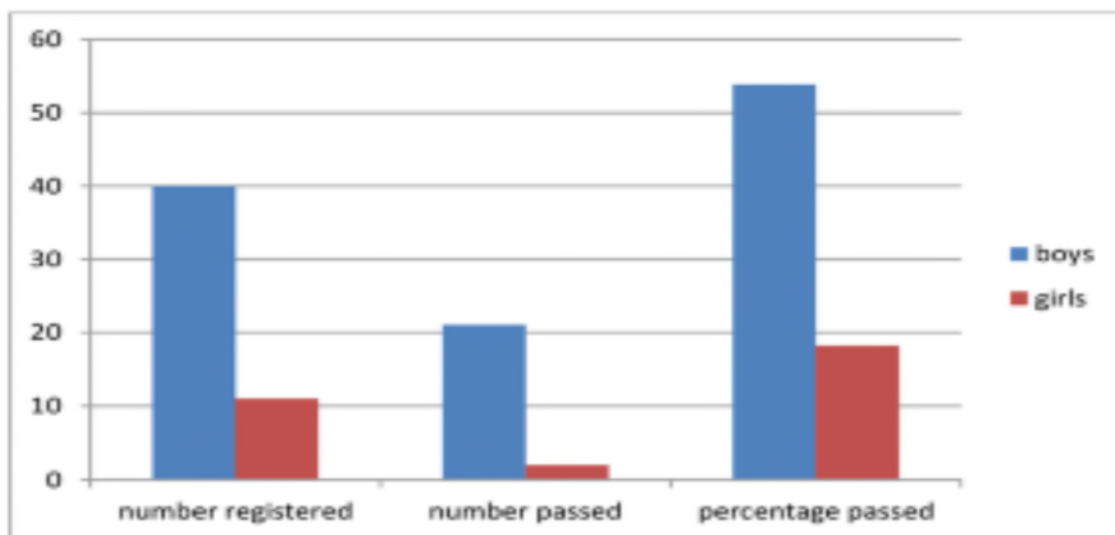


Figure 4 2016 BECE results –DAFFIAMA R/C JHS

The results show a great difference between registered number of boys and girls in the BECE examination. This comes as a result of either the girls dropping out of school due to teenage pregnancy or withdrawn by parents to help in their farm business. Also, the results show that, the registered girl-children who took part in the BECE examination did not do well unlike their male counterparts. The percentage pass of both the male and female suggests that, the female-child is underperforming.



2016 BECE RESULTS – WOGU R/C JHS

gender	number registered	number passed	percentage passed
boys	15	6	40
girls	5	1	20

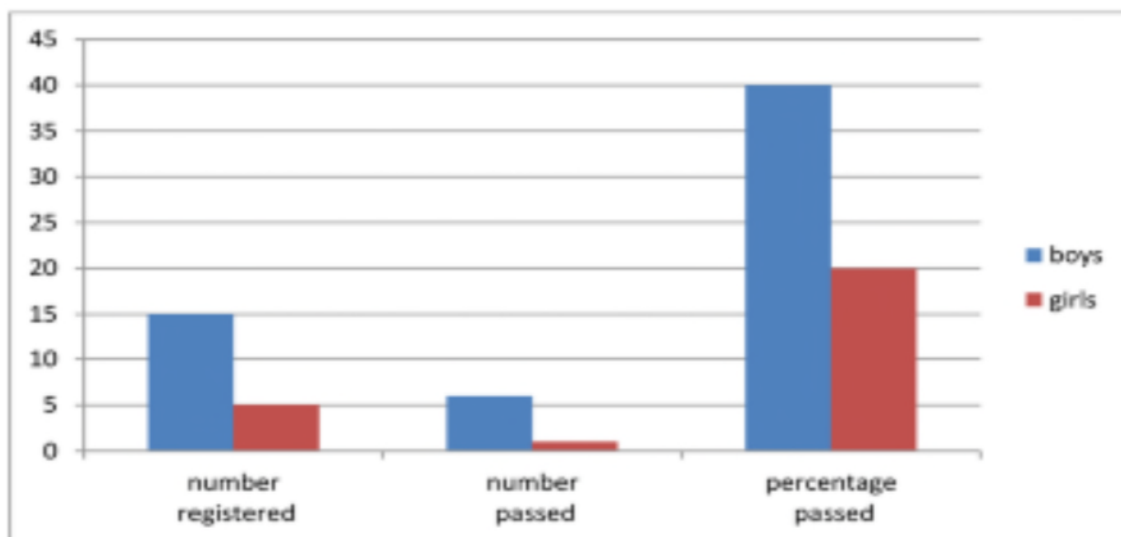


Figure 5 2016 BECE results – WOGU R/C JHS

The 2016 BECE statistics of Wogu JHS shows that, 15 boys and 5 girls were registered respectively. Wogu is a typical rural community which does not give priority to female education hence the small registered numbers of girls in the BECE examination. The percentage pass of the male-child is twice the percentage pass of the female-child in the BECE results. This shows that, the female-child is underperforming.



2016 BECE RESULTS - ISSA R/C JHS			
Gender	number registered	number passed	percentage passed
Boys	19	12	63.16
Girls	9	1	11.11

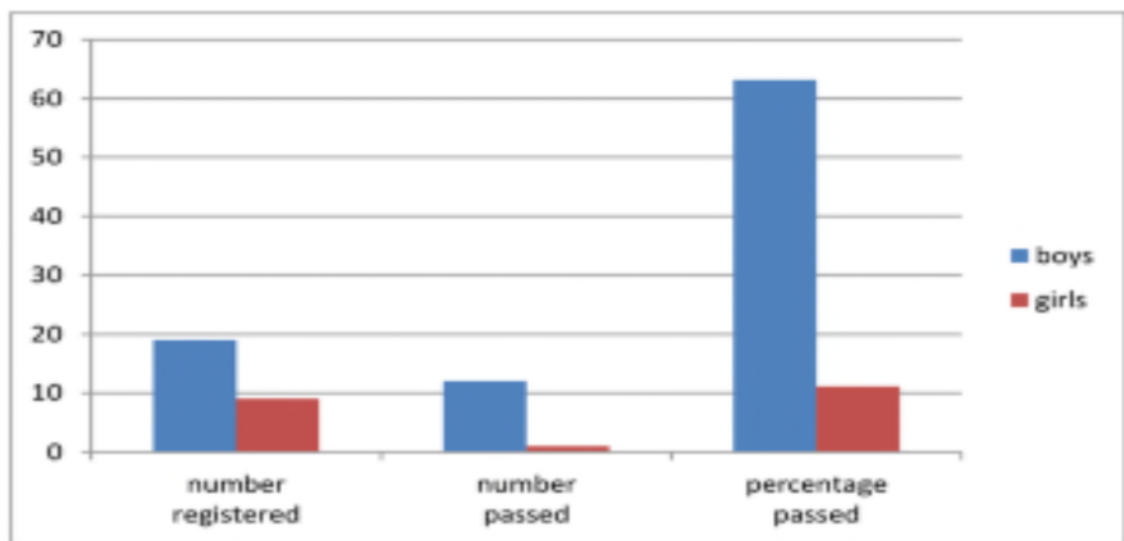


Figure 6 2016 BECE results –ISSA R/C JHS

The result suggests that, the male-child performed better than their female counterparts. Issa the capital of the study district is a homogenous farming community that has no importance to female education. Girl-children in this community and its environs either get married in their teenage ages and or become pregnant in their teenage ages. Thus, the low registered number in the BECE examination.



2016 BECE RESULTS – OWLO R/C JHS			
Gender	number registered	number passed	percentage passed
Boys	13	1	7.69
Girls	21	4	19.05

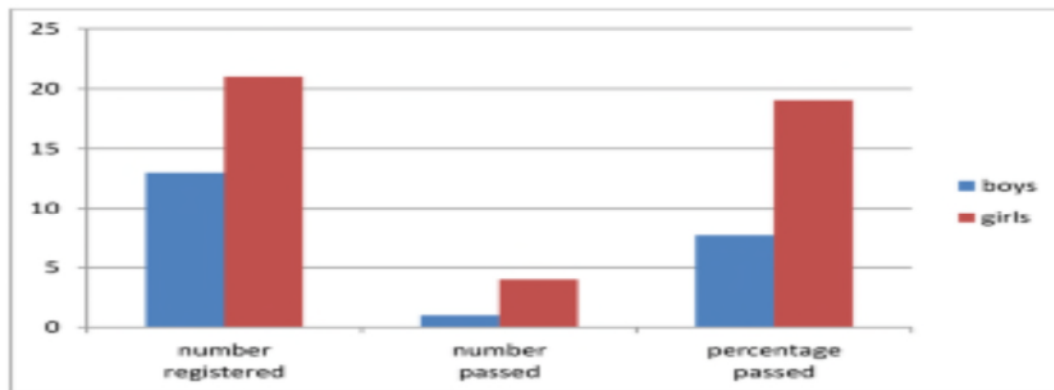


Figure 72016 BECE results –OWLO R/C JHS

The registered number of girls in this community is more than that of the boys unlike other schools. This is because many of the male children leave for ‘galamsey’ sites to look for money. The male-children in this community and its environs have developed the interest in illegal mining than going to school. Many of them said schooling is a long-term investment unlike illegal mining which has a shorter-term investment. Thus, the small number of registered male-children and low performance in the BECE results.



2016 BECE RESULTS - FIAN JHS			
gender	number registered	number passed	percentage passed
boys	12	4	33.33
girls	12	2	16.67

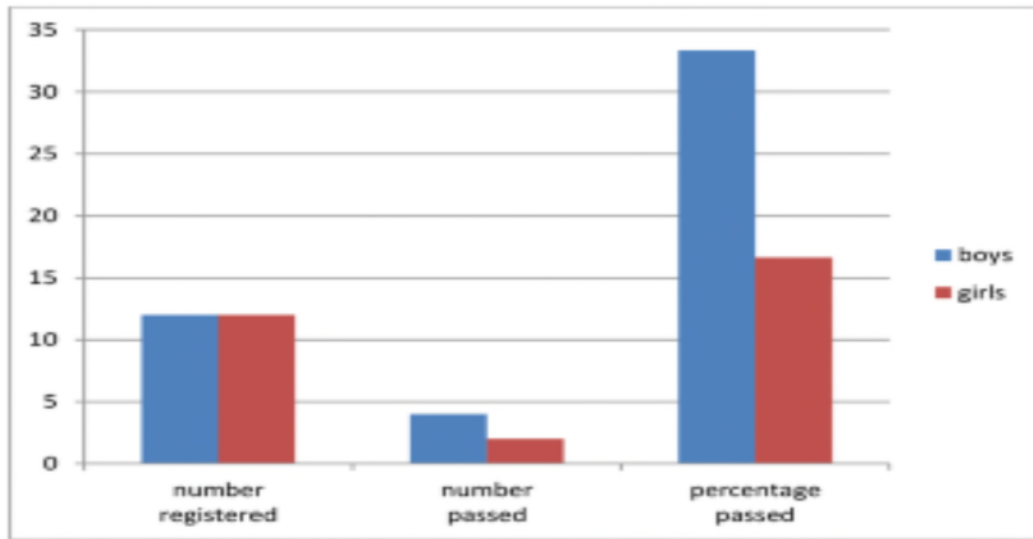


Figure 8 2016 BECE results -FIAN JHS

Fian community is centrally located in the study district. Equal number of boys and girls were registered, however the number passed for the boys is more than the girls.

This is because the girls are always burden with domestic household chores which gives no room for learning. The male-child however, has the time to himself to learn and play, hence the abysmal performance of the girl-child in BECE results.



2016 BECE RESULTS – TUORI D/A JHS			
Gender	number registered	number passed	percentage passed
Boys	39	18	46.15
Girls	25	15	60.00

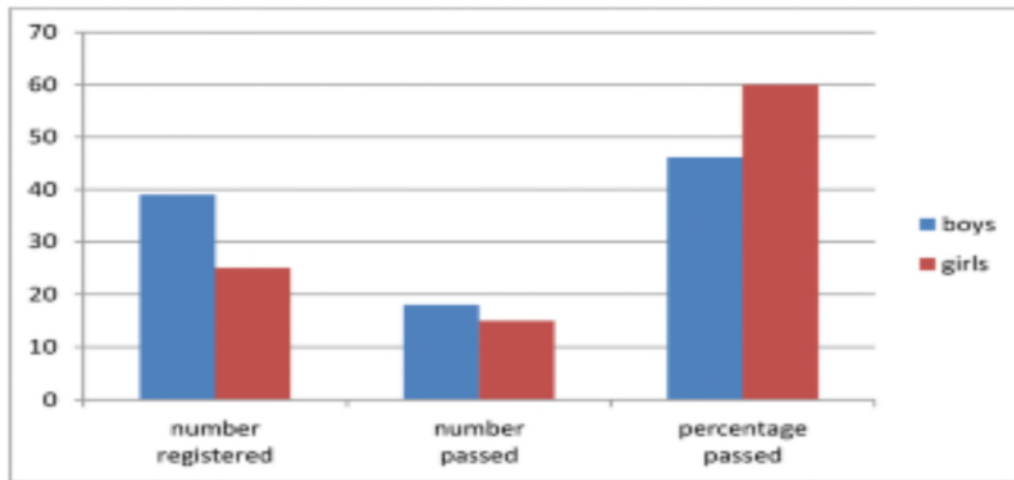


Figure 9 2016 BECE results - TUORI D/A JHS

Tuori is a typical rural community in the study district. The small number of registered girls is as a result of child marriage and or betrothed to men who may not have the patience for them to complete school. Hence the low number of the girl-child registered in the school. The small number of the girls in school was serious to prove themselves hence the percentage passed.



2016 BECE RESULTS - BUSSIE JHS			
Gender	number registered	number passed	percentage passed
Boys	21	4	19.05
Girls	12	0	0.00

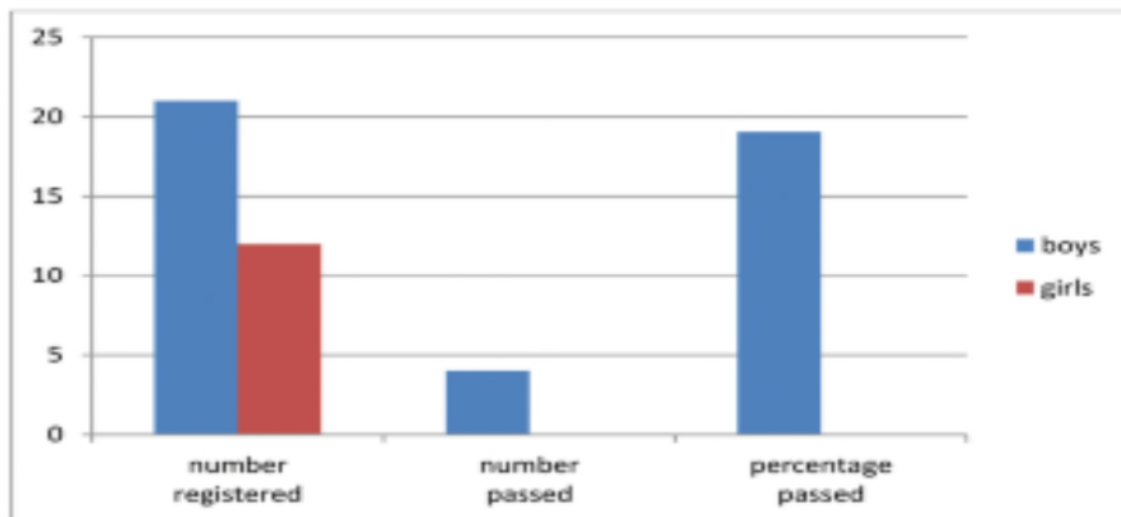


Figure 10 2016 BECE results -BUSSIE JHS

Bussie is a peri-urban and a business community in the study district. The female-children are always taken to income generating activities to the neglect of their educational work. Due to the issue of gender roles, they are overburdened with domestic works hence the abysmal performance. The male children also do trading as an after-contact hours business; however, due to their less household chores, they still do a little learning in the house.



2016 BECE RESULTS – TABIASI D/A JHS			
Gender	number registered	number passed	percentage passed
Boys	11	9	81.82
Girls	9	6	66.67

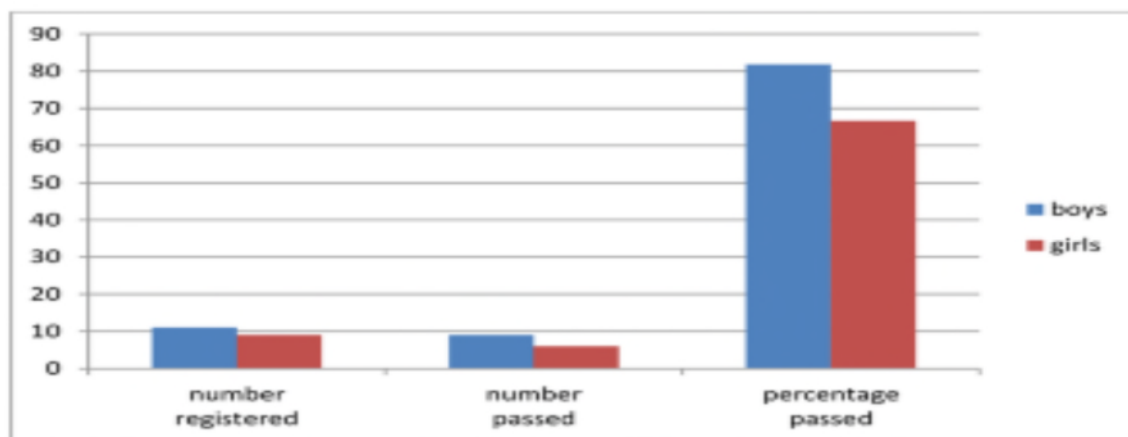


Figure 11 2016 BECE results – TABIASI D/A JHS

The results show that, the percentage passed of the male-child is more than that of the female-child because; the girl-child education is not taken serious in this community. Here betrothal and early marriages exists. Parents give out their girl-children hands in marriage at early ages because they are yet to know the importance of female education. The girl children who have the opportunity to study and wrote the BECE examination have to prove themselves to the community.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The final chapter provides a brief study highlights on the main findings, draw conclusions and recommendations.

5.1 Summary

In summary, the study researched into the causes of poor academic performances and dropout in the Daffiama-Bussie-Issa District from a multidimensional prospective. The research objectives sought to research into the effects of parents' socio-economic background on female educational performance, the school-based factors that affect female education, the home/community-based factors that affect female education and the cultural factors that lead to female school dropout.

The instrument used is questionnaires. The distribution of questionnaires to respondents was as follows: ten (10) head teachers, twenty (20) class teachers, fifteen (15) girls, seven (7) boys seven (7) men, nine women and six (6) female dropouts in the primary and Junior High Schools of Tabiasi and Sazie communities. The validity of the instrument (questionnaires) was pilot tested on two colleagues who are also pursuing their master degree program, some staff of the DBI education office and some teachers in the study district affirmed that the questionnaires were valid and worthy for the study.



5.2 The Effects of Parent's Socio-Economic Background on Female Education

The data collected from questionnaires reveals that, ninety (90%) percent of respondents strongly agreed and ninety-five (95%) percent agreed that, parents socio-economic background affect the educational achievements of female pupils. Respondents responses revealed that the socio-economic background of parents have elastic effect on pupils' academic work. Parents sometimes lack resources to sponsor their children's education thereby resorting to withdrawing them from school; this is where bias and preferences come to play as parents would withdraw some of their children and sponsor some to be educated; unfortunately, the girl-child is always a victim.

The socio-economic statuses of parents highly affect their children academic performance in school; children from poor homes sometimes become psychologically traumatized to concentrate in their academic work resulting to low academic performance and dropout as the case may be. Many children from low socio-economic families are not psychological guaranteed to continue their education after the elementary levels of education in the district. This is because; many parents often complain of no money to purchase educational materials for their children even at the basic level of education in the district. Parents therefore give preference to their male children by sending them to school to the neglect of their female-children with the impression that, the girl-child will one day get married to another family in future rendering all the education investment wasted. Thus, the tendency of withdrawing the girl-child from school is high.

The worse is that, female children from poor homes withdraw from school to carry out income generating activities like carrying loads for money (kayaye) more



especially the girl-child from the northern part of Ghana; others engage in prostitution and the like. These girls are likely to become pregnant and/or affected by sexual transmitted diseases (STDs) than children from a good socio-economic background as the case may be. Pupils from high socio-economic background have access to all learning materials and sometimes after school classes at home through the hiring of teacher services after contact hours. Thus, the pupils who have access to extra-classes after contact hours are more likely to perform better in school. Psychologically, children from high socio-economic background have stable minds to study and are more likely to perform well in school unlike the one from low socio-economic background. The socio-economic background of parents in every academic institution is paramount; it measures the final educational outcome of children as illustrated in the above discussion.

5.3 School-Based Factors That Affect Female Education

Respondent's responses to school environment-based factors that bedevil female education have responded that, poor school environments have a corresponding negative effect on female academic performance and possible high dropout rate. The school environmental conditions greatly influence female academic performance and sustenance in school.

Again, the school environmental conditions of the female child may also influence her performance and the other consequences. The school environment such as harassment from peers and sometimes teachers, the physical infrastructural condition of the school greatly influence the academic performance and dropout level of pupils in the study district. The school environment has direct influence on the performance of the female child. The data collected from respondents reveals that, the seventy (70%)



percent and seventy (70%) respectively strongly agreed and agreed that, school safety greatly influence female educational performance. When the school environment is female friendly, they perform wonders; thus the provision of proper sanitation and general respect for female by both their male counterparts and teachers.

Harassment at the school level by their male peers and sometimes teachers provides an unwelcoming environment for girls leading to poor academic performance and high school dropout. The data collected from respondents indicates that, hundred percent strongly agreed and agreed that, girl-child harassment greatly influence their performance and possible dropout of school. Harassment which is the major cause of girl-child dropout aside teenage pregnancy is so alarming in the study district. Male children harass the girl-child in school and this creates fear and panic on female children from attending school.

A respondent recounted that, many girl children in the study area have stopped schooling because they complained that, they are not comfortable at school due to harassment. He told a story of his own daughter who stopped schooling at tender age because of harassment coming from her male peers and some teachers from the school; the daughter abruptly stopped schooling. Girls by nature desire friendly environments to carry out their activities without being oppressed; the situation where friendly and enabling environments are, they can perform like their male counterparts.

5.4 Home/Community-Based Factors That Affect Female Education

The home environment is characterized by many domestic works/household chores. Information gathered from respondents revealed that seventy-one (71%) percent of respondents strongly agreed and agreed that household works influence girl-child



educational performance. The girl children who are heavily burdened before and after school with domestic works are mostly performed low. The ancient belief of gender roles in Africa has made the female children to be overburdened than their male counterparts; major domestic works in this part of the world are female related. Both male and female children mostly attach themselves to gender roles, thereby making it impossible for the female children to study after school resulting to low performance in both their end of terms' examination and BECE results. For example, the female child after school may have to wash dishes and prepare meals for the family and to some extent do family laundry and trading to supplement the family budget; while the male children have all the time to themselves to study and to play about hence, the abysmal performance of the female children.

5.5 Cultural Factors That Lead to Female School Dropout

The data collected from the responses of respondents illustrated that, seventy (70%) and sixty (60%) percent respectively strongly agreed and agreed that, cultural practices in the study district negatively affect female educational performance and dropout. This analysis indicates that, cultural disposition has a direct influence on female performance and dropout rate. The culture of the study area virtually has no respect for female education. This is evident as girl-children of school going age are often made baby setters and others taking care of cattle of their parents.

The most worrying culture is elopement aside female genital mutilation, pupils are often eloped by men who send them to 'galamsey' sites to work for them as their wives; and as a result, their educational careers are terminated. The issue of elopement has put fears onto many female children who travel long distances to school for the fear of being eloped on the way to school. Girl-children therefore find it



prudent to stay home or engage in other business ventures in their various communities.

Female genital mutilation which many governments frown against is still a practice in the study area. According to those who practice it in the study area, the practice help keep the female child morally upright as she would not have the desire for sex after removing the clitoris (the sensitive body part). The rationale of the practices is however being defeated following the number of girls withdrawing from school as a result of teenage pregnancies.

Betrothal and elopement are part of the marriage systems of the study area; pupils are often eloped on their way to school. As part of their culture, indigenes of the study area don't look at it as a social problem but as part of their culture. This is because the victim's mothers may probably get married to their fathers through the same way. These barbaric cultures (Betrothal and Elopement) have no respect for female rights and education in the study area. Parents betrothed their daughters to their friends to strengthen the relation ties denying their daughters of education and or abusing their daughter's womanhood rights.

As part of their culture, when a newly baby girl is born, a man can betroth the newly born to himself or his son if any. The betrothed girl may get married before eighteen (18) years for fear that if the young girl is allowed to go to school, she may get married to another man as she pursues her educational career. These girls get married at tender ages denying them the right of formal education as the case may be. Though it is imperative to respect and maintain the existing cultures in the study district, barbaric cultures like elopement should be frowned against to give way to girl-child



education. Women should become more involved in decision making process in the study district.

Many parents are also of the view that when girls get married early, it gives them the opportunity to giving birth to many children before their menopause ages; denying them of their educational rights. This outmoded culture increases the illiteracy rates in the study area because the female constitutes the majority of the population in the study district. Many of the women rely on their husbands for livelihood because they have no employable skills to be employed and or self-employed. The consequences of these practices also go a long way to increase maternal mortality as many women do not attend health facilities for antenatal check-ups leading to increase in maternal deaths, still births in the study area. Also, sanitation becomes a problem as a result of illiteracy in women; women who are the front liners in taking care of sanitation do not do so simple because of the lack of knowledge of good sanitation in the home. In addition, elopement which is one of the outmoded cultural practices in the study area has denied a lot of girl-children education. Girl-children most often than not, are eloped on social gatherings and or on their way to school most especially those who travel long distances to school. Men ambush and elope these girls to be their future wives; due to this, many girl-children stop school not to fall victims to these barbaric men.

However, traditional by-laws should be made by traditional authorities to relax the culture of elopement, betrothal and other forms of cultures that prevent the female children from achieving their educational goals. Sanctions should be metered out to perpetrators of the law; and deem it mandatory for all female children in the study area to get to the tertiary levels before marriage to redeem the female educational image of the study district. The culture of this part of the country especially, the



Northern sector do not give priority to females educational heights; girls are often denied higher education with the reason that, they may not get husbands to marry when they attain higher education. Parents may also marry their daughters out to supplement the family income because of poverty and inability to take care of all their children.

5.6 Conclusion

From the findings, factors affecting the academic performance and dropout of the girl-child in the study district are many. However, the education and income levels of parents greatly affect their girl-children academic performance and dropout rate.

The education and income levels of parents make it possible for parents to support their daughters. Educated parents are often aware of the physical and psychological development of their daughters and what their needs are at what time unlike the uneducated ones. They therefore provide their children with the requisite need and materials for their development. This research work will serve a document for future researchers in the abysmal performance of the girl-child in the society as a whole; and inform policy makers the direction of policies that will help uplift the status of the girl-child in general.

5.7 Recommendations

The study has established that, to improve the academic performance of the girl-child, the researcher suggests the following:

The ministry of education (MOE) should revisit the girl-child education act of 951 which declared primary education compulsory and free, and deemed that, any parents



not sending their children to school be fined, more especially the girl-child. Government should make education absolutely free by providing all the material needs of all pupils more especially the girl-child, so that poor girl-children would have access to basic education and beyond.

Again, the government should revisit the Girls Education Unit of 1997 which created scholarships for promising female pupils/students, revising the text books of schools to be gender sensitive. The parent teacher association (PTA) and school management committee (SMC) be made vibrant to support the administration of schools with teaching and learning materials such as computers. The PTA and SMC should also embark on with at least a five year strategic plan to acquire enough learning materials for all pupils. The head teachers together with the class teachers should sensitize both boys and girls that, they are all the same on the side of education and they need to work together regardless of their gender.



REFERENCES

- A. Kearney & A. Bensaheb,(2006). School Absenteeism and School Refusal Behavior: A Review and suggestions for School-Based Health Professionals.
- A.Hanushek,(1999). Parents Teacher ratio and its impact on academic performance of public schools. Using Research to ensure quality teaching in rural schools. *Journal of Research in Rural Education. Volume 17.NO.3,138-153.*
- A.Lyons,(2012). Influence of teaching and learning resources on students' performance. Effect of availability of teaching learning resources on the implementation of inclusive Education in pre-school centers in Nyamira North sub-county, Kenya. *Journal of Education and Practice ISSN 2222-1735.Volume 6 NO.35*
- Ainsworth et al., (2005). Factors contributing to school dropout among girls: An assessment of factors contributing to high secondary school's dropout rates in Zimbabwe. *Volume-3, Issue 9 p.855-863,*
- Akahomen, Dora O. (2018). An overview of the place of Parents Teachers Association in the Provision And Management Of Facilities In School.(*IOSR-JSPE*) e-ISSN:2347-6737, P-ISSN:2347-6745, Volume5, Issue3 PP28-33
- Amin T. (2005). Research proposal 2005: Conception Methodology and Analysis. Makerere University Press,Kampala,Scientific Research: *An Academic Publisher.*
- Avramidis & Norwich, (2002). Teachers attitudes towards integration/inclusion: A Review of the Literature. *European Journal of Special Needs Education. Volume 17, p. 134-137.*



- B. Atayi,(2008). Cultural traditions and practices of the parents as barriers to girl-child education in Zamfara State Nigeria; *International Journal of Scientific and Research in Publications, Volume 3, p.1-4.*
- B. Nekatibeb,(2002). Factors contributing to school dropout among girls: A review of literature. *European Journal of Research and Reflection in Educational Sciences, Volume 3 NO.2 ISSN:2056-5852.*
- B. Nekatibeb,(2002). Factors influencing elementary school teacher's attitude toward inclusive education: Factors influencing classroom practice. *Journal of Early Childhood Teacher Education Volume 26.*
- Bashaiza,(2016). Long distances to school affects students concentration, performance: Why distance to school matters. *The New Times Rwanda's Leading Daily.*
- Becker. G.S Hubbard, W.H,& Murphy, K.M.(2010).Expanding the worldwide boom in higher education of women. *Journal of Human Capital,4(3),p.203-241.*
- Beegle and Nyamete,(1996). Education and Fertility: Evidence from a policy change in Kenya. *Discussion paper number 6778, p.1-13*
- Behrman, Foster, Rosenzweig & Vashishtha (1999).Women's schooling, Home Teaching, and Economic Growth. *Journal of Political Economy Volume 107,p.682-714.*
- Berger and Fisher,(2013). A well-educated workforce is key to state prosperity. Making skills everyone's Business. A call to transform Adult learning in the United States.



Birdsall, Akinsanmi & Lambrou,(2005). Women's Economic Empowerment: Meeting the Needs of Impoverished Women. *UNFPA Work Report. Africa, Pages1-19*

Boyle, Brown& Park (2002). Factors contributing to school dropout among the girls: A review of literature. *European Journal Of Research and Reflection in Educational Sciences,vol.3 No.2,2015 P.1-30.*

Brock & Cammish,(1993). Factors affecting female participation in education in seven developing countries-Education Research Paper No. 09,1993, pp.96

Brock, & Cammish, (1997). Factors affecting female participation in education in developing countries. Education Research paper No.9. ISBN:1861920652.

Brown & Barrelet, (1991). Female Education in sub-Saharan Africa: The key to Development? *Comparative Education/vol.27 no3 1991/Female Education in Journal Article*

Brown and Park, (2002). Child education and the family income gradient in China. Keeping children in school: Household and District level Determinants of school dropouts in 363 Districts of 30 developing countries. *NiCE working paper 09-105.*

C. Pinto,(2018). In pursuit of equity: The Unintended Lessons Children Learn in School.

Canajarah & Coulombe,(1997). Household responsibilities, income and ambulatory blood pressure and among working men and women. *Psychosomatic Med.2011 Feb, 73(2): 200-205.*



Chauchan. D (1997). Education for all by 2000: Still a distant dream. *Kurukshetra* 45(12):2.

Chege & Sifuna, (2006). Girls and women education: Gender perspective and trends. Kenyatta University Institutional Repository.

Chenail,R. J. (2011). Introduction to qualitative research. Ten steps for conceptualizing and conducting Qualitative Research Studies in a pragmatically curious manner. *Volume 16/ NO.6*

Cohen, Manion & Morrison,(2000). Qualitative methods in statistics education research: Methodological problems and possible solutions. *ICOTs 8 8F3*.

Colclough, Rose & Tembon 2000, Nekatibeb, 2002. Gender inequalities in primary schooling: The roles of poverty and adverse cultural practice. *IDS Working Paper 78*.

Colclough, 2000, Nekatibeb, 2002). Factors responsible for school dropout. *European Journal of Research and Reflection in Educational Sciences. Volume 3 No. 2* ISSN 2056-5852.

Conger et al., (2002), Mcloyd, (1998). Socio-economic status, family processes and individual development. US National Library of Medicine. *National Institute of health © PMC 2910915*.

Considine G. & G.Zappala, (2002). Factors contributing to students' performance. *American Journal of Educational Research Volume 1*

Creswell J.W, (2003). Data analysis in mixed research.



Cutler and Lleras,(2006).Education and Health: Evaluating Theories and Evidence.
NBER Working paper NO.W12352.

D. Dale, (1984). Applying the general system theory system. United Nations
Educational Scientific and Cultural Organization. *UNESCO/SS/41/3.244.1/h/2*
Paris,15 Nov. 1965.

Davis-Kean, (2005). The influence of parent's education and income on child
achievement: The indirect role of parental expectations and the home
environment. *University of Michigan Journal of family psychology. Volume*
19,NO.2, 294-304.

Denga, (1986) in Eyake (1997) The effects of socio-economic status of parents on the
academic performance of students. *Educational Research(ISSN:2141-5161),*
Volume 5(9) PP.348-352.

Dolphyne Abena, (1991).The emancipation of women: An Africa perspective. *Africa*
Studies Review/ Volume 36, NO.3.

Dolphyne Abena,(1991), Atayi,(2008). Advocating for the education of girls in
Pakistan.

Donkor,A.K.(2010).Household structure and academic performance of girl-child.
International Journal of Education learning and development. Volume 1,
NO.2, PP.85-94.

Dunne and Leach (2005). Gender violence in schools in the developing world Gender
violence in schools: Taking the girls-as- victims discourse forward gender
development,*15(2). PP.51-65. ISSN 1364-9221.*



E. Gakidou et al., (2010). Women economic empowerment. UN Women Facts and Figures: Economic empowerment.

E. Kalu, (2009). The role of PTA in administration of primary schools. Research clue.com. Home for Nigerian Researchers.

Ebbinghaus, Thorndike & Pavlov, (1927). Social experimental psychology. *Australian Journal of Education. Volume 60.*

Education sector performance report, (2016). School dropout due to poor academic performance. National Education for All (*EFA 2015*) Review. Botswana.

Ersado, L. (2005). Parents bargaining powers, child labor and education. Household decision making process: Its effects on school dropout behavior for girls in the secondary school level in Bangladesh. *International Educational Studies; volume 6 NO.1, ISSN 1913-9020.*

Franckel & Wallen, (1996). Measuring the validity and reliability of research instrument. *Volume 204, Pages 164-171.*

Fuller & Liang, (1997). Keeping children in school. Does child care Assistance matter?. The effects of welfare and employment programs on child care for pre-school and young school-Aged children. *The next general working paper series NO.3.*

G. Wiggins, (2018). 10 Theories on the Relationship between Socio-economic status and Academic Achievement.

G.Zappala,(2002). Factors influencing the educational performance of students from disadvantage background.



Gaeta & Gandhi Kingdom, (1997). The identity of educated women in India: Confluence or divergence. *Journal: Gender and Education. Volume 20 Issue 5.*

Ghana Statistical service (2015), 2010 Population and Housing Census Report. 2010 PHC analytical report.

Ghosh & Senguptu,(2012). Direct and opportunity improves teaching and learning. *Indian Journal of Education Review Volume 14 ISSN: 2277-3819.*

Glick & Shan, (2008), Kingdom, (2005). Gender differences in prejudice: A biological and social psychological analysis.

Goodman, Full Bright and Zimmerman, (1997). School governance. School Board Governance and Studies Achievement: School Board member's perception of their behavior and beliefs,

Hanushed & Rivkin, (2010). Improving learning through effective teacher policies. UN Education notes: Learning from the Best. Improving learning through effective teacher policies.

Harichandran D. (1992). Girls education in India: A situational analysis. *Journal of education planning and administration 6(2):179-192.*

Harris A. (2008). Distributed leadership in action: Leading high-performing leadership teams in English schools. *Journal of School Leadership and Management. Volume 2.*

Holcamp, (2009), Falkingham & Baschieri,(2006). Factors contributing to school dropout. Factors contributing to school dropout among the girls. *European*



Hyde, Park, (1989). Improving women's education in sub-Saharan Africa. Gender and African Education: A critical analysis of the literature.

I.Soltaroff, (2007). Teacher's sex and student's dropout. Education Inequality with emphasis on school dropout among girls in Basic schools: A case study of Tamale Metropolitan. *Global Journal of Humanities and Social Sciences Volume 3 NO.5 PP.8-24.*

J. Marzoano,(2006). Effects of leadership styles and student academic achievement. The effects of leadership styles on learners performance. *Journal of Education and Practice ISSN2222-1735, Volume 7, NO.29.*

J. Mason, (2002). Interviewing key informants. Strategic planning for a global public Health Management Program. *Volume 18 NO.9 Article 2.*

Johannes Eliza, (2010). Women education in sub-saharan Africa: Obstacles facing women and girl access to education: The case of Kanya. *Studies Review Volume 1.*

Juneja, (2001),Mansory,(2007) Hunter and May,(2002). Factors contributing to school dropout among girls: A Review Literature. *European Journal of Research and Reflection in Education. Volume 3 NO.2, ISSN 2056-5852.*

Khalid Mehmood, (1999), Effect of in-service training on the working capacity and performance. Of Science Teachers at Secondary Level. *Journal of Education and Social Research ISSN: 2239-978X Volume 3 NO.3.*



King Elizabeth & Winthrop Rebecca, (2015). Global economy and development: Today's challenges for girls Education. *Working paper 90*

L.Getz,(1995). Girl's Disruptive behavior and its relationship to family functioning. *Journal of child and family studies. Volume 1, Issue 3, PP.259-273.*

Li & Qiu, (2018). How does family background affect children's educational achievement? Evidence of contemporary China. *The Journal Of Chinese Sociology 5 Article Number13 (2018).*

Lizette B. (2000). Background and rationale for school situation and hygiene education. School sanitation and hygiene education.

Lloyd, Kaufman & Hewwett, (2000). Girls schooling in developing countries: Highlights from population council research

Lundberg & Linnakyla, (1993). Gender studies education and pedagogy the system and how does it work-Some curriculum and pedagogical characteristics of the finished comprehensive school. *Education Journal Volume 31 NO.2 & Volume 32 NO.1.*

Lundberg &Linnakyla, (1993). Teacher's qualification and their impact on student. Teacher's qualification and their impact on student achievement.

M. Grant, (2013). Menstruation and school absenteeism. It's a girl thing: Menstruation, school attendance, spatial mobility and wider gender Inequality in Kenya. *Volume 56, pages 137-147.*

M. K. Trochin, (2006). Types of research design. Organizing Academic Research Papers: Types of research designs



M. Manacorda, (2012). Effects of parental absence on child labor and school. Effects of parental absence on labor and school Attendance in the Philippines.

M.C.Nussbaum,(2004). Women's Education: A Global Challenge. Volume 29 NO.2

M.Grant, (2006). The effect of pregnancy on a school girl's education. *International Journal of Educational administration and policy studies*. Volume 7(2),PP.61-71

Massoni, (2011). Extra-curriculum activities. Positive effects of extra-curriculum activities on students. *Article 27, Volume 9*.

Megan, Lambert, Perrino, S. Elisabeth M. & Barreras (2012). Understanding the barriers to female education: Today's challenges of girls Education. *Global Economy and Development working paper 90*.

Mills,C. (2017). Socially inclusive teaching : belief design, action as pedagogic work. *Journal of Teachers Education, 68(3), pp 345-356*.

Mitchell and Mitchell, (2002). The effects of class size on student academic achievement. The impact of California's class size reduction initiative on student achievement: Detailed findings from eight school Districts

Morgan D. (1996). Key informant interviews. Performance Monitoring and Evaluation USAID Centre for Development Information and Evaluation: Conducting Key Informant Interviews.

Mullis & Jamison (2014). Increasing the expensive vocabulary of young children learning English as a second language through parent involvement. *South Africa Journal of child Education Volume 6 NO.1*.



N.Adeogun,(2001). Effect of availability of teaching and learning resources on the implementation of inclusive Education in pre-school centres in Nyamira North Sub-county,Kenya. *Journal of Education and Practice. Volume 6, pages132-141.*

Nawal M. (2006). Health consequences of child marriage in Africa.

Njau & Kamahi, (1994). Women's education in sub-Saharan Africa; Obstacles facing women and girls access to Education: The case of Kenya.

Norlan, Howsen, & Trawick, (2005). Class and academic achievement: An investigation of the effect of class size on student Academic achievement.

O' Neil, & Domingo,(2015). Women's voice and leadership in decision-making: Assessing the evidence.

Ombati & Ombati, (2012). Gender inequality in Education in Sub-saharan Africa. *Journal of women's Entrepreneurship and Education (2012, No.3-4,114-136).*

Oxfam, (2000), Kiluva-Ndybda, (2001). Women education in sub-Saharan Africa: Obstacles facing women and girls access to Education. The case of Kenya

Pandya R. & Bora S. (1997). A study of factors causing school dropout. *Journal of Indian Education 23(3):32-37*

Patton M.(2002). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research.

Ping Wang, B. S. (1977). Parents guides to student success. Chinese Science teachers' beliefs about and practices of assessment.



Pong & Pappas, (2001). The effects of class size and academic achievement. The impact of class size and number of students on outcomes in Higher Education

Prinsloo, S. (2000). School-related gender violence. How safe are South Africa schools? *South Africa Journal of Education Volume 25(1) 5-10.*

PROBE Team, (1999). Factors contributing to school dropout among girls: A Review of literature. *European Journal of Research and Reflection in Educational Sciences, NO.2 ISSN 2056-5852.*

Pryor & Ampiahs, (2003). Understanding of education in African village. Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)2(5):378-381© Scholar link *Research Institute Journals,2011 (ISSN:2141-6990)*

R. Hochschild, (2003). Impact of socio-economic status on academic achievements of school students; an investigation. *International Journal of Applied Research 2015;I(4): 266-272.*

R. Quinsumbing, (1996). Work, female empowerment and economic development. Gender differences in assets ESA. *Working Paper NO.11-12.*

R.C.Kothari, (2004). Self-administered questionnaire. Research design and methodology

Rinsveld, Brunner, Landerl, Schiltz &Ugen (2016). Solving arithmetic problems in first and second languages. The relationship between language and arithmetic in bilinguals: Insights from different stages of language acquisition.



Rossetti,S. (2001). Addressing school-related gender-violence. Unsafe schools: A literature Review of school-related gender-Based violence in Developing countries

S.Johnson, (1996). Economic status of parents, a determinant on academic performance of students. Economic status of parents a determinant on academic performance of senior secondary schools in Ibadan, Nigeria. *Journal of Education and Social Research. ISSN 2239-978X, Volume 3(1).*

Sabates, Hossain & Lewin,(2010). School dropout in Bangladesh: New insights from Longitudinal Evidence. *P. 2-6*

Sabbaro & Rency,(1975). Social gains from female education. A cross-National study: Economic Development and Cultural Change, *Volume 44, ISSUE 1,105-28.*

Save the child, (2005).Girl child dropout: Experiential Teacher and student perceptions. *International Journal of Humanities and Social Sciences Volume 3 NO.5*

Sawada & Loskhin, (2009).Teachers sex and students dropout does matter? Institutional causes of school dropout in Rwanda: Perspectives of Community Education Workers

Shahidul, S.M. (2012). Education and socio-economic status factsheet. Education and socio-economic status (America Psychology Association)

T. Reuters, (2002). Violence against women. Domestic violence and sexual assault in the United States: A human rights Based Approach and Practice guide.



Tadzie, Madzima-Bosha ,(2013). The effects on conflict are felt hardest by women and children.

Tanner & Tanner,(1987). Supervision that improves teaching and learning. Education Policy Analysis Archives *Volume 17 NO.5 ISSN 1068-2341.*

Terry Heich,(2020). Ten (10) characteristics of a highly effective learning environment. The characteristics of a highly Effective Learning Environment.

UN Chronicle (2017). The importance of Educating Girls and Women- The fight against Poverty in Africa Rural Communities.

UNESCO, (2013). Education for All Global Monitoring Report. Girls Education-The facts.

UNESCO, (1995), UNITED NATIONS, (1995). Gender-sensitive education and indications. Gender Equality and Equity.

UNESCO, (2013). Education for All Global Report. Global Education Monitoring report, teaching and learning: Achieving quality Education for All

UNICEF, (2006), UNICEF, (2009) and UNICEF, (1998). Water sanitation and hygiene. UNICEF Water, sanitation and hygiene strategies for 2006-2015.

Willis & Dubin, (1990). Developing profession knowledge and competence: Approaches of Developing Competencies in Research library,

World Bank, (1996). Benefits of educating women and girls. What's in girls Education: Evidence and policies from developing world.

Z.Kapakasa, (1992). Factors affecting participation of the girl-child. Socio-economic and socio-cultural factors influencing female participation in Education.



Zhang & Leung, (2009). Factors contributing to school dropout among girls: A literature review. *European Journal of Research and Reflection in Educational Sciences* volume 3 NO.2 ISSN:2056-5852.



APPENDIX I

LETTERS OF INTRODUCTION

University for Development Studies

Post Office Box 1380

WA-Upper West Region

UNIVERSITY FOR DEVELOPMENT STUDIES

The Director

Ghana Education Service

Nadowli-Upper West Region

Dear Sir/Madam

LETTER OF INTRODUCTION -RESEARCH PROJECT

I am a post graduate student from the University for Development Studies, WA campus. I am currently carrying out a research on the topic: “The challenges of female education in the Daffiama-Bussie-Issa district in the Upper West Region of Ghana”. I therefore write to solicit for information on the BECE performance of the female pupils from the years; 1990-2012 to enable me determine the problems affecting the girl-child education in relation to their performance. All data and respondents will be treated confidentially. Thanks for your cooperation.

Yours faithfully,

Tiibo Vitalis.



University for Development Studies

Post Office Box 1380

WA-Upper West Region

The Director

Ghana Education Service

DBI –Upper West Region

LETTER OF INTRODUCTION-RESEARCH PROJECT

I am a post graduate student from the University for Development Studies, WA campus. I am currently carrying out a research on the topic: “The challenges of female education in the Daffiama-Bussie-Issa district in the Upper West Region of Ghana”. I therefore write to solicit for information on the BECE performance of the female pupils from the years; 2012-2016 to enable determine the problems affecting the girl-child education in relation to their performance in the district. All data and respondents will be treated confidentially. Thanks for your cooperation.

Yours faithfully,

Tiibo Vitalis.



University for Development studies

Post Office Box

1380

WA-Upper West Region

The Head teacher,

.....Junior high school,

Daffiama-Bussie –Issa District

Dear sir/madam,

LETTER OF INTRODUCTION-RE-RESEARCH PROJECT

I am a post graduate student of the University for Development Studies, WA campus. I am currently carrying out research on the topic: ‘the challenges of female education in the Daffiama-Bussie-Issa district in the Upper West Region of Ghana’. The questionnaires are designed for this research only and some of my respondents are within your school such as head teachers, class teachers, girls and boys. All the respondents will be treated confidentially.

Thanks for your cooperation.

Yours faithfully,

Tiibo Vitalis.



APPENDIX II

A REPORT ON PILOT TEST QUESTIONNAIRES

I Tiibo Vitalis ,an MPhil student in masters of social administration from the department of social, political and historical studies of the University for Development Studies, WA campus with index number: 0216/15 ,on the 20th day of March,2017 submit a report on the pilot test of my questionnaires to Dr. Agbley, my supervisor on the thesis topic: “The challenges of female education in the Daffiama-Bussie-Issa district in the Upper West Region of Ghana” as a fulfillment of designing masters level thesis questionnaires. On the advice of my supervisor Dr. Agbley, the questionnaires designed for a field work to collect data for academic purposes must be pre-tested to identify the strengths and weaknesses of the questionnaires. The strengths and weaknesses will me design good questionnaires to the achievement of the objective of the research.

PILOT TEST

I pilot tested the questionnaires on two colleagues who are also pursuing MPhil in social administration in the department of social, political and historical studies. They all recommended the number of the questions and the nature of the design. They however made a few comments for improvement.

COMMENTS ON PILOT TEST

They all recommended a simple understanding language be used in the designing of the questionnaires. This is due to fact that I will be dealing with both literates and illiterates in the field of study. This is because the questionnaires are targeting men, women, pupils and school drop outs who may not understand difficult words. For



example, the question “what is your source of income?” be rewritten as “what work do you do? On the part of pupils, men, women and the school dropouts.

Again, some questions were considered irrelevant and thereby recommended to be cancelled. For example, “do you target higher education”? Including others. Also, the consent informed form was recommended to be reframed as others have almost similar consent informed form format. I however, did everything exactly as they recommended.

ACKNOWLEDGEMENT

I am grateful to the following persons for their effort contributions to the re-designing of the questionnaires. They include Miss Vida Abena Nyarko and late Mister Dieonkabe Gordon of blessed memory who were all level 600 students in the department of social, political and historical studies in the University for development studies WA campus. Their suggestions helped me in coming out with the questionnaire design. They served in the capacity as my clients on the pilot test of the questionnaires.



APPENDIX III

QUESTIONNAIRES

UNIVERSITY FOR DEVELOPMENT STUDIES

INFORMED CONSENT FORM

HEAD TEACHER'S QUESTIONNAIRE

Investigator: Vitalis Tiibo

Good morning/afternoon/evening. I am an MPHIL student undertaking an academic research on the topic, "The challenges of girl-child education in the Daffiama-Bussie-Issa district in the Upper West Region of Ghana.". I would like to ask you a number of questions on the phenomenon being studied and will appreciate if you will permit me your time. The information you will provide will be used solely for academic purposes and your confidentiality is guaranteed. Hope your consent is solicited?

Yes [] No []

Thank You

Answer all the questions by filling in the blank spaces or ticking () where necessary.

All your responses are meant for research purposes only. Do not write your name.

Part 1: Demographic background information.

i. Gender: (a) male () (b) female ()



ii. Age.....

iii. Marital status (a) single () (b) married () (c) divorced () (d) widower ()

(e) widow ()

iv. Level of education: (a) cert.'A' () (B) cert.'B' () (c) first degree () (d) second degree

1. How many male and female teachers do you have in your staff?

Male _____

Female _____

2. What is the total enrolment of pupils in your school?

Form 1 _____

P4 _____

Form 2 _____

P5 _____

Form 3 _____

P6 _____

3. What is the total enrolment of boys in your school?

Form 1 _____

P4 _____

Form 2 _____

P5 _____

Form 3 _____

P6 _____

4. How long have you served as a head teacher in this school? _____

Years

Part ii Factors Affecting Girl-Child performance in Education

1. How do you rate the trend of girl performance over the last three years?

Poor () Average () Good () Excellent ()

2 (a) Are there pupil's dropout from your school? Yes() No()





class	year2015/2016	boys enrolment	girls enrolment	total enrolment	no. of dropout
1					
2					
3					
4					
5					
6					
Total					

class	year:2015/2016	boys enrolment	girls enrolment	total enrolment	no. of dropout
form1					
form2					
form3					

(b) What do you think is the possible cause of the dropout?

3. (a) Do you think parents level of education affect their children performance?

Yes () No ()

(b) If yes please explain how.....

4. (a) Are there NGOs interventions in your school? Yes () No ()

(b) If yes, what support do they give to the school

.....

5 (a) Does distance from school affect the performance of pupils' education?

Yes () No ()

(b) If yes, explain

how.....

6 (a) Do you think that the learning environment affect pupils performance

in education? Yes () No ()

(b) If yes, explain

how.....

7 (a) Do you think that the household work affect girl-child performance in

education? Yes () No ()

(b) If yes, explain

how.....

8 (a) Do you think that the family size affect girl-child performance in

education? Yes () No ()

(b) If yes, explain

how.....

9 (a) Indicate the rate at which the following factors affect girl-child performance in your school. Give your opinion by ticking the most appropriate column in the table below.



Factors Affecting Girl-Child Performance	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Parents Socio-Economic Status					
Learning Environment					
Pedagogy Of Teaching And Learning					
Early Marriage					
School Safety					
Teacher's Attitude					
Sanitation Problems					
Cultural Believes					
Child Attitude To Learning					
Absenteeism					

UNIVERSITY FOR DEVELOPMENT STUDIES



(b) If others specify and explain how that affects girl-child education.....

10. Do you think gender discrimination can influence child performance? (a) Yes ()

(b) No ()

10b. If yes please explain how.....

11. Do you think gender based violence can influence child dropout? (a) Yes (b) No

11(a) If yes please explain how.....

11(b) If No explain

12. What else would you like to tell me about?

UNIVERSITY FOR DEVELOPMENT STUDIES

INFORMED CONSENT FORM

CLASS TEACHER'S QUESTIONNAIRE

Investigator: Vitalis Tiibo.

Good morning/afternoon/evening. I am an MPHIL student undertaking an academic research on the topic, "The challenges of girl-child education in the Daffiama-Bussie-Issa district in the Upper West Region of Ghana.". I would like to ask you a number of questions on the phenomenon being studied and will appreciate if you will permit me your time. The information you will provide will be used solely for academic purposes and your confidentiality is guaranteed. Hope your consent is solicited?

Yes [] No []

Thank You

UNIVERSITY FOR DEVELOPMENT STUDIES



Answer all the questions by filling in the blank spaces or ticking () where necessary.

All your responses are meant for research purposes only. Do not write your name.

Part 1 Demographic background information

1. What is your gender?
2. Age.....
3. Marital status (a) single () (b) married () (c) divorced () (d) widow ()
(e) widower ()

4. What is your highest level of education?.....
5. Have you received professional training? Yes () No ()
6. If yes, what is your qualification? Graduate () Diploma () Certificate ()
7. How many years have you been teaching in this school?.....
8. Which class do you teach?.....
9. How many pupils are in your class?.....
10. How many pupils are boys in your class?.....
11. How many pupils are girls in your class?.....
12. Do you record absentees in your class? Yes () No ()

Part 2 factors affecting girl-child performance in education

1. How do you rate the trend of girls' performance in your class? Poor ()
Average () Good () Excellent ()
- 2(a) Are there girl dropouts in your class? Yes () No ()
(b) If yes any reasons why they dropout.....
- 3(a) Do you think learning environment affect pupils performance? Yes ()
No ()
(b) If yes please explain how.....
- 4(a).Does distance from school affects pupil's performance? Yes () No ()
(b) If yes please explain
how.....
- 5(a) Do you think parents level of education affect their children performance?
Yes() No()



(b) If yes please explain

how.....

6. What is the performance of girl-child in your class? Low () Average () High ()

7 (a) Please indicate the rate at which the following factors affect girl-child performance in your school. Give your opinion by ticking the most appropriate column in the table below.



Factors Affecting Girl-Child Performance	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Parents Socio-Economic Status					
Learning Environment					
Pedagogy Of Teaching And Learning					
Early Marriage					
School Safety					
Teacher's Attitude					
Sanitation Problems					
Cultural Believes					
Child Attitude To Learning					
Absenteeism					

(b) If others specify and explain how that affects girl-child education

.....

8. Do you think parents level of income affect their children performance?

(a) Yes () (b) No ()

(b) If yes please explain how.....

9(a).Do you think conditions at home affect pupil's academic performance?

(a) Yes () (b) No ()

(b) If yes what conditions at home affect pupils performance?.....

.....

10. (a) Do you think nutrition affect pupils performance? (a) Yes () (b) No ()

(b) If yes please explain how

.....

11. (a) Do you think pupils poor performance can lead to pupils dropout? (a) Yes ()

(b) No ()

(b) If yes please explain how.....

12. What else would you like to tell me about?.....



UNIVERSITY FOR DEVELOPMENT STUDIES

INFORMED CONSENT FORM

INVESTIGATOR: Tiibo Vitalis

Good morning/afternoon/evening. I am an MPhil student from the above university undertaking an academic research on the topic: 'The challenges of female education in the Daffiama-Bussie-Issa district in the Upper West Region of Ghana.' I would like to ask you a number of questions on the phenomenon being studied and will be appreciated if you will permit me your time. The information you will provide will be used solely for academic purposes and your confidentiality guaranteed. Hope your consent is solicited?

Yes () No ()

Thank you.

GIRLS QUESTIONNAIRE

Answer all the questions by filling in the blank spaces or ticking () where necessary.

All your responses are meant for research purposes only. Do not write your name.

Part 1 Demographic background information

i Gender : Female ()

ii Age.....

iii Level of education: (a) primary level () (b) JHS level() (c) SHS level () (d) Tertiary level ()

1. (a) What is your father's level of education? Not Educated () Elementary level () SHS level () 'O' level () Tertiary level ()

UNIVERSITY FOR DEVELOPMENT STUDIES



(b) What is your father's source of income?

2. (a) What is your mother's level of education? Not Educated () Elementary level () SHS level () 'O' level () Tertiary level ()

(b) What is your mother's source of income?.....

3(a) Do you have siblings? (a) Yes () (b) No ()

(b) How many are males and females?

(a) Male..... (b) Female.....

4(a). In your family are males and females given equal opportunities? (a) Yes ()

(b) No

(b) If No why.....

5(a) Are you married? (a) Yes (b) No

(b) If no what age do you intend to get married and why?.....

6. (a) Do you want to attain higher education and achieve your career goal before marriage?

(a) Yes () (b) No ()

(i) If yes

why?.....

(ii) If no

why?.....

7. Do you aspire to attain higher education? (a) Yes () (b) No ()

(i) If yes what level of education do you want to attain?

(a) SHS level () (b) college level () (c) polytechnic level () (d) university level ()



7(ii) (If No what constraints you from attaining higher education?.....)

Part ii: Factors affecting girl-child performance in education

1 Are both your parents alive? (a)Yes () (b) No ()

(a) If no what happened to the other parent(s)?

(a) Death () (b) divorce () (c) separation () (d) adopted ()

(b) If yes who pays your school fees? (a) Father () (b) mother () (c) guardian ()

3. Are your school fees paid in time by your parents / guardian? Yes () No ()

4. (a) Do your parents provide you with learning materials? Yes () No ()

4. (b) If yes what kind of learning materials?.....

5(a) Do teachers discriminate between boys and girls in your school? (a) Yes () (b) NO ()

5. Do your parents encourage you to work hard in school? Yes () No ()

(b) If yes how do they encourage you?.....

6. (a) Are there cultural practices that affect girl- child education in your community? Yes () No ()

(c) If yes, please specify.....

(7) As pupils what obstacles do you encounter in your educational career?.....



(8) Do you participate in decision making in your family? (i)Yes () (ii) No ()

(i)if yes please explain how?.....

(ii) If no explain why?.....

9.(a) Are there any careers you consider being preserve for males? (a) Yes () (b) ()

(a)If yes name such careers known as preserved for males?.....

(b)What are the careers for female?.....

10 (a) Do think parents level of income influence their children academic performance? (i) Yes () (ii) NO ()

(b) If yes please explain how?.....

11(a) Does educational level of parents influence pupil's performance?

(i)Yes () (ii) No ()

(b). If yes please explain how?.....

.....

12 (a) Please indicate the rate at which the following factors affect girl-child performance in your school.

Give your opinion by ticking the most appropriate column in the table below.

Factors Affecting Girl-Child Performance	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Distance From School					
Son Preference For					



Education					
Non- Payment of School Fees By Parents					
Socio-Economic Income					
Conflict With Teachers					
Low Parental Level of Education					
Lack of TLMs					
Feeling of Being Adult					



(b) If others specify and explain how that affects girl-child education

13.(a) Do you think pupils absenteeism affect their performance? Yes () (b)

No ()

(b) If yes please explain

how?.....

(c)If no explain

why?.....

14(a) Have you a teenage pregnant girl(s) in your family?

(i)Yes () (ii) No ()

(b). If yes what could be the

cause?.....

15(a) Do you think teenage pregnancy affect girl-child future career? (i) Yes

() (ii) No ()

(b) If yes

how?.....

16 Do you think the school that one attends influences one's performance?

Yes () No ()

(i) If yes explain

how?.....

(ii) If no give

reasons.....

17 Do you think the teacher experience and skills affect pupil's performance?

Yes () No ()

(i) If yes please explain

how?.....

.....

(ii) If no give

reasons.....

.....

18 Do you think the availability of appropriate TLMS influence pupils performance?

(i)Yes () (ii) No ()

18(a) If yes give

reasons.....

.....

18(b) If no give

reasons.....

.....

19. What else would you like to tell me about?.....

.....



UNIVERSITY FOR DEVELOPMENT STUDIES

INFORMED CONSENT FORM

INVESTIGATOR: Tiibo Vitalis

Good morning/ afternoon/evening. I am an MPhil student from the above university undertaking an academic research on the topic: ‘The challenges of female education in the Daffiama-Bussie-Issa district in the Upper West Region of Ghana.’ I would like to ask you a number of questions on the phenomenon being studied and will be appreciated if you will permit me your time. The information you will provide will be used solely for academic purposes and your confidentiality is guaranteed, Hope your consent is solicited?

Yes () No ()

Thank you.

BOYS QUESTIONNAIRE

Part 1: **Demographic background information**

i. Gender: Male () Female ()

Ii Age.....

Iii Level of education (a) not educated (b) primary level () (c) JHS level ()
(d) SHS level ()

Iv. Marital status: (a) single () (b) married () (c) divorced () (d) widower ()

Par t ii. **Factors affecting girl-child performance in education**

1. How many brothers and sisters do you have?

(a) Brothers..... (b) Sisters.....



2. Do all your brothers and sisters attend school? Yes () No ()

(a) IF no explain why?.....

3. (a) Are your parents alive? Yes () No ()

(b) If no please explain.....

4. Do your parents pay your school fees prompt? Yes () No ()

(b) If no why?.....

.....

(c) If yes which of your parents pay your school fees? (i) Father () (ii)

Mother ()

5(a) Does irresponsible parenthood affects their children academic performance?

Yes () No ()

(b) If yes please explain

how?.....

6(a) Do your parents give equal opportunities to you and your sisters?

(i) Yes () No ()

6(b) If no please explain

why?.....

.....

7(a) Do you think the household chores of your sisters affect their academic performance? Yes () No ()

(b) If yes please explain how?.....

.....



8 (a) Do you think regular absents from school can affect one's performance?

Yes () No ()

(b) If yes please explain how?.....

9. (a) Does attitude of girls towards learning affect their academic performance?

Yes () No ()

(b) If yes please explain how.....

10. (a) Do the attitude of teachers influence female dropout? Yes () No ()

(b) If yes please explain how?.....

.....

11(a) Does harassment influence girls dropout of school? Yes () No ()

11(b) If yes please explain how?.....

.....

12(a) Do you think parents level of income affect their children academic performance?

Yes () No ()

12(b) If yes please explain how?.....

.....

13. What else would you like to tell me about?.....

.....



UNIVERSITY FOR DEVELOPMENT STUDIES

INFORMED CONSENT FORM

INVESTIGATOR: Tiibo Vitalis

Good morning/afternoon/evening. I am an MPhil student from the above university undertaking an academic research on the topic: 'The challenges of female education in the Daffiama-Bussie-Issa district in the Upper West Region of Ghana.' I would like to ask you a number of questions on the phenomenon being studied and will be grateful if you will permit me with your time. The information you will provide will be used solely for academic purposes and your confidentiality is guaranteed. Hope your consent is solicited?

Yes () No ()

Thank you.

DROPOUTS QUESTIONNAIRE

Part i: **Demographic background information**

- (i) Gender (a) Female ()
- (ii) Age.....
- (iii) Level of education (i) Primary level () (ii) JHS level () (iii) SHS level ()
- (iv) Marital status (i) single () (ii) married () (iii) divorced ()
(iv) widow ()
- 1. How many wives has father got? Wife (vies).....
- 2 Do you think polygamy cause female dropout? Yes () No ()



b. If yes please explain

how?.....

.....

3 How many siblings do you have (males and females)?

(i) Male.....

(ii) Female.....

4. What is your father’s level of education?

(i) Not educated () (ii) Primary level () (iii) JHS level () (iv) SHS level () (v) Tertiary level ()

5. What is your fathers source of income?.....

6. What is your mother’s level of education?

(i) Not educated () (ii) Primary level () (iii) JHS level () (iv) SHS level () (v) Tertiary level ()

7. What is your mothers source of income?.....

8. Are you in school? Yes () No ()

8b. If no please explain why?.....

Part ii: Factor affecting girl-child performance in education

9. At what level did you stop schooling?

(i) Primary () (ii) JHS () (iii) SHS ()

10. Why did you stop schooling?.....

.....



11. In your family do your parents give equal opportunity to all the children? Yes ()
No ()

b. If no please explain why?.....

12. Who pays your school fees?

(i) Father () (ii) Mother () (iii) Guardian ()

b. If (iii) please explain why?.....

13. Do you think parents level of income affect children educational carrier?

Yes () No ()

(b) If yes please explain how?.....

14. Apart from you in your family are there any dropouts in your family?

Yes () No ()

15a. I F Yes what is/are the gender(s) those dropouts? (i) Male () (ii) Female ()

(b). What could be the possible reasons for their dropout?.....

16. Do you think gender discrimination can influence female dropout? Yes () No ()

If Yes please explain why?.....

If no please explain how?.....

17. What job skills/experience do you have?



- I) seam stressing () (ii) hairdressing () (iii) trading () (iv) Others
(specify).....()

18. What else do you want to tell me about?.....



UNIVERSITY FOR DEVELOPMENT STUDIES

INFORMED CONSENT FORM

INVESTIGATOR: Tiibo Vitalis

Good morning/afternoon/evening. I am an MPhil student from the above university undertaking an academic research on the topic: ‘The challenges of female education in the Daffiama-Bussie-Issa district in the Upper West Region of Ghana.’ I would like to ask you a number of questions on the phenomenon being studied and will be appreciated if you will permit me your time. The information you will provide will be used solely for academic purposes and your confidentiality is guaranteed. Hope your consent is solicited?

Yes () No ()

Thank you.

MEN QUESTIONNAIRE

Part i: **Demographic back ground information**

- (i) Gender (i) Male ()
- (ii) Age.....
.....
- (iii) Marital status (a) single () (ii) married () (iii)divorced () (iv) widower ()
- (iv) Level of education (i) Not educated () (ii)primary level () (iii) JHS level () (iv)SHS level () (v) Tertiary level ()

1. Do you have children? Yes () No ()

If yes how many children do you have?

Male..... Female.....



2. Do all your children attend school? Yes () No ()

2b If No please explain

why?.....

.....

Part ii: Factors affecting girl-child performance in education

3. Do you give attention and support to your children in school? Yes () No ()

b. If yes what support do you give to them?.....

.....

4. Which sex of your children do you give much attention to? (i) Male ()

(ii) Female ()

a. IF male please explain why?.....

.....

b. If female please explain why?.....

.....

5. Do you think gender discrimination affects children future plans? Yes () No

()

b If yes please explain how?.....

.....

6. Do you think parents level of income affect their children education? Yes ()

No ()

b. If yes please explain how?.....

.....



7. (a) Do you think parents level of education affect their children education?

Yes () No ()

b. If yes please explain how?.....

.....

8. Do you think teenage pregnancy affects girl-child future career? Yes () No

()

b. If yes please explain how?.....

.....

9. Do you have pregnant teenager(s) in your family? Yes () No ()

b. If yes what could be the cause?.....

.....

10. Do you think house hold chores affect children affect their education performance?

Yes () No ()

10a. If yes please explain how?.....

.....

b. If no please explain.....

11. Do you think pupils absenteeism affect their academic performance? Yes ()

No ()

b. If yes please explain how?.....

12. Do you think poor sanitary condition affect female academic performance?



(i) Yes () No ()

12b If yes please how?.....

.....

13. What else would you like to tell me about?.....



UNIVERSITY FOR DEVELOPMENT STUDIES

INFORMED CONSENT FORM

INVESTIGATOR: Tiibo Vitalis

Good morning/afternoon/evening. I am an MPhil student from the above university undertaking an academic research on the topic: ‘The challenges of girl-child education in the Daffiama-Bussie-Issa district in the Upper West Region of Ghana’. I would like to ask you a number of questions on the phenomenon being studied and will be appreciated if you will permit me your time. The information you will provide will be used solely for academic purposes and your confidentiality is guaranteed. Hope your consent is solicited?

Yes () No ()

Thank you.

UNIVERSITY FOR DEVELOPMENT STUDIES



WOMEN QUESTIONNAIRE

Part 1: Demographic back ground information

- (i) Gender: Female ()
- (ii) Age.....
- (iii) Marital status (a)single () (b) married () (c) divorced () (d) widow ()
- (iv) At what age did you get married?.....years
- (v) How many children do you have?.....children
 - (i) Male () (ii) female ()

- (vi) Level of education (i) Not educated() (ii)primary() (iii) JHS () (iv) Tertiary()

Part ii: Factors affecting girl-child performance in education

1. Are you working? Yes () No ()

a. If yes what kind of work do you do?.....

b. If no why you not working?.....

1 As mother do you give equal opportunity to all your children? Yes () No ()

a. If yes how?.....

b. If no why?.....

3. Which of your children (male or female) does your husband give much attention to?

(i) Male () (ii) Female

a. If male why?.....

b. If female why?.....

4.a Do all your children attend school? Yes () No ()

b. If no please explain why?.....

5. What is the sex of your children who attend school?

(i) Male(s) () (ii) Female(s) ()

a. If male(s) please explain why?.....

b. If female(s) please explain why?.....



6. Do you think gender discrimination affect children future career? Yes () No ()

a .If yes please explain how?.....

b. If no explain why?.....

7. Do you think parents level of education affect their children academic performance?

Yes () No ()

a. If yes please explain how?.....

b. If no please explain.....

8. Do you think that household chores affect female academic performance?

Yes () No ()

8a. If yes please explain how?.....

.....

b. If no please explain.....

.....

9. Do you think absenteeism affect pupils academic performance? Yes () No ()

a .If yes please explain.....

b. If no please explain.....

10. Do you have teenage girl(s) in your family? Yes () No ()

a. If yes what is your perception about teenage pregnancy?.....



.....

b. If no how do you advise girls about teenage pregnancy?.....

.....

11. What else would you like to tell me about?.....



APPENDIX IV

COMPARISM OF BECE RESULTS FOR TWO DISTRICTS: (NADOWLI AND DBI)
BASIC EDUCATION CERTIFICATE EXAMINATION (BECE) RESULTS FROM 2004 TO 2016

DISTRICT: DBI 2004 BECE RESULTS

SCHOOL	NUMBER OF		NUMBER ABSENT		AGG 6-10		AGG 11-15		AGG 16-20		AGG 21-25	TOTAL PASSED				% PASSED	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	
Daffiama R/C Jss	30	20	0	0	0	0	2	0	11	1	6	2	23	12	77	60	
Wogu R/C Jss	13	10	0	0	0	0	0	0	2	0	5	0	13	2	100	20	
Issa R/C Jss	13	3	0	0	0	0	0	0	4	0	1	0	9	1	69	33.3	
Owlo R/C Jss	8	15	0	0	0	0	2	0	2	1	3	2	8	6	100	40	
Bussie D/A JSS	21	13	0	0	0	0	0	0	5	0	9	1	16	2	76	15.4	
Tuori D/A Jss	5	8	0	0	0	0	0	0	3	0	0	3	3	4	60	50	
Tabiasi D/A Jss	7	15	0	0	0	0	1	0	2	2	1	0	4	2	57	40	
Kojokperi D/A Jss	9	5	0	0	0	0	0	0	0	0	1	0	6	0	67	0	
Fian D/A Jss	12	12	0	0	0	0	1	0	0	1	3	0	5	3	42	12.5	

YEAR: 2004

BASIC EDUCATION CERTIFICATE EXAMINATION - ANALYSIS OF RESULTS

DISRICT: NADOWLI

SR NO.	NAME OF SCHOOL	ENROLMENT IN JSS3			# OF CANDIDATES			# ABSENT			AGGREG ATE 6-10			AGGREG ATE 11-15			AGGREG ATE 16-20			AGGREG ATE 21-25			AGGREG ATE 26-30			TOTAL PASSED			ABOVE 30 (FAILED)			% PASSED		OVER-ALL
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	%			
1	Nadowli L/A JSS	21	18	39	21	18	39	0	0	0	1	1	2	3	4	7	9	3	2	4	6	10	3	3	6	20	17	37	1	1	2	95	94	95
2	Kaleo L/A JSS	17	7	18	17	7	18	0	1	1	0	0	0	2	0	2	3	2	5	5	4	9	0	1	1	10	7	17	0	0	0	91	10	94
3	Nadowli R/C JSS	18	13	31	18	13	31	0	0	0	2	0	2	8	3	1	2	2	4	6	4	10	0	2	2	18	11	29	1	1	2	10	0	94
4	Dapuh R/C JSS	7	1	8	7	1	8	0	0	0	0	0	0	3	0	3	3	0	3	0	0	0	1	0	1	7	0	7	0	1	1	10	0	88
5	Jang L/A JSS	10	1	11	10	1	11	0	0	0	0	0	0	0	0	0	2	0	2	4	0	4	3	0	3	9	0	9	1	1	2	90	0	82
6	Lamboure R/C JSS	6	2	8	6	2	8	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1	3	1	4	4	2	6	2	0	2	67	10	75
7	Nator R/C JSS	14	6	20	14	6	20	0	0	0	0	0	0	0	0	0	2	2	4	4	0	4	6	0	6	12	2	14	1	5	6	86	33	70
8	Kyang R/C JSS	9	4	13	9	4	13	0	0	0	0	0	0	0	0	0	0	1	1	3	0	3	2	3	5	5	4	9	4	0	4	56	10	69
9	Serekpere R/C JSS	11	5	16	11	5	16	0	1	1	0	0	0	1	0	1	4	1	5	2	0	2	2	1	3	9	2	11	3	1	4	82	40	69
10	Loho R/C JSS	11	3	14	11	3	14	0	1	1	0	0	0	0	0	0	1	0	1	5	0	5	2	1	3	8	1	9	3	1	4	73	33	64
11	Kaleo R/C JSS	40	20	60	40	20	60	0	0	0	1	0	1	5	0	5	6	3	9	6	4	10	6	7	13	24	14	38	1	10	22	60	70	63
12	Kalsegra R/C JSS	25	17	42	25	17	42	0	0	0	0	0	0	1	0	1	8	1	9	3	2	5	6	5	11	18	8	26	5	11	16	72	47	62
13	Sombo R/C JSS	38	33	71	38	33	71	0	0	0	0	0	0	3	0	3	8	1	9	0	6	16	9	3	12	29	11	40	9	22	31	76	33	56
14	Naro L/A JSS	6	13	19	6	13	19	0	0	0	0	0	0	0	0	0	0	0	5	0	5	1	4	5	6	4	10	0	9	9	10	0	31	53
15	Takpo L/A JSS	26	17	43	26	17	43	0	0	0	1	0	1	0	0	0	2	0	2	2	0	2	5	2	7	9	1	10	8	13	21	69	18	49
16	Saan R/C JSS	9	13	22	9	13	22	0	0	0	0	0	0	0	0	0	2	0	2	0	1	1	5	2	7	7	3	10	7	5	12	78	23	46
17	Nanvili R/C JSS	19	21	40	19	21	40	0	1	1	0	0	0	0	0	0	1	1	2	5	4	9	3	2	5	7	9	16	1	13	23	37	43	40
18	Duong R/C JSS	16	16	32	16	16	32	0	0	0	0	0	0	2	0	2	3	0	3	3	0	3	2	2	4	10	2	12	6	14	20	63	13	38
19	Sankana L/A JSS	18	17	35	18	17	35	0	0	0	0	0	0	1	0	1	3	0	3	3	1	4	4	1	5	11	2	13	7	15	22	61	12	37
20	Goli R/C JSS	7	13	20	7	13	20	1	0	1	0	0	0	0	0	0	2	0	2	2	0	2	1	0	1	5	0	5	2	12	14	71	0	25
21	Charikpong L/A JSS	15	17	32	15	17	32	2	0	2	0	0	0	0	0	0	1	0	1	2	0	2	4	1	5	7	1	8	9	13	22	47	5	25
	TOTAL	34	25	59	34	25	59	3	4	7	5	1	6	2	3	6	1	8	7	3	10	6	4	10	23	10	33	9	14	23				

2005 BECE RESULTS: District: DBI

SCHOOL	NUMBER OF CANDIDATES		NUMBER ABSENT		AGG 0-6		AGG 7-15		AGG 16-24		AGG 25-30		TOTAL PASSED		% PASSED	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
Daffiama R/C JSS	33	22	0	2	0	0	3	1	21	4	6	6	30	11	91	50
Wogu R/C Jss	10	7	0	2	0	0	0	0	3	0	3	2	6	2	60	29
Issa R/C JSS	6	11	0	0	0	0	0	0	2	1	2	0	4	1	67	9
Owlo R/C Jss	6	9	0	0	0	0	0	0	2	0	2	1	4	1	67	11
Bussie D/A JSS	25	11	0	0	0	0	1	0	10	0	7	5	18	5	72	45
Tuori D/A JsS	12	8	0	0	0	0	0	0	5	1	2	1	7	2	58	25
TabiasiD/A Jss	14	6	0	0	0	0	0	0	3	0	6	1	9	1	64	17
Kojokperi D/A JHS	14	4	1	0	0	0	0	0	1	0	5	1	6	1	43	25
Fian D/A JHS	21	14	0	0	0	0	0	0	7	3	8	2	15	5	71	36

BASIC EDUCATION CERTIFICATE EXAMINATION: NADOWLI 2005

SR N O.	NAME OF SCHOOL	REGISTERED NUMBER			NUMBER WROTE			# ABSENT			AGGREGAT E 0-6			AGGREGAT E 7-15			AGGREGATE 16-24			AGGREGAT E 25-30			TOTAL PASSED			% PASSED		OVER- ALL	
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	%	
1	Nadowli L/A JSS	34	27	61	34	26	60	0	1	1	0	0	0	11	2	3	8	2	10	6	9	15	25	13	38	74	50	62	
2	Kaleo L/A JSS	26	5	31	26	5	31	0	0	0	0	0	0	7	0	7	19	5	24	0	0	0	26	5	31	10	0	100	100
3	Nadowli R/C JSS	19	23	42	19	23	42	0	0	0	1	0	1	7	2	9	8	9	17	3	1	13	19	21	40	10	0	91	96
4	Dapuoh R/C JSS	7	6	13	7	6	13	0	0	0	0	0	0	0	0	0	1	1	2	3	1	4	4	2	6	57	33	45	
5	Jang L/A JSS	8	9	17	8	9	17	0	0	0	0	0	0	0	0	0	4	2	6	4	1	5	8	3	11	10	0	33	67
6	Lamboire R/C JSS	6	3	9	6	3	9	0	0	0	0	0	0	0	0	0	0	0	0	3	1	4	3	1	4	50	33	42	
7	Nator R/C JSS	16	17	33	15	17	32	1	0	1	0	0	0	0	0	0	7	1	8	6	3	9	13	4	17	87	24	55	
8	Kyang R/C JSS	10	13	23	10	13	23	0	0	0	0	0	0	0	0	0	2	0	2	2	4	6	4	4	8	40	31	35	
9	Serepere R/C JSS	9	7	16	9	7	16	0	0	0	0	0	0	1	0	1	5	1	6	3	3	6	8	5	13	89	71	80	
10	Loho R/C JSS	11	5	16	11	5	16	0	0	0	0	0	0	1	0	1	2	0	2	5	4	9	8	4	12	73	80	76	
11	Kaleo R/C JSS	40	16	56	40	16	56	0	0	0	0	0	0	17	2	1	20	2	32	3	2	5	40	16	56	10	0	100	100
12	Kalsegra	19	17	36	19	17	36	0	0	0	0	0	0	0	0	0	6	1	7	4	5	9	10	6	16	53	35	44	

DISTRICT:DBI

2006 BECE RESULTS

SCHOOL	NUMBER OF CANDIDATES		NUMBER ABSENT		AGG 0-6		AGG 7-15		AGG 16-24		AGG 25-30		TOTAL PASSED		% PASSED	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
Daffiama R/C JSS	51	28	0	2	0	0	3	1	18	2	14	4	35	7	69	25
Wogu R/C JSS	9	7	1	0	0	0	0	0	4	1	2	5	6	6	67	86
Issa R/C JSS	14	6	0	0	0	0	1	0	3	0	4	0	8	0	57	0
Owlo R/C JSS	4	4	0	0	0	0	1	0	2	2	1	2	4	4	100	100
Bussie D/A JSS	19	21	0	0	0	0	1	0	6	3	6	5	13	8	68	38
Tuori D/A JSS	4	26	0	0	0	0	0	0	0	0	1	0	1	0	25	0
Tabiasi	8	7	0	0	0	0	1	0	3	2	4	3	8	5	100	71

D/A JSS																
Kojokperi																
D/A JSS	9	5	0	0	0	0	0	0	2	0	3	2	5	2	56	40
Fian D/A																
JSS	24	5	0	0	0	0	0	0	9	0	7	5	16	5	67	29

UNIVERSITY FOR DEVELOPMENT STUDIES



YEAR : 2006 BECE DISRICT: NADOWLI

SR NO.	NAME OF SCHOOL	REGISTERED NUMBER			NUMBER WROTE			# ABSENT			AGGREGATE 0-6			AGGREGATE 7-15			AGGREGATE 16-24			AGGREGATE 25-30			TOTAL PASSED			% PASSED		OVER-ALL		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	%					
1	Nadowli L/A JSS	16	33	39	16	23	39	0	0	0	0	0	0	0	0	0	0	0	4	4	8	6	5	11	10	9	19	63	39	51
2	Kaleo L/A JSS	36	30	56	36	20	56	0	0	0	0	0	0	1	0	1	21	10	31	12	10	22	34	20	54	94	100	97		
3	Nadowli R/C JSS	18	9	27	18	9	27	0	0	0	0	0	0	5	0	5	12	8	20	1	1	2	18	9	27	100	100	100		
4	Dapuoh R/C JSS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5	Jang L/A JSS	12	8	20	12	8	20	0	0	0	0	0	0	3	0	3	4	3	7	5	4	9	12	7	19	100	88	94		
6	Lamboure R/C JSS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
7	Nator R/C JSS	24	10	34	24	10	34	0	0	0	0	0	0	5	1	6	10	4	14	7	2	9	22	7	29	92	70	81		
8	Kyang R/C JSS	8	8	16	8	8	16	0	0	0	0	0	0	1	1	2	4	1	5	3	4	7	8	6	14	100	75	88		
9	Serekpere R/C JSS	7	12	19	7	11	18	0	1	1	0	0	0	0	0	0	1	0	1	2	0	2	3	0	3	43	0	21		
10	Loho R/C JSS	9	9	18	9	9	18	0	0	0	0	0	0	0	0	0	1	0	1	2	2	4	3	2	5	33	22	28		
11	Kaleo R/C JSS	28	21	49	28	21	49	0	0	0	0	0	0	3	1	4	15	16	31	10	4	14	28	21	49	100	100	100		
12	Kalsegra R/C JSS	18	5	23	18	5	23	0	0	0	0	0	0	2	0	2	6	0	6	6	1	7	14	1	15	78	20	49		
13	Sombo R/C JSS	35	37	72	35	37	72	0	0	0	0	0	0	6	1	7	15	5	20	8	14	22	29	20	49	83	54	68		
14	Naro L/A JSS	11	6	17	11	6	17	0	0	0	0	0	0	0	0	0	5	1	6	4	3	7	9	4	13	82	67	74		
15	Takpo L/A JSS	25	18	43	24	18	42	1	0	1	0	0	0	0	0	0	6	2	8	9	3	12	15	5	20	63	28	45		
16	Saan R/C JSS	6	19	25	6	19	25	0	0	0	0	0	0	0	0	0	0	1	1	2	2	4	2	3	5	33	16	25		

17	Nanvili R/C JSS	22	17	39	20	16	36	2	1	3	0	0	0	0	0	0	4	0	4	7	3	10	11	3	14	55	19	37
18	Duong R/C JSS	12	19	31	12	19	31	0	0	0	0	0	0	0	0	0	3	1	4	2	1	3	5	2	7	42	11	26
19	Sankana L/A JSS	24	12	36	24	12	36	0	0	0	0	0	0	3	0	3	9	3	12	6	2	8	18	5	23	75	42	58
20	Goli R/C JSS	6	4	10	6	4	10	0	0	0	0	0	0	2	0	2	2	0	2	1	0	1	5	0	5	83	0	42
21	Charikpong L/A JSS	14	6	19	14	5	19	0	0	0	0	0	0	0	0	0	5	1	6	5	3	8	10	4	14	71	80	76
22	Nadowli Model JSS	18	3	31	18	13	31	0	0	0	0	0	0	7	2	9	10	8	18	1	2	3	18	12	30	100	92	96
23	Chari-Sombo R/C JSS	4	4	8	4	4	8	0	0	0	0	0	0	0	0	0	1	2	3	2	2	4	3	4	7	75	100	88
24	Kuuri L/A JSS	3	2	5	3	2	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	356	281	637	353	279	632	3	2	5	0	0	0	38	6	44	138	70	208	101	68	169	277	144	421			

UNIVERSITY FOR DEVELOPMENT STUDIES



DISTRICT: DBI 2007 BECE RESULTS

SCHOOL	NUMBER OF CANDIDATES		NUMBER ABSENT		AGG 6-10		AGG 11-15		AGG 16-20		AGG 21-25		26-30		31+		TOTAL PASSED		% PASSED	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
Daffiama R/C JSS	49	41	0	0	1	0	8	2	10	5	10	5	5	7	25	26	24	15	48.98	37.50
Wogu R/C JSS	5	6	0	0	0	0	0	0	1	0	1	0	2	2	1	4	4	2	80.00	33.33
Daffiama R/C JSS	7	8	0	0	0	0	0	0	1	0	0	1	3	1	3	6	4	2	57.14	25.00
Owlo R/C JSS	10	15	0	0	0	0	1	0	2	0	0	0	4	10	3	5	7	10	70.00	66.67
BussieD/A JSS	24	13	0	0	0	0	2	0	3	1	2	0	5	3	12	9	12	4	50.00	30.77
Sazie D/A JSS	2	5	0	0	0	0	0	0	1	2	1	0	0	2	0	1	2	4	28.57	57.14
Tabiasi D/A JSS	6	7	0	0	0	0	0	0	0	0	2	3	4	3	0	1	6	6	100.00	85.71
Kojokperi D/A JSS	6	6	0	0	0	0	0	0	1	0	0	0	3	1	2	5	4	1	66.67	16.67
Fian D/A JSS	19	16	0	0	0	0	1	0	6	0	3	2	3	2	6	12	13	4	68.42	25.00
Bussis D/A JSS	12	5	0	0	0	0	0	0	0	2	1	0	2	2	0	1	12	4	100.00	80.00

YEAR : 2007 BASIC EDUCATION CERTIFICATE EXAMINATION DISRICT: NADOWLI

SR NO.	NAME OF SCHOOL	NUMBER ENTERED			AGGREGATE 6-10			AGGREGATE 11-15			AGGREGATE 16-20			AGGREGATE 21-25			AGGREGATE 26-30			AGGREGATE 31+			NUMBER PASSED			% PASSED
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	
1	Nadowli L/A JSS	18	22	40	0	0	0	1	0	1	7	2	9	7	3	10	2	9	11	1	8	9	17	14	31	79
2	Kaleo L/A JSS	38	24	62	2	0	2	5	0	5	14	6	20	12	10	22	4	7	11	1	1	2	37	23	60	97
3	Nadowli R/C JSS	27	18	45	1	1	2	10	2	12	6	4	10	7	6	13	2	3	5	1	2	3	26	16	42	93
4	Dapuoh R/C JSS	7	8	15	0	0	0	0	0	0	1	0	1	0	1	1	3	1	4	3	6	9	4	2	6	40
5	Jang L/A JSS	17	10	27	0	0	0	1	0	1	6	3	9	7	4	11	2	3	5	1	0	1	16	10	26	96
6	Lamboure R/C JSS	12	2	14	0	0	0	0	0	0	1	0	1	2	1	3	6	1	7	3	0	3	9	2	11	79
7	Nator R/C JSS	30	27	57	0	0	0	1	0	1	6	1	7	14	11	25	8	12	20	1	3	4	29	24	53	93
8	Kyang R/C JSS	20	4	24	0	0	0	1	0	1	6	0	6	4	3	7	7	1	8	2	0	2	18	4	22	92
9	Serepere R/C JSS	11	7	18	0	0	0	0	0	0	0	0	0	2	0	2	2	2	4	7	5	12	4	2	6	33
10	Loho R/C JSS	12	5	17	0	0	0	0	0	0	1	0	1	2	1	3	7	2	9	2	2	4	10	3	13	76
11	Kalco R/C JSS	52	24	76	0	0	0	5	0	5	10	3	13	17	11	28	13	9	21	7	1	8	45	23	68	89
12	Kalsegra R/C JSS	19	17	36	0	0	0	1	0	1	1	0	1	6	3	9	7	5	12	4	9	13	15	8	23	64
13	Sombo R/C JSS	56	62	118	0	0	0	4	0	4	13	11	24	18	11	29	9	11	20	12	28	40	44	34	78	66
14	Naro L/A JSS	11	4	15	0	0	0	0	0	0	1	0	1	9	2	11	1	2	3	0	0	0	11	4	15	100
15	Takpo L/A JSS	20	18	38	0	0	0	2	0	2	4	2	6	4	5	9	5	6	11	5	5	10	15	13	28	74
16	Saan R/C JSS	11	9	20	0	0	0	0	0	0	4	1	5	4	3	7	3	3	6	0	2	2	11	7	18	90
17	Nanvili R/C JSS	14	10	24	0	0	0	0	0	0	1	1	2	5	2	7	6	3	9	2	4	6	12	6	18	75
18	Duong R/C JSS	16	10	26	0	0	0	0	0	0	3	0	3	2	2	4	3	2	5	8	6	14	8	4	12	46
19	Sankana L/A JSS	23	31	54	0	0	0	1	0	1	2	1	3	11	5	16	4	13	17	5	12	17	18	19	37	68
20	Goli R/C JSS	16	15	31	0	0	0	0	0	0	0	0	0	3	0	3	3	1	4	10	14	24	6	1	7	23
21	Charikpong L/A JSS	14	14	28	0	0	0	0	0	0	3	0	3	2	1	3	6	1	7	3	12	15	11	2	13	46
22	Nadowli Model JSS	29	15	44	3	0	3	7	2	9	9	7	16	4	1	5	5	5	10	1	0	1	28	15	43	98
23	Chari-Sombo R/C JSS	9	3	12	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	8	2	10	1	1	2	17
	TOTAL	482	359	841	6	1	7	39	4	43	99	42	141	142	86	228	109	103	211	87	122	209	395	237	632	

DISTRICT: DBI 2009 BECE RESULTS																
SCHOOL	NUMBER OF CANDIDATES		NUMBER ABSENT		AGG 6-10		AGG 7-15		AGG 16-24		AGG 25-30		TOTAL PASSED		% PASSED	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
Daffiama R/C Jss	35	33	0	0	0	0	0	0	18	8	10	22	28	30	80.0	90.91
Wogu R/C JHS	12	23	0	1	0	0	0	0	2	1	4	2	6	3	50.0	13.64
Issa R/C JHS	14	9	0	0	0	0	0	0	5	1	8	1	13	2	92.86	22.22
Owlo R/C JHS	20	26	1	0	0	0	1	0	4	2	9	6	14	8	73.68	30.77
Bussie D/A Jss	42	43	1	0	0	0	1	0	8	1	11	3	20	4	48.78	9.30
Tuori D/A JHS	10	8	0	0	0	0	0	0	3	1	0	4	3	5	30.0	62.5
Tabiasi Jss	12	8	0	0	0	0	0	0	2	1	3	3	5	4	41.67	50.00
Kojokperi D/A Jss	5	0	0	0	0	0	0	0	4	0	1	0	5	0	100.00	0.00
Fian D/A Jss	18	19	0	0	0	0	0	0	3	4	3	8	6	12	33.33	63.16
Sazie D/A Jss	7	5	0	0	0	0	0	0	0	1	3	2	4	2	57.14	40.00

2009 BECE RESULTS																											NADOWLI DISTRICT																										
SR N O.	NAME OF SCHOOL	NUMBER REGISTERED			NUMBER WROTE			NUMBE R ABSENT			AGGREGAT E 0-6			AGGREGA TE 7-15			AGGREGAT E 16-24			AGGREGAT E 25-30			TOTAL PASSED			(%) PASSE D																											
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T																												
1	Nadowli L/A JSS	15	16	31	15	16	31	0	0	0	0	0	0	3	0	3	9	4	13	4	10	14	16	14	30	97																											
2	Kaleo L/A JSS	35	25	60	35	25	60	0	0	0	0	0	0	2	1	3	25	20	45	7	4	11	34	25	59	98																											
3	Nadowli R/C JSS	33	38	71	33	38	71	0	0	0	0	0	0	3	0	3	6	0	6	15	4	19	24	3	27	38																											
4	Dapuoh R/C JSS	7	22	29	7	22	29	0	0	0	0	0	0	0	0	0	1	0	1	2	2	4	3	2	5	17																											
5	Jang L/A JSS	45	31	76	45	30	75	0	1	1	0	0	0	8	5	13	33	19	52	4	6	10	45	30	75	99																											
6	Lamboure R/C JS	14	7	21	14	7	21	0	0	0	0	0	0	0	0	0	1	2	3	4	1	5	5	3	8	38																											
7	Nator R/C JSS	32	49	81	32	49	81	0	0	0	0	0	0	0	0	0	8	7	15	10	10	20	18	17	45	43																											
8	Kyang R/C JSS	10	9	19	10	9	19	0	0	0	0	0	0	1	0	1	6	6	12	3	2	5	10	8	18	95																											
9	Serekpere R/C JS	14	21	35	14	21	35	0	0	0	0	0	0	0	0	0	9	0	9	2	6	8	11	6	17	49																											
10	Loho R/C JSS	12	13	25	12	13	25	0	0	0	0	0	0	3	0	3	7	6	13	5	2	7	15	8	23	92																											
11	Kaleo R/C JSS	40	30	70	40	30	70	0	0	0	0	0	0	5	0	5	27	21	48	6	11	17	38	32	70	100																											
12	Kalsegra R/C JSS	13	17	30	13	17	30	0	0	0	0	0	0	0	0	0	5	6	11	4	6	10	9	12	21	70																											
13	Sombo R/C JSS	76	89	165	75	89	164	1	0	1	0	0	0	5	0	5	26	14	40	26	43	69	57	57	114	69																											
14	Naro L/A JSS	9	7	16	9	7	16	0	0	0	0	0	0	0	0	0	1	1	2	5	3	8	6	4	10	63																											
15	Takpo L/A JSS	30	26	56	30	25	55	0	1	1	0	0	0	0	0	0	8	2	10	12	6	18	20	8	28	50																											
16	Saan R/C JSS	10	15	25	10	15	25	0	0	0	0	0	0	0	0	0	3	0	3	7	3	10	6	7	13	52																											
17	Nanvili R/C JSS	21	19	40	21	19	40	0	0	0	0	0	0	3	0	3	4	5	9	4	2	6	11	7	18	45																											
18	Duong R/C JSS	14	11	25	1	41	1	25	0	0	0	0	0	1	0	1	3	2	5	9	3	12	13	5	18	72																											
19	Sankana L/A JSS	26	41	67	26	40	66	0	1	1	0	0	0	1	0	1	4	0	4	12	16	28	17	16	33	49																											
20	Goli R/C JSS	14	3	17	14	2	16	0	1	1	0	0	0	0	0	0	2	0	2	4	1	5	6	1	7	41																											
21	Charikpong L/A JSS	13	15	28	13	15	28	0	0	0	0	0	0	0	0	0	1	1	2	7	7	14	8	8	16	57																											

22	Nadowli Modle JSH	27	24	51	27	24	51	0	0	0	0	0	0	0	1	0	1	7	4	11	7	12	19	15	16	31	61
23	Chari-Sombo JHS	2	4	6	2	4	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
24	Kanyini L/A JHS	9	5	14	9	5	14	0	0	0	0	0	0	2	0	2	5	2	7	2	3	5	9	5	14	100	
25	Samatigu R/C JHS	19	6	25	19	6	25	0	0	0	0	0	0	0	0	0	15	3	18	4	2	6	19	5	24	96	
26	Janguasi T.I Ahd. JHS	16	9	25	16	9	25	0	0	0	0	0	0	1	0	1	12	5	17	3	2	5	14	7	21	84	
27	Tangasia L/A JHS	13	9	22	13	9	22	0	0	0	0	0	0	0	0	0	3	2	5	5	2	7	8	4	12	55	
28	Sampina R/C JHS	5	4	9	5	4	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	TOTAL	57	56	113	56	96	113	1	4	5	0	0	0	39	6	45	23	13	36	17	16	34	43	31	75		
		4	5	9	0	1	4									1	2	3	3	3	9	2	7	0	7		

UNIVERSITY FOR DEVELOPMENT STUDIES



DISTRICT: DBI 2012 BECE RESULTS

2012 BECE RESULTS																		
SCHOOL	NUMBER OF CANDIDATES		NUMBER ABSENT		AGG 6-10		AGG 11-15		AGG 16-20		AGG 21-25		26-30		31+		NUMBER PASSED	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
Daffiama R/C JHS	45	33	0	1	0	0	0	0	2	2	10	6	14	9	18	14	27	18
Wogu R/C JHS	23	37	0	1	0	0	0	0	1	0	6	3	11	14	5	19	19	17
Issa R/C JHS	28	24	0	0	0	0	0	0	1	1	4	1	14	7	9	15	19	9
Owlo R/C JHS	10	18	0	0	0	0	0	0	4	0	2	3	1	3	3	12	7	6
Bussie D/A JHS	38	25	0	0	0	0	0	0	2	0	5	0	4	3	27	22	11	3
Tuori D/A JHS	3	8	0	0	0	0	0	0	0	0	1	1	1	1	1	6	2	2
Tabiasi D/A JHS	16	16	0	1	0	0	0	0	0	0	1	0	3	2	12	13	4	2
Kojokperi D/A JHS																		
Fiani D/A JHS	16	10	0	0	0	0	0	0	0	0	4	2	3	1	9	7	7	3
Sazie D/A JHS	7	11	0	0	0	0	0	0	0	0	4	0	3	7	0	4	7	7
Jimpensi D/A JHS	5	0	0	0	0	0	0	0	0	0	0	0	2	0	3	0	2	0

YEAR : 2012 BASIC EDUCATION CERTIFICATE EXAMINATION RESULTS

SR NO.	NAME OF SCHOOL	NUMBER REGISTERED			# ABSENT			# WROTE			AGGREG ATE			AGGREG ATE			AGGREGA TE			AGGREGATE 21-25			AGGREGATE 26-30			31 & ABOVE			NUMBER PASSED			% PASS
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T				
1	Nadowli L/A JSS	25	42	67	0	0	0	25	42	67	0	0	0	0	0	0	0	0	0	4	0	4	5	0	5	16	42	58	9	0	9	13
2	Kaleo L/A JSS	29	20	49	0	0	0	29	20	49	0	0	0	0	0	0	0	0	0	2	3	5	3	2	5	24	15	39	5	5	10	20
3	Nadowli R/C JSS	41	45	86	0	0	0	41	45	86	0	0	0	2	0	2	6	0	6	4	1	5	9	8	17	20	36	56	21	9	30	35
4	Dapuoh R/C JSS	9	13	22	0	0	0	9	13	22	0	0	0	0	0	0	0	0	0	0	1	1	2	0	2	7	12	19	2	1	3	14
5	Jang L/A JSS	37	19	56	0	0	0	37	19	56	0	0	0	1	0	1	2	0	2	8	1	9	12	4	16	14	14	28	23	5	28	50
6	Lamboure R/C JSS	6	9	15	0	0	0	6	9	15	0	0	0	0	0	0	0	0	0	0	0	0	2	2	6	7	13	0	2	2	13	13
7	Nator R/C JSS	30	35	65	0	0	0	30	35	65	0	0	0	0	0	0	0	0	0	1	2	3	3	2	5	26	31	57	4	4	8	12
8	Kyang R/C JSS	12	6	18	0	0	0	12	6	18	0	0	0	2	0	2	3	0	3	4	2	6	2	1	3	1	3	4	11	3	14	78
9	Serekpere R/C JSS	13	16	29	0	1	1	13	15	28	0	0	0	0	0	0	1	0	1	0	1	1	2	1	3	10	13	23	3	2	5	18
10	Loho R/C JSS	32	18	50	0	0	0	32	18	50	0	0	0	2	0	2	1	0	1	1	0	1	7	4	11	21	14	35	11	4	15	30
11	Kaleo R/C JSS	29	35	64	0	0	0	29	35	64	0	0	0	0	0	0	1	2	3	9	3	12	3	4	7	16	26	42	13	9	22	35
12	Kalsegra R/C JSS	34	39	73	0	0	0	34	39	73	0	0	0	1	0	1	5	0	5	8	3	11	10	4	14	10	32	42	24	7	31	42
13	Sombo R/C JSS	57	57	114	1	1	2	56	56	112	0	0	0	0	0	0	1	0	1	2	6	8	8	4	12	45	46	91	11	10	21	19
14	Naro L/A JSS	17	17	34	0	1	1	17	16	33	0	0	0	0	0	0	0	0	0	2	0	2	5	2	7	10	14	24	7	2	9	27
15	Takpo L/A JSS	26	21	47	0	0	0	26	21	47	0	0	0	0	0	0	0	0	0	3	0	3	5	2	7	13	19	37	8	2	10	21
16	Saan R/C JSS	7	5	12	0	0	0	7	5	12	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	5	5	10	2	0	2	17
17	Nanvili R/C JSS	27	16	43	0	0	0	27	16	43	0	0	0	0	0	0	0	0	0	3	2	5	6	4	10	18	10	28	9	6	15	35
18	Duong R/C JSS	27	19	46	0	0	0	27	19	46	0	0	0	0	0	0	2	0	2	2	0	2	4	0	4	19	19	38	8	0	8	17
19	Sankana L/A JSS	17	19	36	0	0	0	17	19	36	0	0	0	0	0	0	1	1	2	5	4	9	7	4	11	4	10	14	13	9	22	61
20	Goli R/C JSS	22	15	37	0	0	0	22	15	37	0	0	0	0	0	0	2	0	2	1	0	1	3	0	3	16	15	31	6	0	6	16
21	Charikpong L/A JSS	17	27	44	0	2	2	17	25	42	0	0	0	0	0	0	0	0	0	1	0	1	1	6	7	15	17	34	2	6	8	19
22	Nadowli Modle JHS	16	27	43	0	0	0	16	27	43	0	0	0	0	0	0	2	0	2	2	2	4	7	3	10	5	22	27	11	5	16	37
23	Chari-Sombo JHS	11	6	17	0	0	0	11	6	17	0	0	0	0	0	0	0	0	0	1	0	1	2	0	2	8	6	14	3	0	3	18
24	Kanyini L/A JHS	11	10	21	0	0	0	11	10	21	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3	10	8	18	1	2	3	14
25	Samatigu R/C JHS	17	14	31	0	0	0	17	14	31	0	0	0	0	0	0	0	0	0	1	0	1	3	2	5	13	12	25	4	2	6	19
26	Janguasi T.I Ahd. JHS	7	7	14	0	0	0	7	7	14	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	7	6	13	0	1	1	7.1
27	Tangasia L/A JHS	21	15	36	0	0	0	21	15	36	0	0	0	0	0	0	0	0	0	0	0	0	4	1	5	17	14	31	4	1	5	14
28	Sampina R/C JHS	3	8	11	0	0	0	3	8	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	8	11	0	0	0	0
29	Papu R/C JHS	8	8	16	0	0	0	8	8	16	0	0	0	0	0	0	0	0	0	2	0	2	1	0	1	5	8	13	3	0	3	19
30	Sombo R/C JHS B	10	8	18	0	0	0	10	8	18	0	0	0	0	0	0	2	0	2	3	1	4	4	4	8	1	3	4	9	5	14	78
31	Kyaagu R/C JHS	12	7	19	0	0	0	12	7	19	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	11	6	17	1	1	2	11
32	Gbankor R/C JHS	13	13	26	0	0	0	13	13	26	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	12	13	25	1	0	1	3.9
33	Ombo R/C JHS	8	8	16	0	0	0	8	8	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	8	16	0	0	0	0
	TOTAL	651	624	1275	1	5	6	650	619	1269	0	0	0	8	0	8	29	3	32	70	32	102	122	68	190	416	514	937	229	103	332	