

UNIVERSITY OF CAPE COAST

GIRLS' PARTICIPATION IN BASIC EDUCATION IN THE EASTERN PART  
OF NADOWLI DISTRICT

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PART OF NADOWLI DISTRICT

BY

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administration

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## DECLARATION

### Candidate's Declaration

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

Candidate's Signature:..... Date:.....

Name: Rosemary Nyekpieng

### Supervisor's Declaration

*I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.*

Supervisor's Signature:..... Date:.....

Name: Dr. A. L. Dare

## **ABSTRACT**

The purpose of the study was to find out the extent of participation of girls in basic education in the Eastern part of the Nadowli District in the Upper West Region of Ghana and to examine the reasons for that level of participation. Two sets of data were used in the investigation. These data were documentary data and interview data. The respondents comprised parents of pupils, female girls in basic schools, school dropouts, head teachers of the selected basic schools and the Nadowli District Education Officers. The main method employed in the data analysis was the calculation of percentages. The findings of the study indicate that many girls enter class one but some dropout as they get to the junior high school levels because of poverty and low premium some parents give to girls' education.

The study therefore recommends that steps be taken by government to make modern agricultural extension services reach the small-scale and subsistence farmers in the Upper West Region to alleviate poverty. Also it is recommended that public education be given in those communities to disabuse the minds of the rural folk concerning the traditional conceptions they cherish that females are meant for only the kitchen and that they are made to become wives to men.

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## **DEDICATION**

This work is dedicated to my children Abraham, Adrian, Angela, Philip, Portia and Daniel for their moral support.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

In the past years, Ghana's economy suffered severe decline which brought hardships to the people. The severe decline, according to Sekyere (2002) might be attributed to lack of human development and poor management of the country's resources.

Human resource development, according to Harbison (1973), includes programmes and processes by which the quality and quantity of skills and knowledge are increased. Jakubauskas and Baumel (1967) also stated that the wealth of a nation, region or community is based upon its ability to conserve, develop and utilize its human resources and this can be done through formal education. Through formal education, the individual improvement that develops takes the forms of changes in knowledge, technical skills, organized and managerial abilities and the capacity to undertake and adapt innovations. Education therefore occupies the primary position in the creation of energies, skills, knowledge and talents.

In the *Daily Graphic*, Saturday, May 31<sup>st</sup> (2003), Tetteh stated that "education is the bedrock of any development." (p.7). In that same paper it is stated that the thirty-member committee that was set up to review the educational

system also came out with the idea that “Ghana’s Education System should aim at the creation of a well-balanced (intellectually, spiritually, emotionally) individuals with the requisite knowledge, skills, values and aptitudes for self actualization and for socio-economic development”, (Government of Ghana 2000). Considering all the above statements, it means that those educated and highly trained persons are those that would be able to produce goods and services for the state to increase services in the industries to raise the Gross National Product of the country. The crucial role played by education in the formation of human capital, which is a vital ingredient in the pursuit of socio economic advancement, cannot therefore be over emphasized.

Education can be formal or informal. The informal education is given to people anywhere under any topic by any body in an unplanned manner. This is supported by MacWilliam and Kwamena-Poh (1978) who stated that “even at the child’s earliest years of school going, the main educational agency is the home where the child learns from our eldest not only through the ear but also through the eye” (p. 3). Informal education involves methods such as observing, participation and initiation of adults in to a society’s culture.

Formal education offers greater opportunities for providing educational services to more people than do the other forms. Antwi (1992) stated that “formal education is associated with schooling and with its methods and curricula” (p. 195). He continued to say that formal education is preparing the individual for membership of our present and future society. Explaining further, he again noted that formal education is being viewed by parents as a means of gainful

employment. Thompson (1981) also stated that education has a market value and that it is so far an article of merchandise. Formal education (in school education) is undertaken in institutions with an aim of providing training to students according to structural courses and systematic designed time tables. This makes it different from in-service or on the job training where learning is done without a designed time table or structure.

The education system in Ghana has been grouped under three major levels, namely basic, senior high and tertiary education. The basic educational structure is made up of two years kindergarten, six years primary and three years junior high school. This basic education is therefore eleven years. At this basic level, children are required to learn basic literacy, numeracy and problem solving skills as well as skills for creativity and healthy living. The senior high school is now a four year course aimed at providing students with a comprehensive academic education with the principal objective of preparing them for further education and training in tertiary institutions. The technical institutions of three-year craft/ business studies programmes aim at preparing students for the world of work or for progression to the second level programme. The vocational institutions of three-year craft courses lead to craftsman grade one.

The tertiary education embraces the three year diploma and four year degree programmes. Tertiary education includes education in universities, polytechnics and some specialized institutions. Considering all the above objectives of the new system of education, an acceleration in a country's



developmental process calls for more of its people receiving adequate education above basic levels.

The present education system in Ghana emphasizes on the full three years participation of every child in the junior high school. This is very important because it is from this stage that the child becomes equipped with practical skills and competencies so as to live a fuller, better and more productive life. It is therefore necessary for females as it is for males to participate in the junior high school education to enable them acquire such capabilities.

In Ghana's long term vision to become a middle income country by the year 2020, a nation wide relevant basic education has been identified as a key strategy of the government's development plan to achieve Vision 2020, hence the FCUBE (Free Compulsory Basic Education). This FCUBE programme focuses on three major areas of which one of them talks more on equal education for all regardless of sex differences or geographical location. Sekyere (2002) stated that the FCUBE programme focuses on ensuring access and participation by "enhancing equity in the provision of education facilities for all with particular focus on girls" (p. 50). Considering the above objective, each person is allowed to pursue any course in education to any level according to his/ her ability and interest, unhindered by any administrative policy or regulations. However, to move from one level to another, one has to pass an examination for entrance, or achieve a certain level of qualification including the basic education levels.

Reports from National Council for Women and Development (NCWD) (1980, 1984) have required that the human resource of women be equally

developed as that of men. Equal opportunities for education are given to both sexes by the Ghana Education System in order to promote national development process.

### **Statement of the Problem**

Some casual observation in the Eastern Part of Nadowli District in the Upper West Region indicate that many girls ranging between the ages of 10-20 years who could be pursuing education do not attend school. Instead, they drop out of school and get engaged in traditional subsistence farming, petty trading and house helping. Whilst basic education is the minimum requirement that girls need to be capable of living meaningful family life and contributing to economic growth, some factors discourage the girls from acquiring it. Girls in the area of study therefore lack the skills and knowledge that would help them get involved in meaningful occupations in the future

Apparently, the few girls who are in the basic school do not also have the intention of furthering their education. This could be explained to be due to lack of education by parents and the other people from these communities. Girls between the ages of 10 - 20 who not are attending school are mostly involved in early marriages in the villages or teenage pregnancies which in turn lead to giving birth to so many children. Apart from the above problems, the children that these teenagers give birth to are often malnourished because of poor feeding and health issues leading to waste of funds from the hospitals. Very often the men who marry such teenage girls tend to beat and drive them away because they see them to be liabilities who cannot contribute economically for the upkeep of the house

and family. This would therefore mean that in the Nadowli District in the Upper West Region, the development of substantial amount of female human resource is limited since girls do not complete the basic education. Consequently, the contribution of women in these rural areas to socioeconomic development tends to be greatly limited since they cannot participate in the primary sector of economic activities meaningfully. Indeed, as will be shown later in this dissertation, there is really a high dropout rate of girls at the basic levels in the Nadowli District.

Despite the equal opportunities provided to both sexes for education regardless of the geographical location and several interventions by the government through Non-governmental Organizations (NGOs) like Action Aid and World Vision International, girls still drop out at the basic education level. Their numbers dwindle as they ascend the educational ladder.

Existing literature indicate that no study has been carried out that specifically investigated the extent of factors affecting the participation of females in education in the Nadowli District of the Upper West Region. This present study aims at filling that gap.

### **Purpose of the Study**

The purpose of this study was to find out why so many girls are always enrolled into class one in the Eastern part of Nadowli District but only a few of them get to the junior high schools. The study sought to ascertain whether the

problems were attributable to the girls' own actions, actions of their parents or actions of the community

### **Research Questions**

The study was guided by the following research questions:

1. What are the factors that account for the high dropout rate of girls at the basic educational level in the Eastern part of Nadowli District?
2. What are the attitudes of educated and non-educated parents towards the education of their female children at the basic education in the Eastern part of Nadowli District?
3. What important jobs are available in the Eastern part of Nadowli District that girls with very low education can do?

### **Significance of the Study**

The focus of the study was to examine the behaviours of female pupils in the villages with regard to their dropping out of school at the basic level. Two main areas of significance characterize the study. The first one is that it contributes to knowledge, since it is a contribution to literature relating to the attendance of girls at the basic level of education.

Secondly, the finding of the study would be of benefit to educational planners, policy makers and implementers in the rural areas of the country. The benefit to policy makers is that they will know where to direct Non-governmental Organizations as well as women organizations, to help with the retention of girls

in schools and also strengthen the girls' desires to continue and complete the junior high schools.

In addition to the above, the findings would also guide educational planners and implementers in adopting measures aimed at removing the cultural practices that bring about the high dropout rate of girls at the basic levels at the observed district. District Assemblies could also pass by-laws that may prevent the community from taking advantage of girls to prevent them from dropping out of schools.

### **Delimitation**

The delimitation of the study is that it was restricted to the Eastern part of Nadowli District, because preliminary enquiries suggested that dropout rates were high in that area. The study was also restricted to schools that had both the JHS and primary schools on the same compound. This was also to make it easy to trace the cohort of children entering class one in 1995/96 and completing JHS in 2003/04. This decision was also meant to enable the researcher trace students in transition and those who dropped out and were resident in the community.

### **Limitations of the Study**

The limitations of the study were that some of the girls who dropped out and whose responses could have enriched the study were not available to be interviewed. Many had been married and were away from their villages while others had gone to work as "kayayee" (porters) in the southern parts of Ghana. Another limitation was that some of the head teachers had no time to respond to all the questionnaires. Apart from the above, some of the parents were reluctant

to release the needed information and some school dropouts and girls felt shy to respond to some of the questions.

Also, as a result of the constraint of time and finances, only the raw enrolment data which were essentially meant to calculate the dropout rates were collected from the schools. The use of these raw data to calculate dropout rates could reduce the reliability of the result since the calculation did not exclude new entrants and repeaters. Thus, the picture regarding girls' participation in basic education in the Eastern part of Nadowli District in the Upper West Region was not quite complete.

### **Organisation of the Study**

Chapter One is the introduction of the dissertation, It talks about the background of the study, statement of the problem, research questions, purpose of the study, significance, delimitation, limitations and the organization of the dissertation. Chapter Two is the literature review which is theoretical frame work that provides support for the study. Chapter Three is the methodology which explains how the study was conducted. It includes the research design, population, sample, research instrument, data collection and analyses procedures. Chapter four presents and discusses the findings of the study while Chapter Five summarises the study, draws conclusions and makes recommendations.

### **Definition of Terms**

1. "Kayayoo" - This is a local name given to a female who carries load for money.

2. “Tavama” - It is a jargon used by girls who get monies from big cities after doing house hold chores for women.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The study was designed to find out the factors affecting girls' participation in the junior high school education in the Eastern part of Nadowli District in the Upper West Region. The underlying assumption of the study was that education is important to both individuals and society. This chapter therefore begins with the review of some theoretical consideration of education and development. This is followed by a review of works relating to the education of females, and some strategies that the Ghana Government has taken to promote girl-child education.

#### **Education and Socio-Economic Development**

Within this decade, a substantial amount of literature has emerged which proclaims and documents the significant and substantial contribution made by education to economic development. Wolfein (1967) stated that there is general agreement that the single biggest factor in generating economic growth in the United States during that century was the investment of human capital in the form of education. Wolfein further explained that at any given time there exist in any country a number of unfilled jobs needing the right kind of manpower employees, and it is education that makes it possible to select ready prepared people to fill the jobs. To economists such as Sidel (1992), the matching of people and jobs in a



certain manner constitutes a primary contribution of training and retraining programmes. She added that it was educational programmes that made people more vocationally mobile, help in the small match between demand and supply of labour among areas and regions and thus also contributed to the efficiency and consequent growth of the economy. Harrington (1995) also stated that “education modifies a worker’s skills on a regular basis which can actually serve as a preventive to technological displacement and un-employment. Thus, contributing to economic growth” (p. 254). Wolfein’s other contribution to the growth potentials through education is his revelation of what the Americans did to reduce dropout rates in their schools. He stated that most training legislation in America after the Second World War gave consideration to the youth by formulating goals that dealt with the provision of programmes designed to reduce the annual numbers of drop outs from schools. The reduction in the number of dropouts, he said “is a direct contribution to economic growth” (p. 175).

### **Education and Human Capital**

Wachel (1991) explained that “human capital refers to those skills, talents, capacities and elements of knowledge that improve one’s contribution to the production of goods and services” (p. 191). He added further that human capital shows up abundantly after going through some amount of education. Moreover, he elaborated by stating that human capital deals with the quantitative aspects of labour, and it reveals in the extent to which the individual contributes to higher rates of labour productivity. Wachel then added that “presumably, the more

human capital one has, the more the productivity and the more wages or salary one accumulates” (p.121).

One may want to know the truth of what Wachel (1991) stated, that is, to what extent investment in human capital affects the individual’s incomes, and whether the differences in investments in human capital affect income differences. He again supplied the answers to the above questions after he conducted his studies in the United States in 1998. His studies looked at the monthly average income levels for persons with differences in amounts of human capital investments, and years of schooling completed against median income received. Based on that 1998 report, the data showed a clear progression of income as higher levels of education were attained, and showed a decline in income as low levels of education were attained. “Eight or less years of schooling completed qualified one to earn a salary of \$10,033.00 and postgraduate education level qualified one to earn a salary of \$41,827.00” (p. 203).

### **Women Participation in Education and Labour Force**

Although equality in some areas is certainly not yet a fact and men continue to dominate the world, women have begun to make noticeable headways because of education. Education has helped some women to derive their political status. In this regard special mention would be made of certain daring women of history who through their activities have been noted to be role models.

Adu, J. I. (1999) has chronicled the following accomplishment of women: The first of such women was Joan of Arch from France who helped King Charles VII of France to drive away the English from French land in 1429. Then Isabelita

Hermona alias Esi Atta from Ghana who has become the first African woman artist who achieved so much from European schools of painting in 1692. Fidelle Cincel (Araba Mansa) from Ghana was the first woman theologian to write a book on the Slave Trade. In 1932, Elizabeth Grant (nee Ferguson) was the first Ghanaian woman to hold a senior appointment in the Civil Service Commission in Ghana (then Gold Coast) in 1872. Florence Nightingale from England was the first English woman to start the first nursing school in London at St. Thomas Hospital in 1900. Yaa Asantewa from Ghana led the Ashantis to fight the British in 1901. Professor Grace Alele Williams from Nigeria was the first woman Vice-chancellor in the Sub-Saharan Africa in 1993. Other contemporary role models are, Miss Docea A N. Kisseih, the first Ghanaian woman to become a chief Nursing officer in 1957, Mrs. Jane Irina Adu who was the first woman to write a book on educational reforms and life skills in 1978.

Apart from the above fortunate ones the issue of female education and the development of their human resource has attracted the attention of governments, educators and social scientists especially in recent years which has resulted in a number of empirical studies. The concern of nations now is to integrate women in development processes. Date-Bah (1979) stated that women's affairs are to be looked into so as to accelerate economic growth beyond the rate attainable by male labour alone. Gilbert and Gugler (1987) explained that "unemployment is usually considerably higher with women than for men, even though women do not actively look for work because they are aware that opportunities opened to them are severely limited" (p. 70). They added that underemployed women are

found in larger numbers in many countries, and that it is domestic services that provide the largest category of employment for women in many countries. In a similar vein, Nelson (as cited in Gilbert and Gugler, 1987) opined that the waste of women's labour in their own household on chores which are to some extent superfluous, may be seen as part of the same issues. Harrington (1995) added more about the traditional devaluation of women in USA. She stated that the incomes and working conditions of some women in some areas are a matter of concern, but they have received little attention. On the issue of employment for example, there is sex discrimination. She added that "there are lower fringe benefits, difference in social security and lower workmen's compensation for female workers, and also the top Civil Service jobs are reserved for men" (p. 52). With regard to the women in Nairobi, Gilbert and Gugler said, a detailed study of the economic activities of the women there were restricted than those of men. They noted that only a small proportion of the local business establishments were ran by women, and most women were engaged in illegal beer brewing. Moreover, according to them, the proportionate number of successful women entrepreneurs were old, and that other women began to expand and consolidate their businesses only in their late forties when most or all their children had grown up, perhaps and had contributed to joint household income.

Certainly some marginal forms of employment are attractive to some women who need to supervise their children. Consequently, some women accept work put out at low rates for example, sewing, typing or trade from their homes. Jordan (1997) said that in China, many women were reported to be working in

neighborhood workshops. Those women enjoyed neither the wages nor fringe benefits that come with comparable work in the state enterprises. However, there is another element of discrimination against women as has already been said by Harington. Cammish (1997) in the *Aspects of Education Journal*, number 19, also cited another example that in the urban markets of the third world countries, it is the women who accept the long service works but are paid less. Despite this discrimination if there were high literacy rates among women, many of them would have been absorbed into industries as men are there presently, to increase the labour force of the country.

### **Factors Accounting for Problems Faced by Females in Education and Labour Force**

Social scientists have identified some general factors that are fundamentally responsible for the problems faced by women regarding their participation in education and labour force. Rogers (1980) noted some biological imperatives, which were, boys being regarded as superior, showing some initiatives, are achievement oriented and are fit for positions of responsibilities, whilst girls are considered inferior. These can be considered as the social-Cultural conditions of the society. Cammish (1997) realized and reported some of these socio-cultural factors such as girls being trained at home to be mothers and wife's to men, and in the peasant families, the girls being trained to be farmers who should cultivate the family lands around the house. The illiterates also say that when girls are trained to become traders they got a lot of money for their families so girls should be trained to sell in the markets instead of going to school.

The forum for Africa Women and Education (FAWE (1999) identified household sizes as one of the factors that affects female education. FAWE stated that when the children in the household are many, they easily determine the number of children that should be educated who fortunately are the boys. The levels of education of parents in some places determine which child should go to school. They easily allow the boys to go to school and complete because their perception of the value of female education is very low. Date-Bah (1979) also opined that some women themselves believe that they cannot attain the valued goals of education like men. So they have inhibited their motivations and kept their subordinate positions of being less ambitious in seeking advancement in society. These groups of women hold that upward mobility is not their prerogative but men's.

Ubomba-Jaswa (1989) in his studies also established that gender prejudice affects the participation of women in school. He again identified HIV/AIDS to be eroding the gains of education and threatening the future opportunities for schooling of females. Ubomba did not hesitate to mention early marriages and initiation rites as some of the traditional practices that interfere more with the education of girls than that of boys.

FAWE (1999) again identified inadequacy of facilities in schools as a factor hindering girls participation in school. In the same vein Atakpa (1996) named some of these inadequate facilities to be lack of separate bathrooms and toilets for boys and girls. He said that Moslem parents are against the idea of their daughters sharing the same places of convenience with boys. FAWE also

complained that some school curricula, syllabuses, textbooks and delivery system tend to be gender-biased. Some typical examples are metal work, carpentry and woodwork being taught at some schools to only boys. So girls cannot be admitted into such schools because they say these subjects are for boys which is a discrimination against girls.

### **Dropout Situation among Girls**

Another issue that stirs up great concern among both government and educationists is that the rate of dropout of girls in Junior High School in the rural areas is becoming higher. United Nations Development Programme (UNDP, 1985) indicate that among the five developing countries namely, Rwanda, Indonesia, Democratic Yemen, Haiti and Ghana, generally, the dropout rate for girls was higher than for boys and remained a major concern, worsening off at the higher levels of education. FAWE (1995) noted that there were high dropout rates of girls and came out with the statement that “ access to school is not enough. Girls need to stay in school until they complete” (p.11). Ankomah (1991) in his dissertation noted that a casual observation within the environment of some villages in the Brong Ahafo Region of Ghana seemed to indicate that a far greater proportion of girls in these areas of the region did not participate in secondary education.

This high drop out rates of girls from the basic schools could be attributed to some few factors. Fentima (1996) who wrote on school conditions in the Afram Plains asserted that in some communities there were no school children especially girls because parents were afraid of their female children who had to walk longer

distances in the bush roads. FAWE (1999) in their survey again also came out with the fact that the rising level of household poverty reduced the capacity of families to provide for the basic needs of their children. Ankomah (1991) again noted that the unwillingness of some parents to send their girls to schools and the use of girls as housemaids are some of the factors that contribute to the low participation of females in schools. In a study by Akuffo (in NCWD Seminar report, 1978), it was realized that poor economic background of parents caused by single parenting was one of the reasons why girls dropped out of school.

Oppong and Abu (1981) also noted that among the Moslemised Dagombas, parents were reluctant to send their daughters to school because their labour was needed most at home and on the farms. Koram (1975) in his studies reported that parents of females were afraid that job opportunities opened for females were very few in the country so their educated daughters after going to school would not get jobs. These observations are consistent with the findings of Atakpa (1996) and Dugbaza (1984).

### **Strategies to Promote Girl Child Education**

The Girls Education Unit of the Ghana Education Service was set up in 1997. Its purpose was to initiate moves to increase the education or the attendance at schools of the Ghanaian female school child. Another reason for its establishment was to increase enrolment of female children in schools. It was also charged to lessen significantly the dropout rate in schools by identifying causes or the impediments that are on the way of girls as they ascend the educational ladder. The unit also ensures that girls achieve better and higher



results than they have ever had, and that their achievements or attainments compare favorably with their male counterparts. The girl education unit adopts strategies to get girls admitted in secondary, technical and tertiary institutions by encouraging girls to choose science and mathematics as their area of study to the extent that by the year 2005, 30% to 35% of girls might have taken to these areas. The organization of science, technical and mathematics education (STME) clinics is another strategy that the government is using to promote girls education in Ghana. The FCUBE mid term stocktaking report (1996-2000) said that the total number of girls benefiting from “both junior and senior secondary school levels rose from 1,129 girls to 6,645 girls in 2000, representing an increase of 48,6% over the period” (p.11.).

Another strategy is the administration of instrument on girl’s self-esteem and the degree of gender balance recognition in the newly written basic education textbooks by the Ministry of Education. In this regard the newly written English, mathematics and science textbooks of both the primary and junior high schools are gender balance (GES, 2000). Another point worth noting from the FCUBE (1996-2000) report is the fact that the government pays much attention to the training of more teachers. It was said that the pupil-teacher ratio for both public and private primary schools increased from 36% in 1996/1997 to 37.9% in 1998/1999. The percentage of trained teachers in both the junior and senior high schools, which was one of the strategies to promote the girl child education, also increased from 75.9% in 1996/1999 to 81.5% in 2000/2001.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes the procedures that were adopted in conducting the study. The chapter deals with the research design, population of the study, choice of sample, research instruments, data collection and data analysis procedures.

#### **Research Design**

The design adopted for the study is the descriptive survey. It is useful when the purpose of the study is to assess a current situation. However, it has some shortcomings because it only describes conditions that prevail presently and exist immediately and not things that have happened in the past. Also, unlike the experimental method, the variables in the descriptive survey cannot be deliberately arranged and manipulated through the intervention of the researcher, because the variables that exist or have already occurred are always related and observed.

Despite the above shortcomings of the descriptive survey, it was considered the most appropriate design for conducting the investigation because the study focused on assessing the current situations as they prevailed in the area under investigation (Gay, 1976).

### **Population of the Study**

The population of the study comprised all girls in basic schools and girls who dropped out of school between 1996 and 2004 in the Eastern part of Nadowli District. In the period between 1994 to 2000, the Nadowli District had a total of 135 basic schools with a total enrolment of 25,920 pupils. Out of this number 1,855 were girls whilst 1,613 were boys. Thirty-nine of these basic schools had primary and junior high schools on the same compound.

### **Sample and Sampling Procedure**

The sample of the study consist of 168 respondents from the following categories of people: Eighty parents from 40 houses from the four villages, eighty females presently attending JHS and JHS dropouts, and eight heads of schools: four from the primary and four from the JHS of selected schools.

Ten houses were randomly chosen in each of the four selected centers as sources of first category of subjects (parents). Not more than two parents were interviewed in each of the 40 houses. Altogether 80 parents were interviewed. Eighty girls were also selected and interviewed using the following criteria: Any 10 drop out girls who were present at that time from each of the four villages and were identified by the village elders, making a total of 40 girls. Then 10 basic schools girls form each of the four selected schools where there were JHS and primary on the same compound, making a total of 40 girls were also interviewed.

Apart from the information provided by the sample, additional information was collected by interviewing the Headmasters of the four schools, which have

been purposefully selected by virtue of their having both the primary and JHS sections on the same compound. The choice of this type of basic schools was influenced by the researcher's desire to trace a particular cohort from Basic 1 through to Basic 9.

### **Research Instruments**

The study characterized two types of data, documentary data and interview data. The documentary data were collected through the use of a special guide referred to as Guide for Documentary Data (Appendix B) which contains a list of the pieces of information required for primary school enrolment figures of girls entering each class each year for the period of 1995/1996-2000/2001 and 2001/2002-2003/2004 academic years. It was intended to compare the enrolment figures for girls in the later period to 2001/2002 to 2003/2004 –and 1995/1996 to 2000/2001 to compute their drop out rates from the beginning of primary one to the time of leaving Junior High School. The Guide for the Documentary Data was supported by a letter of introduction (Appendix A) from the researcher's Head of Department to the school concerned.

For the second set of data, four types of similar interview schedules were used for interviewing the four different categories of respondents who were involved in the interviews. These instruments include schedule I, for parents, schedule 2 for girls still in J.H.S and J.H.S dropouts, schedule 3 for primary school heads and schedule 4 for heads of the Junior High Schools. The schedules contained a different number of items, both open-ended and closed ended questions. Basically, the questions sought to find out the economic activities and

statuses of parents and the level of interests and attitudes of both parents and girls towards the education of females in general. Apart from these, the items also led to find out the parents' views of girls participation in the JHS as compared with that of boys within the same localities.

The schedule for interviewing parents (Appendix C) contains twenty items, the first seven elicited information on family background such as number of children, their schooling as well personal educational status and occupation. The rest of the items elicited information on the level of interest of parents in educating their daughters relative to the education of their sons, knowledge about girls participation in further schooling and modern sector employment, and then the main economic activities of girls in the locality.

Interview Schedule 2 (Appendix D), which was used to interview girls contain twenty-three items. The first nine items require information on age, level of school reached, number of siblings, parents educational status and occupation and girls own economic activities. These are followed by questions on duties engaged at home while a schoolgirl. The rest relate to general economic background of parents, parents interests in education generally and the education of girls in particular, the possible impact of parents background on the participation of girls schooling and the influence of peer groups on their education.

The schedule for interviewing heads of JHS (Appendix F) contains fifteen items. All the items in this schedule are also found in the schedule for the heads of the primary schools. The questions were aimed at finding out why girls are not always able to complete JHS. The schedule for the JHS heads however, contains three additional items, which are considered applicable to the elementary school situation.

### **Pre-testing of Instruments**

In order to test how workable the schedules were, a pre-testing of the questionnaires were undertaken at Jang, a village twenty miles from Nadowli during the first week of January 2007 using the first draft of schedule 1 and 2.

Five girls and six parents were involved in the pre-testing. The responses of the respondents helped to restructure any items that were not clear. The pre-testing also helped the researcher to adopt much welcome approaches in eliciting particular pieces of information from respondents such as the importance of establishing a rapport before interview began, and avoiding sensitive comments that would inhibit responses from subjects. Though schedules 3 and 4 were not pilot-tested it was assumed that the problems encountered in using the first two would guide the researcher to put all the four schedules in a more workable form to handle the entire exercise in a more acceptable manner.

### **Data Collection Procedures**

The two sets of data involved in the study were collected through personal contacts by the researcher. That entailed a lot of traveling from place to place.

The documentary information from elementary schools were collected from the same four villages where the interviews of parents and girls were conducted. Ten weeks beginning from the last week of January 2007 were spent in going round the four centers to gather the information. Later afternoons and evenings were spent in interviewing parents and girls from house to house since many of the respondents were farmers and petty traders and therefore returned home in the evenings.

With the special guide for documentary data, the heads of the primary schools were contacted for sets of enrolment figures from their registers on girls who entered class one for the 1995/1996 academic years. The head teachers of JHS were also contacted for various data on the enrolment figures of the same girls who entered JHS Form one in 2001/2002 and the same girls that completed JHS Form three in the 2003/2004 academic years. After collecting, the documentary data from the head teachers, the researcher used Schedule 3 to interview the head teachers of the four primary schools and Schedule 4 to interview the head teachers of the JHS.

Using interview Schedules 1 and 2, the researcher went from house to house and interviewed parents and girls who were attending JHS and those who also dropped out of JHS. Every respondent was directly contacted by the researcher who, through explanations of the purpose of the study established an initial rapport with the respondent and ensured their utmost co-operation in the interview. Since the interview was conducted by the researcher herself, the appropriate responses to the items in the schedules were elicited from the

respondents mostly through probing questions and entered in the spaces provided on the questionnaires. Each interview lasted between 30 to 40 minutes.

### **Data Analyses Procedure**

The analysis was started by tallying the responses to the various items on the completed structured interview sheets. Frequency tables of the responses to the items were drawn, one for each category of respondents. Similar items appearing on the schedules for all categories of respondents were later summed up to produce common frequency tables. Percentages were then computed from the items. With regard to the documentary data, the various figures were summed up and the percentages computed. Girls' dropout rate between classes in the primary and JHS were calculated by taking the differences between the populations enrolled in a particular year and the year preceding it and expressing it as a percentage of the enrolment of the preceding year, i.e.  $[(X-Y) \times 100]$

X

Were X is enrolment in the preceding year and Y is enrolment in the particular year. The rates between the beginning class and the terminal forms in the schools were computed by taking the difference in number between the pupils enrolled at the beginning forms and the terminal forms, expressed as a percentage of the enrolment of the beginning forms. For instance, at the basic school level the rate is calculated by taking the difference between the enrolment of primary 1 (P1) and JHS 3 (F3) and expressing the difference as a percentage of the enrollment that is  $[(P1-JHS3) \times 100]$

P1



## CHAPTER FOUR

### FINDINGS AND DISCUSSION

This chapter presents the findings of the study. The findings from the documentary data will first be presented followed by the interview data. The documentary data which cover mainly the nine year period of basic education from class one 1995/1996 to JHS 3 2003/2004 are meant to find out the dropout rate of girls in the basic schools in the Eastern part of Nadowli East of the Upper West Region. The data were collected from eight basic schools which have both primary and JHS on the same compounds, namely Naro, Fian, Issa and Busie.

Table 1

#### **Enrolment Figures of Girls from Selected Basic Schools<sup>1</sup> from 1995/1996 to 2003/2004**

Class	P1	P2	P3	P4	P5	P6	JHS1	JHS2	JHS3
School	1995- 1996	1996- 1997	1997- 1998	1998- 1999	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004
Naro	26	26	26	22	20	18	13	12	11
Fain	38	37	29	26	24	21	20	18	18
Issa	28	24	21	18	14	12	11	8	3
Busie	36	34	33	29	23	20	18	18	13
Total	128	127	110	95	81	76	62	54	45
Average	32	31	27	24	20	18	17	13	11

It is noted from Table 1 that the number of girls who were admitted in class one in the 1995/1996 academic year were more than 30 each in Fian and Busie and slightly below that in Naro and Issa making an average of 32 girls in each of the four schools that year. Looking at the table, the enrolment figures in the classes continue to decrease from 128 girls to 45 girls at the time they were registered to write the B.E.C.E in 2003/2004. However, Issa JHS registered the least number of girls who wrote the B.E.C.E that year (three girls). Fian, however, had no dropout from their JHS girls who were about to write the examination

#### **Dropout Figures of Girls in the Same Selected Basic Schools**

This table is calculated from table one in page 28 where the number of girls who dropped out as a class is entering another new class at the beginning of the academic year. For example,  $P1 - P2$  ( $26 - 26 = 0$ ). If the number is zero, it means there was no drop out. However, if it is more than zero, it indicates the number of girls that dropped out as they were entering the next class. For example,  $p3 - p4$  ( $26 - 22 = 4$ )

Table 2

**Drop Out Figures of Girls in the Basic School**

Class	P1	P2	P3	P4	P5	P6	JHS1	JHS2	Total
School	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	No of dropout
Naro	0	0	0	4	2	2	5	3	15
Fain	0	1	8	3	2	3	1	2	20
Issa	0	4	3	3	4	2	1	3	25
Busie	0	2	1	4	6	3	2	0	23
<b>Total</b>	<b>0</b>	<b>7</b>	<b>12</b>	<b>14</b>	<b>14</b>	<b>15</b>	<b>9</b>	<b>8</b>	<b>83</b>

Table 2 shows that Naro had no dropout from primary two and three, it was when they were going to class four that the dropout started. The total number of dropout was 83 girls out of the 128 girls enrolled in class one in the 1995/96 academic year. The highest number of girls dropped out in 2000/01 academic year when the girls were from primary five entering primary six. Fifteen girls and the least was when they were in class two in the 1996/97 academic 7 girls.

The dropout rate for the four basic schools in the Eastern part of Nadowli District are shown in Table 3.

Table 3

**Drop Out Rate of Girls in Selected Basic Schools**

Class	P1	P2	P3	P4	P5	P6	JHS1	JHS2
School	1995- 1995	1996- 1997	1997- 1998	1998- 1999	1999- 2000	2000- 2001	2001- 2002	2002- 2003
Naro	0	0	0	15	7.6	7.6	18	11.5
Fain	2.6	2.6	7.0	5.2	7.8	2.1	5.2	0
Issa	14.4	10.7	10.7	14.2	7.1	3.5	10.7	17.8
Busie	5.5	2.7	11.1	16.6	8.3	5.5	5.5	7.8
Total	22.5	16.0	28.8	51.0	26.8	18.7	39.4	36.1
Average	5.6	4.0	7.2	25.5	13.4	4.1	9.9	8.0

Table 3 shows that there were zero dropout rates in Naro from 1996/97-1997/98 academic year because there was no dropout from class one to class three. The dropout rate started from subsequent years. However, the same Naro recorded the highest drop rate in 2001/02, (18%), followed by Issa in 200/03, (17.8%) then Busie in 1998/99, (16.6%). The highest dropout rate for the four villages occurred in 1998/99 academic year when it was 51%.

Table 4 indicates the participation of children in schooling given by parents.

Table 4

**Participation of Children in Schooling as given by Parents**

Level of schooling	Boys		Girls		Total	
	No	%	No	%	No	%
Basic education	108	25.8	137	32.9	245	59.0
SHS and others	29	7.9	17	4.0	46	11.0
Dropped out of sch.	25	5.9	40	7.2	65	16.0
Never attended at all	22	5.6	40	9.6	62	14.0
<b>Total</b>	<b>184</b>	<b>45.3</b>	<b>224</b>	<b>53.7</b>	<b>418</b>	<b>100</b>

As shown in Table 4, more than half of the children whose parents were interviewed (291 or 70%) were in school (with 245 in basic school and 46 in other schools). The others (62 or 14%) were not receiving any schooling and (65 or 16) had dropped out from basic schools.

Girls slightly outnumbered the boys among the 245 (59%) children receiving basic education at a proportion of 1.3 to 1 respectively. Only (46 or 11% of those in schools were attending Senior High School and the other schools. Of this number (29 or 7.9%) were boys while (17 or 4%) were girls, giving a ratio of 7:4.

Among the 62 (14%) children who were not receiving any education there were more girls than boys. The fact that pupils did not continue their education after the basic education is the major factor accounting for their not being in school. Out of this group of pupils there were 40 (9.6%) girls while boys numbered 22 (5.6%) indicating that a greater number of girls than boys did not

attend school at all. Dropping out of school is the next factor accounting for children not being in school with girls out numbering boys in this case. The girls were 30 whilst the boys were 25. The study reveals that the situation of children not attending school at all still persists in areas like those studied.

Table 5 exhibits the reasons given by parents for their children not attending school at all.

Table 5

**Reasons for Children of School going Age Never Attending School at all as given by Parents**

Reason	No	Percentage
Financial constraints	42	67.8
Maidservant(in the case of girls)	9	14.5
Children’s own lack of interest	6	9.7
Weak health	3	4.8
Lack of concern by guardian	2	3.2
Total	62	100

Financial constraints ranked the highest (67.8%) among the reasons offered by parents for their children not receiving any formal education. This is followed by serving as maidservants in the case of girls (14.5%). In 9.7 percent of the cases, the children themselves were not interested in going to school. Weak health from children ranked next (4.8%) followed lastly by lack of concern by

guardians of children (3.2%). Financial problems thus constituted the major reason for children of school going age never attending school.

Table 6 gives a distribution of the various reasons given by parents for their children dropping out of the basic school.

Table 6

**Reasons given by Parents for their Children Dropping out of School**

Reasons	No	%
Parent divorce	3	7.5
Pregnancy (in the case of girls)	4	10
Children’s own lack of interest	3	7.5
Financial constraints	18	45
Protracted illness	3	7.5
Poor academic performance	1	2.5
Withdrawn by father without cause	8	20
<b>Total</b>	<b>40</b>	<b>100</b>

The claim that children dropped out of schools due to financial constraints ranked highest in the reasons offered by parents for their children dropping out of school (45%). Withdrawing of children from school by fathers without cause ranks the next highest (20%) followed by pregnancy in the case of girls (10%). The distribution shows that financial constraints largely accounted for the incidence of dropout among pupils.

Table 7 shows the heads of schools and school dropout girls reasons for girls not being able to pursue further education.

Table 7

**Reasons why Girls do not receive further Education as given by School Dropout Girls and the Heads of Primary and Junior High Schools**

Reason	No	%
Poor academic performance	1	2.6
Financial constraints	28	73.7
Children's lack of interest	1	2.6
Protracted illness	2	5.3
Apprenticeship to trade	1	2.6
Father's lack concern	3	7.9
Pregnancy (in case of girl)	2	5.3

It can be seen from Table 7 that financial constraints (74%) constituted by far the major reason for girls not being able to pursue further education after completing primary school. Other reasons worth noting are father's lack of concern for girls education (8%) and girls becoming pregnant (5%).

Thus, according to the girls who had dropped out and who were interviewed, economic difficulties constituted the single most significant factor that militated against the pursuit of further education by children. More girls than



boys were likely to suffer from the constraints against the pursuit of further schooling since more girls than boys entered the basic school's but were not continuing further in the locality of the study.

### **Occupations of Parents as Determinants of Family Economic Resources**

The occupations of parents are used to determine the economic resources of families. Table 8 below gives a distribution of occupation of both parents of girls interviewed.

Table 8

#### **Parent's Occupations as given by Girls**

Occupation	Father		Mother		Total	
	No.	%	No.	%	No.	%
Trading	5	6.25	18	22.5	23	14.4
Farming	72	90	58	72.5	130	81.2
Government Work	2	2.5	2	2.5	4	3
Hairdressing	-	-	1	1.25	1	1.5
Tailor/dressmaking	1	1.25	1	1.25	2	1.3
<b>Total</b>	<b>80</b>	<b>100</b>	<b>80</b>	<b>100</b>	<b>160</b>	<b>100</b>

Out of 80 girls, 72 (90%) had fathers who were farmers. The fathers of the remaining 8 (10%) were engaged in other occupations including trading (6%), government workers (2%) and tailoring (1%).

Fifty-eight mothers (73%) out of the 80 were farmers. The next major occupation of the mothers was trading (23%). Government work (2%) hairdressing (1%) and dressmaking (1%) ranked very low on the table. This indicates that the vast majority of the parents of girls interviewed were farmers (81%).

Table 9 displays the occupations as given by parents themselves.

Table 9

**Parent's Occupation as given by Parents**

Occupation	No	Percentage
Farming	74	92
Trading	3	4
Crafts	2	3
Nil	1	1
Total	80	100

It is observed from Table 9 that a great proportion of the parents (92%) engaged in farming as their main occupation. The few that were engaged in the other occupations were trading (4%), crafts (3%) and with only 1% not having any occupation.

The distribution of the occupation of parents as given by heads of schools is indicated in Table 10.

Table 10

**Occupation of Parents as Provided by Heads of School**

Occupation	No	%
Farming	5	62.5
Trading	2	25.0
Crafts	1	12.5
Total	8	100

Table 10 shows that, farming alone was mentioned by 5 (63%) of the Head teachers as the occupation of parents, while trading constituted 25% and 12% engaged in crafts. From the responses of all the three categories of respondents, namely girls, parents and Head teachers, it is clear that parents of the Nadowli East District of the Upper West Region are basically farmers.

Types of Farming. The types of farming that the parents are engaged in are shown in Table 11.

Table 11

**Types of Farming Practiced by Parents as given by Parents Themselves**

Type	No	Percentage
Commercial	5	6.25
Large enough	10	12.5
Subsistence	65	81.25
Total	80	100

As indicated in Table 11, subsistence farming in which food crops are grown for home consumption only, was what parents mostly practiced (81.25%). Ten (13%) of the parents grew crops such as groundnuts maize, millet and beans large enough for home consumption but with surpluses for sale. Five (6.25%) parents practised commercial farming where cash crops were grown.

The responses of the school heads (not tabulated) add further weight to the observation that parents in the area of study were mostly subsistence farmers. Seven (88%) out of 8 Heads stated that the parents engaged in subsistence farming. The other 1 (12%) responded that the parents' farms were not large enough to support their families and get surplus to sell.

To get further confirmation of the economic status of families, the parents were asked about the sizes of their annual yields in relation to their family commitments. The responses (not tabulated) indicate that 5 (6.25) parents had farms with annual yields that were large enough to cater for all their commitments without any difficulties. Twenty (25%) parents had yields that were adequate only for domestic responsibilities. There were 55 (68.75%) who complained of yields that were inadequate even for domestic commitments. The observations show that generally families lived in poor economic circumstances. They lend support to the earlier finding that financial constraints constituted a leading factor that accounted for the inability of parents to afford educating their children further. Table 12 shows the relationship between the occupation of parents and participation of their children of school going age by sex. The table reveals that out of the 418 children that were attending school, families of subsistence farmers had the greatest number.

Table 12

**Relationship between Parent Occupation and Participation of Children in Schooling by Sex (in percentages)**

Type of Farming	Children in primary		JHS		SHS		Drop-Out		Never attended	
	B	G	B	G	B	G	B	G	B	G
Subsistence	19.5	21.3	4.8	12.1	8.2	4.8	6.7	9.7	6.2	10.0
Moderately	24.6	9.7	17.2	8.8	2.4	1.2	3.7	7.4	6.1	8.6
Large										
Commercial	11	44	22.0	0	0	0	0	22.2	0	0
Total	54	58.4	34.2	20	10.6	5	10.4	38.3	12.3	18.0

Table 12 shows the relation between the occupation of parents and participation in schooling by their children of school going age by sex. The table reveals that families of subsistence farmers had the greatest number of 418 children in the survey. There were 70 (21%) girls and 64 (20%) boys in the primary school indicating that there were more girls than boys admitted in the primary school.

Among those who were continuing to the JHS in the families of the subsistence farmers were 40 (12%) girls and 16 (5%) boys. Higher cases of non-participation at all in schooling by children were found among families of subsistence farming and those with moderately large farms. In both types of families, girls were found to be more than boys in the incidence of nonparticipation in school. For instance in the case of school drop outs there were 9 (11%) boys and 37 (17%) girls, and in the case of no participation at all in school, there were 20 boys and 33 (10%) girls in families with subsistence farms. In the families where parents had moderately large farms, there were 3 (4%) dropout boys with 6 (8%) dropout girls, and 5 (6%) boys, then 7 (9%) girls who had not attended school at all.

Table 12 shows, on the whole, that economic circumstances of families influenced the decisions of parents for their children, in particular their daughters receiving further education. This supports many of the reasons given earlier by parents that it was financial constraints that made it difficult for them to allow their children to receive further education. The participation of girls in JHS education in the rural areas studied was therefore low since many of the families

lived in poor economic circumstances. It was only the very small number of commercial farmers whose children were all attending school.

### **Level of Schooling of Parents**

The Tables 13 and 14 shows the distribution of the levels of the educational background of parents as provided by parents and girls interviewed. Parents themselves provided 80 responses while there were 160 responses from 80 girls with each girl providing two responses, one for each parent.

Table 13

#### **Level of Schooling of Parents as Provided by Girls**

Level	No	%
None	144	90.0
P1-P6	10	6.25
Secondary High/JHS	4	2.5
Middle	2	1.25
<b>Total</b>	<b>160</b>	<b>100</b>

Table 14

**Level of Schooling as given by Parents**

Level	No	%
None	70	87.5
P1-P6	6	7.5
Secondary High/J.H.S	1	1.25
Middle School	3	3.75
Total	80	100

Out of the 160 parents mentioned by the girls, 144 (90%) had not received any formal education, these comprised 68 fathers and 72 mothers of the girls. Out of those who had attained some level of educational background, 10 (6%) had only primary school education while 4(2.5) had secondary high/JHS education. Two(1%) had up to middle school education. The responses of the parents themselves (Table 14) show that 70 (88%) were non-literates, 6 (8%) had primary education while 3 (4%) middle school education. The responses of both parents and girls show a very high illiteracy rate among parents.

Table 15 shows the relationship between parents' level of education and participation of children in school (in percentages)



Table 15

**Cross Tabulations of Parents' Level of Education and Participation of Children in Schooling (in percentages)**

Parent Level of Education	Children in Primary		JHS		SHS		Drop-out		Never attended School	
	B	G	B	G	B	G	B	G	B	G
None	33	43	62	45	59	48	54	34	11	16
Primary	35	39	38	20	41	52	46	35	0	49
Middle	32	18	0	35	0	0	0	31	89	35
Total	100	100	100	100	100	100	100	100	100	

Table 15 compared with Table 13 reveals the proportion of parents with the different levels of educational background. For instance, while there are 93 percent parents with no formal educational background, there were 102 (27%) percent of children of school going age who were not attending school staying with them. Thus, as to be expected, parents with no formal educational background who constituted the vast majority, had the highest number of children not attending school. This is followed by families with parents who had education from primary one to six (8%) Families with parents who had no educational background had the highest number of children in all the categories of children not participating in schooling. Such families had 387 children out of the total number of 418.

With regard to their children receiving education, there were 171 boys, with 70 (35%) in primary school, 31 (38%) in Junior High School and 28 (41%) in Senior High School. The girls were 216 with 85 (39%) in primary school, 45 (20%) in Junior High School and 16 (52%) in Senior High School. It shows that girls competed favourably with the boys in terms of participation at the primary level but become underrepresented as they get towards the upper primary and junior high school levels.

Families with parents who had had education from Primary one to Six ranked second in the number of daughters in education. There were 5 families with 4 (35%) girls in primary schools 1 (20%) in the junior high schools and 1 in the senior high schools. Parents with middle school education are only two with 1 (18%) girls in the primary and 1 (35%) in JHS, with only 2 (32%) boys also in primary. The observation is that the highest number of both boys and girls who participated in education came from the homes of non-literate parents, which may be due to their high numbers interviewed.

Since a great majority of parents in the area of study had very little or no formal educational background, parents did not seem to fully appreciate the value of education for girls, and consequently, tended not give any serious consideration to the further schooling of their daughters.

### **Traditional Notion about Females and their Education**

Table 16 and 17 give the distribution of the responses of parents and girls concerning their sex preference for further education.

Table 16

#### **Parents Sex Preference for Children's further Schooling**

Preference	No	%
Male	60	75
Female	10	12.5
Equal for both	10	12.5
Total	80	100

Table 17

#### **Preference Schooling as Provided by Girls**

	No	%
Male	50	62.5
Female	18	22.5
Equal for both	12	15
Total	80	100

It is seen from Table 16 that 60 (75%) out of the 80 parents and 50 (63%) out of the 80 girls had the contention that males need further education more than females do. There are 10 (13%) of the parents and 18 (23%) of the girls interviewed who held contrary view that girls need further schooling more than boys. It was agreed by 10 (13%) parents and 12 (15%) girls that both sexes equally need further schooling. The responses suggest that the socio-cultural belief that girls do not need further schooling as do boys was prevalent in the area of study and parents and girls shared that notion.

To add to the responses of parents and girls, 6 (75%) out of the 8 heads of schools noted that parents show greater interest in the education of their sons than that of their daughters. When parents who held the view that boys should have more education than girls were asked why they had the sex preferences 40 (67%) said girls would drop out due to pregnancy and therefore resources would be wasted, while 17 percents said girls need no higher education since they were only going to marry and live the house. It was held by 8 percent that educating boys was more profitable than girls. Five percent responded that girls would not be serious with school work and thus fail, while three percent said boys are more intelligent than girls. This is shown in Table 18.

Table 18

**Reasons for Parents Preferring Further Education of Males**

Reasons	No	Percentage
Girls may dropout of school due to pregnancy	40	66.7
Girls need no higher education since they are Only going to marry	10	16.7
Education of boy more profitable	5	8.3
Girls will not be serious with school work thus	3	5.0
Fail Boys are more intelligent that girls	2	3.3
<b>Total</b>	<b>60</b>	<b>100</b>

The responses show that what was on the minds of the people is based on a number of factors. The major ones were that girls would dropout of school due to pregnancy and also that they need no higher education since they are only going to marry and leave their fathers' houses. The other factors such as girls not being serious in schools and will fail, boys being more intelligent than girls and therefore boys education is more profitable were also in the minds of the parents even though they score low as shown in Table 18.

Table 19

**The Necessity of Girls having Further Education as given by Parent and Girls**

Category	Yes	No	Total
Parent	63	17	80
Girls	76	4	80
Total	139	21	160

Table 19 presents the responses of both parents and girls as to whether it is necessary for girls to have further education. Sixty-three (79%) parents and 76 (95%) of the girls said it is necessary for girls to have further education, whilst 17 (21%) parents and 4 (5%) girls said it is not necessary. This indicates that majority of the parents and girls were aware of the benefits that girls could derive from education.

Table 20 presents a distribution of the reasons offered by parents for their view that it is necessary that girls have further education.

Table 20

**Reasons why it is Necessary for girls to have Further Education as given by Parents**

Reason	No	Percentage
Greater chance in securing better jobs	35	46.1
Greater opportunity in enhancing one's social Prestige	20	26.3
Better marriage and better upbringing of children	11	14.5
Chance to offer meaningful contribution in family affairs	10	13.1
Total	76	100

An examination of the reasons offered by the parents reveals their awareness of the benefits that girls could derive from education. Leading among the reasons is the greater chances the girls stand in securing good jobs to support their families and their parents during their old age. Thirty-five parents indicated that.

The next is that the girls stand the greater opportunities in enhancing a their social prestige 20 (26%). Others include enabling girls get better marriage and bringing up children better 11 (15%). Then the last is giving the girl the chance to make meaningful contribution in family affairs 10 (13%)

Table 21 shows the reasons why parents think it is necessary for girls to have further education.

Table 21

**Reasons why it is Necessary to have Further Education as given by Girls**

Reason	No	%
Greater chances in securing better jobs	28	44.4
Greater opportunity in enhancing one's social prestige	15	23.8
Chance to offer meaningful contributions in family affairs	12	19.1
Better marriage and better upbringing of children	8	12.7
Total	63	100

From Table 21, Twenty-eight (44%) of the girls said they needed further education to offer them greater chance of securing better jobs, whilst 15 (24%) said it will give them greater opportunity of enhancing their social prestige. The rest 12 (19%) said it would give them chance to offer meaningful contribution in family affairs with 8 (13%) saying that it would help them have better marriages and better upbringing of children.



### **Awareness of Females Receiving Further Schooling/Education**

Table 22 and 23 indicate the responses of both parents and girls concerning their female relatives receiving further schooling.

Table 22

#### **Awareness of Girls/Female Relatives Receiving Further Schooling/ Education as given by Parents**

Reasons	No	%
Yes	25	31.2
No	55	68.8
Total	80	1000

Table 23

#### **Awareness of Girls/Female Relatives Receiving further Schooling/ Education as given by Girls**

Reasons	No	%
Yes	18	22.5
No	62	77.5
Total	80	100

Less than half (25 out of 80) parents and (18 out of 80) girls responded that they had female relatives who were receiving further schooling. The others (55) parents and (62) girls did not have any such relatives.

Table 24 and 25 indicate the responses of both parents and girls about the females that are engaged in modern sector employment. The tables show knowledge of ladies or educated female relatives engaged in public sector employment as given by parents.

Table 24

**Knowledge about Ladies and Educated Female Relatives Engaged in Public Sector Employment as given by Parents**

Reasons	No	%
Yes	15	18.7
No	65	18.3
Total	80	1000

Table 25

**Knowledge about Ladies Educated Females Relatives Engaged in Public Sector Employment as given by Girls**

Reasons	No	%
Yes	15	18.7
No	65	18.3
Total	80	100

Table 24 and 25 reveal that 15 (19%) parents and 15 (19%) girls reported that they knew ladies or female relatives who were engaged in public sector employment, whilst a greater number 65 (18%) parents and 65 (18%) girls said they had none who was engaged in that type of employment .

Table 26 shows the responses concerning the type of employment their educated female relatives were employed to do.

Table 26

**Type of Public Sector Employment Educated Females Known to Parents Engaged In**

Type	No	Percentage
Nursing	2	13.3
Revenue collection	3	20.0
Type writing	4	26.7
Catering	1	6.7
Teaching	2	13.3
Cleaners	3	20.0
<b>Total</b>	<b>15</b>	<b>100</b>

The Table shows that the types of employment that the parent's educated female relatives engaged in were as follows: Type writing 4 (27%), Revenue collection 3 (20%) cleaners 3 (20%), nursing 2 (13%) teaching 2 (13% and catering 1 (7%).

Table 27 shows the distribution of types of work in which girls' female relatives engaged in.

Table 27

**Types of Public Sector Employment of Female Educated Relatives of Girls**

Type	No	Percentage
Nursing	3	16.7
Revenue collection	4	22.2
Type writing	3	16.7
Catering	2	11.1
Teaching	2	11.1
Cleaners	4	22.2
<b>Total</b>	<b>15</b>	<b>100</b>

Out of the 18 girls having female educated relatives in modern/public sector employment, 4 (22%) reported that those relatives were cleaners, 4 (22%) had theirs in revenue collection, 3 (17%) in nursing, another 3 (17%) in typing, 2 (11%) in teaching whilst the other 2 (11%) were working in the catering services.

The leading job areas in the responses of both the parents (Table 26) and the girls (Table 27) give an interesting picture of the types of secondary education that the female often pursued. These were mainly related to type writing, cleaning, and revenue collection, nursing and teaching. This confirms what

researchers like Gilbert and Guggler (1987) observed about girls that they often tended to pursue so-called feminine-type courses.

### **Availability of Local Job Opportunities**

Table 28 displays the responses of parents, girls and heads of schools concerning the available job opportunities that are easily open to girls in the area of study.

Table 28

#### **Available Economic Attraction Opens to Girls**

Respondents									
Type of Activity	Parent		Girls		Head of Schs		Total		
	No	%	No	%	No	%	No	%	
	80	100	80	100	8	100	168	100	
Shea nut									
Picking	28	35	30	37	3	37.5	61	36	
Petty trading	20	25	16	20	2	25	38	23	
Pito brewing	3	4	2	3	1	12.5	6	4	
Farming	2	3	1	1	1	12.5	3	1	
None	27	33	32	40	1	12.5	60	36	
<b>Total</b>	<b>80</b>	<b>100</b>	<b>80</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>168</b>	<b>100</b>	

Table 28 shows that the most significant economic activities that girls often engaged in the localities were shea-nut picking and selling. Out of 168 respondents 61 (36%) mentioned shea-nut picking as the economic activity that

girls could easily take to in the localities. Next to shea-nut picking is petty trading which is mostly in foodstuffs. Twenty percent of parents 20 percent of girls and 37 percent of heads of schools mentioned trading as an activity that girls often engaged in, in the localities. Other job opportunities mentioned included pito brewing and farming. The rest 33 percent parents, 40 percent girls and 13 percent heads of school said there were no economic activities in those localities that drove girls away from school. The shea nut picking that ranks highest as an economic attraction to girls is also a seasonal business and when that time comes the girls go to pick them early in the mornings before they go to school. Petty trading and the pito brewing were also done after school sessions. It is obvious then that the beliefs and behaviors of the parents and relatives in those localities discouraged the girls from continuing schooling and not the availability of economic attractions.

Table 29 exhibits the ages at which girls start schooling in the area of study. The ages at which girls start schooling were investigated to find out whether in that area, a considerable number of girls start schooling much later than the normal starting age of six years which would increase their chances of dropping out of school or not being able to continue. Ages 6 and 7 years are considered normal to start schooling. Ages 8 to 10 years are held to be fairly late. Eleven years and above are taken to be extremely late to start schooling.

Table 29

**Ages at which Girls Start Schooling**

Age Level	No	%
6 and 7	69	86.25
8 to 10	8	10
11 and above	3	3.75
Total	80	100

The age level distribution presented in Table 29 indicates that generally girls in the area of study are not late starters at schooling. Out of 80 girls who were interviewed as many as 69 (86%) started their elementary education at the normal age level of six and seven years. Eight (10%) of them started fairly late while only three started very late after 10 years. Thus, the age at which girls start schooling does not largely contribute to their low level of participation in further schooling.

**Use of Time of Girls Outside School**

An investigation was made as to whether girls suffer the problem of child labour or abuse resulting in their poor performance in school work which could thus increase the chances of failures and dropouts among them and finally, their inability to continue schooling. The responses are presented in Table 30.

Table 30

**Distribution of the Duties Performed by Girls after School Hours**

Type of duty	No	%
Normal Household chores	60	75
Going to farm	2	2.5
Selling	2	2.5
Household Duties and selling	10	12.5
Preparation of food for sale	2	2.5
Total	80	100

Table 30 shows that 60 (75%) of the 80 girls performed normal household duties after school during their school days. Thirteen percent of them reported of often going to farm in addition to performing household duties while three percent reported of going to farm only after school hours. Selling was only done by three percent of the girls while five percent performed household chores in addition to selling. The remaining three percent were engaged in the preparation of foods for sale. Thus, majority of the girls were engaged only in normal household duties after school.

Table 31 presents the responses as to whether girls had time to themselves with which they could study after performing their activities after school.



Table 31

**Response of Girls as whether they have Enough Time to Study**

Response	No	Percentage
Yes	70	87.5
No	10	12.5
Total	80	100

To the question whether the girls had time to themselves with which they could study after performing their activities after school, 70 (88%) answered in the affirmative. The remaining 10 (12%) complained that they did not have time to themselves to study after performing their duties.

**Girls Staying Out of School during Schooling Days to Perform some Duties**

Table 32 indicates the response of girls as to whether they sometimes stay out of schooling days to perform some duties, which could result in poor academic performance and dropouts.

Table 32

**Responses of Girls as to whether they sometimes Stay out of School Hours**

Response	No	Percentage
Yes	25	31.25
No	55	68.75
Total	80	100

As shown in Table 32, majority of the girls 55 (69%) responded that they did not sometimes stay out of school days to perform some duties while the rest 25 (31%) said they sometimes did. With a majority of the girls (75%) reporting of performing only normal household chores after school and as many as (88%) responding that they had times to themselves with which they could study after performing those activities, it appears that generally school girls in the area of study did not suffer considerably from the abuse of their labour by parents and guardians as to contribute significantly to their poor performance in school in terms of attendance and retention.

### **Peer Group Influence on Girls School Attendance**

Table 33 presents some of the statements given by peers to girls that influenced their attendance at school.

Table 33

#### **Statements given by Peers to Girls about Schooling**

Statement	No	Percentage
It is better to go to school	68	85
It is wasteful to go to school	2	2.5
It is better to go to “tavama”	6	7.5
It is better to trade	4	5.0
<b>Total</b>	<b>80</b>	<b>100</b>

From Table 68 (85%) of the girls said their peers told them that it is better to go to school. Eight percent said it was better to go to “tavama” that is Kumasi to do “kayaayee”, five percent said it was better to do trade while two percent also said that it wasteful to go to school. It can be deduced from the results that majority of their peers encouraged them to go to school while the other few deceived them to stop school.

The eight heads from the basic schools all agreed that the girls are easily deceived by their peers who return from “tavama” with their few things, that it is better to join them there.

### **Summary of Findings**

The investigation has given a number of findings regarding the extent of female participation in basic education in the Eastern part of the Nadowli District in answer to the research questions designed for the study. The findings are as follows.

1. The study revealed that participation in basic education by females in the Eastern part of Nadowli District is relatively low as compared with the year they enter class one until they complete the junior secondary school.
2. Regarding the possible factors that account for the low participation in basic education by girls in the study area, the study showed among others that:
  - (a) Parents in the area generally lived in poor economic circumstances. They were mostly traditional subsistence farmers. Their poor economic status adversely affected their daughters in basic education.

- (b) Parents in the Eastern part of the Nadowli District generally had low or no educational background and this situation adversely affected girls' participation in basic education in the area.
- (c) The socio-cultural belief that girls did not so much need further education as do boys was prevalent in the area, hence preference for further education was generally in favour of boys rather than girls.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **Summary**

They study had as its main objective to investigate the level of participation in basic education of girls in the eastern part of the Nadowli District in the Upper West Region of Ghana. The study was done because education received at the basic level equips the recipients with rudimentary literacy skills. It broadens their outlook on life for effective socialization, improves their quality of life and then exposes them to rudimentary practical skills. Basic education is the beginning of formal education which offers greater opportunities for providing educational services to more people. It is actually the stepping stone for people to climb to other educational heights, such as secondary, vocational, technical and tertiary levels. For both males and females to achieve these ends, it is necessary for both of them to equally receive the same amount of basic education.

The educational system in Ghana provides equal opportunities at all levels to all citizens, regardless of sex differences or geographical location. An observation within the environment of some villages in the Upper West Region however, seemed to indicate that a far greater proportion of girls in the rural areas of the region did not participate in basic education. The study was therefore

motivated by the desire to find out the extent of participation in basic education among girls in the rural Upper West and to examine the reasons for the observed level of participation.

### **The Design of the Study**

Two sets of data were required in the investigation, namely documentary data from basic schools and data gathered through interviewing subjects. The bulk of the data was gathered from the third week of January to the end of August 2007.

For the first set of data, namely, documentary data, four primary schools and four Junior High schools were contacted for enrolment figures. The schools were at Fian, Issa, Naro, Busie. The Nadowli District office was also contacted for the number of schools and figures for the school going population on the four primary schools and Junior High Schools that were chosen for the study.

The second set of data which concerned an investigation into the reasons for the level of participation of females in basic education was gathered through interviewing 168 subjects, using interview schedules. There were four categories of subjects including 80 parents, 80 Junior High school girls and school drop outs, 4 primary heads and four Junior High School heads from those same four villages.

The analyses of the study involved finding out the extent of female participation in basic education from the documentary data and examining the reasons relating to the observed level of participation from the structured interview data. Dropout rates were calculated from the enrolment figures. For the

interview data, the main procedure employed in the analyses was the calculation of percentages.

### **Research Findings**

The study gives a number of findings relating to the extent of participation of females in basic education in rural Upper West. The findings are consistent with those of similar studies conducted in Ghana and in other parts of the world concerning females and their education (Dugbaza 198; Bayo, 1985; Ankomah, 1991; Sidel, 1992; Harrington, 1995; Adu ,1999). The main findings are that:

1. Girls are generally under-represented in schooling at the basic levels. This under-representation is due to the dropout rate of girls as they go through the cycle.
2. The generally poor economic circumstances of families in the rural areas of Upper West contribute significantly to the low participation in basic education of girls in those areas.
3. Little educational background or lack of it of the vast majority of parents in the Upper West contributes to the low level of participation of girls in basic education.
4. The traditional notion that boys need more education than do girls persists in the rural areas of Upper West and also the cultural belief that girls are going to get married and leave their parents houses and therefore will be of less profit to them has discouraged some parents from educating their girls.

5. Both parents and girls are aware of the importance of further education for girls, and also in the area of study people are aware of females in modern sector employment.
6. The rural communities studied have economic opportunities suitable for females which demand little educational background and that so tend to attract girls away from attending schools.
7. Girls in these areas are not late starters in schooling and their ages do not interfere with their performance in schooling and so could not adversely affect their participation in further education.
8. The time of girls is not over used by parents and guardians to such a considerable extent as would adversely affect their inability to peruse further education.

### **Conclusions**

On the basis of the findings of the empirical study, the following conclusions may be drawn:-

It is observed that girls drop out of school at the basic level in the rural areas in the Upper West Region. To help retain girls in the basic level, proper monitoring should be done by both parents and the teachers. On the part of the parents, they should make sure that their daughters attend school everyday from Monday to Friday. Apart from that, they should ask their daughters to show them their home work regularly. Also, they should sometimes ask them what they were taught at school for parents to make sure their daughters attend school everyday. Another important role parents should play in order to retain their daughters in



school is to appreciate their efforts by motivating them whenever they attend class regularly and are promoted to the next class. The teachers could also assign some responsibilities to girls at school such as bell girls, girls prefect or girls fetching water.

The generally poor economics circumstances of families that affect their girls education could be reduced if agriculturalist move into the rural areas to help those families farm or rear animals for sale Through these agricultural activities, parents can get some income to take care of their daughters to further their education and even save some for their general upbringing.

Educated females in the rural areas in the Upper West Region should work harder to remove the traditional notion from their parents which holds the view that only boys need more education. Some of these educated females can take up jobs like carpentry driving, mechanics, masons and farming.

Also, there is that social – cultural belief that girls would get married and have less contribution to their fathers' homes. This is due to the fact that husbands pay so much money as dowries for their wives and so will not allow them to go back and make any contribution in their fathers' homes. Chiefs should therefore pass by-laws to reduce the dowry system in the rural areas in the Upper West Region.

Nowadays, both parents and their daughters are aware of the importance of further education and so parents should make sure they channel all their financial recourses towards the education of their children. In addition, all stakeholders in education should create the awareness for all girls in school to understand that the

few economic opportunities that tend to attract them to leave school could be of much benefit to them after they have completed school and acquired well paid job. For instance, it is only when they complete school and get well paid jobs that they can get money to buy more shea-nuts and sale or use the money to do and business.

Furthermore, the girls themselves should be the last target to be educated by role models. These girls in the rural areas in the Upper West Region should be made to understand that the ages at which they start schooling is the same as that of their colleagues everywhere in Ghana. The years that they use to complete school, the teachers that teach them, the books and syllabuses are the same that all the other children use. Also, it should be made known to them that they write the same examination set by the West African Examination Council and so they equally stand the chances of passing and getting any job like their colleagues elsewhere in the country.

Apart from the above, the girls should be aware that it is mainly through further education that they can learn proper personal hygiene, adolescent reproductive health and quality family management which can prepare them for future family living.

### **Recommendations**

On the basis of the findings of the study and conclusions drawn, the following recommendations are made:

1. Despite the FCUBE programme, measures still need to be taken to improve the economic status of parents to enable them afford the cost sharing of education of their children including girls. In this regard, it is recommended that the Government takes further steps to make agricultural extension services have a wider coverage with modern farming techniques to enable parents increase their farming yields. The Government could also note the small scale and subsistence farmers in the rural Upper West and motivate them with farming machinery to increase the acreages of their farms. The credit institutions and the agricultural extension services department may collaborate in directing the farmers to learn how to put the credit to the most effective use and how to maintain the farms properly so that unnecessary losses may be minimized.
2. It is also recommended that people in the rural communities of Upper West be given public education on the importance of further education for all their children including females. In connection with this personalities from Ghana Education service, District Assemblies in these communities could from time to time give talks to people on the subject of formal education for all children. Here women organizations like the National Council on Women and Development, (NCWD), the 31<sup>st</sup> December Women's movement and the District Assembly Women may have important roles to play.

There could be meetings between officials of these organizations and the women folk of the rural communities to discuss the need for females to

receive further education. Notable women in key positions could be sent to those areas as models to help disabuse the minds of the rural women about the notions that females are naturally inferior to males in terms of achievements, academics and many in many other fields, and that they are meant for subordinate positions in society. In order to weaken the traditional notion about the place of women in society, it may be necessary to use such public education as mentioned to highlight the important role women could play in community and national development.

- 3 The ability to read and write per se provides some kind of inner satisfaction, which enhances people's perception about the importance of education. When parents receive some knowledge in literacy it is likely they will wish to see their children including their daughters have more education so that they could enjoy the spillovers of the satisfaction it provides in the children. In this regard it is recommended that adult literacy programmes be re-introduced in the rural areas of Upper West to provide the rural folk with some basic literacy skills.
4. In the schools, girls need to be encouraged to recognize themselves as possessing similar capabilities as their male counterparts and to strive to compete on equal basis with boys in all subjects and course areas and at all the levels of education. In connection with this, there may be the need for the ministry of Education and Ghana Education Service to organize occasional career session in the schools in rural Upper West where females would be encouraged to take the technical and scientific disciplines which

have long been styled as masculine areas in order to ensure their equal chances as the males in their future employment careers. Artificial barriers in schools in which certain courses are sex stereotyped should be discouraged so that girls consider entering certain courses very possible without any fears.

5. Female resource persons such as technical and woodwork teachers may be invited to deliver lectures to pupils in the schools in order for their presence to motivate the girls for further schooling.
6. It is suggested that periodic excursions be organized in the elementary schools in the area for pupils to visit establishments and institutions in urban centres where women are found in various job positions, in order to broaden the horizon of the girls in the world of work.

### **Areas for Further Research**

There is the need to conduct a further study on the dropout problem in the rural basic schools adopting some more appropriate methods like cohort progression where repeaters and new entrants from transfers are excluded, in order to confirm or reject the tentative findings on dropout in this study.

It is also recommended that a tracer study into the extent of participation in senior high education of girls in rural Upper West be carried out to find the number and proportions of both boys and girls passing out of particular junior secondary schools and the extent to which they are participating in further education.

As a study carried out in the Upper West Region, its generalization is confined to the region. There is the need to carry out similar investigations in other regions of the country in order to ascertain the general trend prevailing in the country with regard to participation in basic education of girls in rural Ghana as a whole.

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## APPENDIX A

**APPENDIX B**

**GUIDE FOR DOCUMENTARY DATA**

1. Enrolment figures of girls from selected basic schools from 1995/96 to 2003/04

Class	P1	P2	P3	P4	P5	P6	JHS1	JH2	JH3
School	1995/96	1996/97	1997/98	1998/99	1999/2000	2000/01	2001/02	2002/03	2003/04
Naro									
Fian									
Issah									
Busie									
Total									
Average									

2. Dropout figures of girls in the basic schools

Class	P1	P2	P3	P4	P5	P6	JHS1	JH2	JH3
School	1995/96	1996/97	1997/98	1998/99	1999/2000	2000/01	2001/02	2002/03	2003/04
Naro									
Fian									
Issah									
Busie									
Total									
Average									

### 3. Dropout Rate of girls in selected basic school

Class	P1	P2	P3	P4	5	P6	JHS1	JH2	JH3
School	1995/96	1996/97	1997/98	1998/99	1999/2000	2000/01	2001/02	2002/03	2003/04
Naro									
Fian									
Issah									
Busie									
Total									
Average									

**APPENDIX C**

**INTERVIEW SCHEDULE 1**

**FOR PARENTS**

**VILLAGE: NARO, FIAN, BUSIE, ISSA**

**DISTRICT: NADOWLI-EAST**

**SEX: MALE/FEMALE**

1. How many children do you have at present? .....
2. a) How many of your children are at the primary school .....  
.....  
b) (i) How many are girls? .....  
(ii) How many are boys? .....
3. a) How many of your children are pursuing further schooling? .....  
.....  
b) (i) How many are girls? .....  
(ii) How many are boys? .....
4. How many of your children aged 10 to 18 years are in school? .....  
.....  
Nil, 1,2,3,4, or more? .....
5. If none of your children are in school, why are they not in school?  
.....  
.....
6. What level of school do you have?

Never being to school

2 years primary school

completed primary school

completed J.S.S.

others (specify) .....

7. What is your occupation?

Farming

Trading

Crafts

Others (Specify)

b) If farming what type of crops do you farm

Groundnuts

Maize

Millet

Others (specify)

c) How do you find your annual yield in comparism with your family expenses?

nowadays? .....

.....

8. a) Suppose you had a son and one daughter and you were given the chance to

send only one of them to school, which of the two would you send?

Son/Daughter

b) Why that preference? .....  
.....

9. a) If you had a daughter who is clever enough and you could afford it, would you have allowed her to continue to further her education after primary school? Yes/No

b) If yes, which type?

Junior high school

Sewing school

Hairdressing

Training in batik / tie and dye training in any other field.

10. a) Do you think it is necessary at all for a girl to continue her education after primary School? Yes/No

b) (i) If yes, why do you think so? .....  
.....

(ii) If no, why do you think so? .....  
.....

11. It is more profitable to let a boy rather than a girl have further schooling.

Do you agree? Yes/No/Not sure.

12. a) What financial help do your boys in school give you?

(i) They help in family expenses

(ii) They buy some of the things they need themselves

(iii) None



b) What type of economic activity is involved?

.....

c) Did the boys take initiative themselves in offering such assistance or you encouraged them to do so?

- i) Took their own initiative
- ii) I encouraged them to do so

13. a) What financial help do your girls in school give you?

- i) They help in family expenses
- ii) They buy some of the things they need themselves
- iii) None

b) What type of economic activity is involved?

.....  
.....

c) Did the girls take the initiative themselves in offering such assistance or you encouraged them to do so?

- i) Took their own initiative
- ii) I encouraged them to do so
- d) If you encouraged them to do so, what prompted you to do so?.....

.....  
.....

14. What do you think is the importance of furthering schooling after primary school at all?

.....  
.....

15. a) Do you think it is worthwhile to be engaged in modern employment at all these days? Yes/No

b) Give reasons for your answer

.....  
.....

16. Do you know of any girls from your family or this village receiving further education? Yes/No.

17. a) Have you any daughter or female relative who has completed some level of further education? Yes /No.

b) i) If yes, what is she doing now?

Married/ working, married and working/ not working

iii) If working, what type of work and where? .....

18. a) Are you aware of any ladies from this locality, engaged in modern sector employment? Yes/No.

b) If yes, what type(s) of work?

.....

19. In what economic activities can females easily engage in, in this village/locality.

- i) Farming
- ii) Selling
- iii) Farming and Selling
- iv) Dressmaking
- v) Hairdressing
- vi) Others (specify)

20. Could you name any 5 jobs that a girl can perform after pursuing further education beyond class 6?

.....

.....

.....

.....

.....

.....

**APPENDIX D**

**INTERVIEW SCHEDULE 2**

**FOR GIRLS PRESENTLY ATTENDING JUNIOR HIGH  
SCHOOL AND SCHOOL DROPOUTS**

VILLAGES: NARO, FIAN, BUSIE, ISSA

DISTRICT: NADOWLI-EAST

1. How old are you?

.....

2. a) What level of schooling did you attain?

Completed primary school

Dropped out of school or J.H.S

b) If dropped out of school, what was the cause?

.....

c) If you completed primary school why did you not pursue further schooling?

.....

.....

3. At what age did you start schooling?

.....

4. a) What level of education did your father reach?

Never went to school

Primary school

Senior High School / J.H.S.

Middle School

Training college/Nursing training

Vocational/Technical School

University

Others (Specify)

b) What level education did your mother reach?

Never went to school

Primary School

Senior High School/ J. H. S.

Middle School

Training College/ Nursing Training

Vocational/ Technical School

University

Others (Specify)

5. a) What is your mothers occupation?

Trading, Farming, Government's worker, Hairdresser, Seamstress, others

(specify) .....

.....

b). What is your fathers occupation?

Trading, Farming, Government's worker, Tailoring, others (specify)

6. a) How many sisters do you have?

.....

b) How many brothers do you have?

.....

7. a) What economic activities do you engage in?

- i) Farming
- ii) Selling
- iii) Farming and Selling
- iv) Dressmaking
- v) Hairdressing
- vi) Others (specify)

b). If selling what items are involved?

.....

8. Who was your guardian while you were in school?

Father / Mother / Uncle / Aunt / Others.

9. a) Was your guardian able to supply your basic needs like school fees, dresses, underwear, books, pens, etc. while you were in school? Yes/No

b) If yes were they regular? Yes /No

c) If not regular what were the reasons?

.....  
.....

d) If he or she was not able to supply all, how did you make up for the rest?

.....  
.....

10. a) When you were a school girl, what duties did you perform daily after school

.....

b) Were you able to have enough time to study after performing those duties?

Yes or No.

11. a) Did you sometimes stay out of school during schooling days to perform some duties Yes/ No

b) If yes what types of duties were involved?

.....

12. What do you think is the importance of somebody continuing his / he schooling after completing primary 6?

.....

13. a) Do you think it is necessary for a girl to have further education. Yes/ No

.....

14. Some people believed that when a person gets further education, he or she gets better employment and earns more money. Others say that those who have not furthered their education can do trading and get more money. Hence there is no

need to have further schooling after primary school. Do you agree with such people or not? Yes/No.

15. Who do you think should have more schooling, a boy or a girl? Boy / Girl.

16. a) Do you have any sisters or female relatives receiving further schooling?  
Yes/No.

b) If yes what type/ Level?.....

17. a) Do you have any sisters or female relatives engaged in public sector employment? Yes/No.

b) If Yes, which type?

.....

18. Do you think if girls learn hard they could do as equally as boys? Yes / No

19. a) If you had the chance would you continue your education? Yes / No

b) If yes, up to what level?

20. What were some of the problems you faced when you were attending school?

.....

21. Name any 5 salaried jobs that you think a girl who has completed school above basic school can do?

i) .....

ii) .....

iii) .....

iv) .....

v) .....



22. What occupations (jobs, activities) do girls tend to do in the locality that attracts them away from school?

.....

23. Whenever you were with your peers, what do they say about the school you were attending?

**APPENDIX E**  
**INTERVIEW SCHEDULE 3**  
**FOR PRIMARY SCHOOL HEADS**

**SCHOOL NARO, ISSA, FIAN, BUSIE**

**VILLAGE:.....**

**DISTRICT: NADOWLI EAST**

1. In your view which of the sexes perform better in academic work in this school? Girls /Boys.

2. a) Who are more regular in school attendance Boys/Girls.

b) What reasons could you give for the irregular attendance of the sex concerned?

.....  
.....

3. Who often leave school before completing? Boys / Girls

4. If girls what can you say are some of the main reasons that make girls leave school before

completion.

5. a). During which season.

i) Do pupils often stay away from school?

.....

ii) Are pupils late?

.....

b) Which sex is mostly involved? Boys / Girls

c) If girls what are the main reasons why?

i) They stay way from school?

.....

ii) They always go late to school?

6. a) Do girls face any common problems at school? Yes / No

If yes, mention any of them (up to 4).

i) .....

ii) .....

iii) .....

iv) .....

b) How do peers contribute to the drop – out of girls from school?

.....

.....

7. What is the general attitude of girls to schoolwork?

i) Hard working

ii) Lazy

iii) Others (Specify)

8. a) What is the attitude of parents in this locality towards their children's education?

- i) Interesting
- ii) Not interested
- iii) Indifferent

b) If indifferent, Not Interested, give possible reasons

.....

.....

.....

9. a) In your view in which of the sexes do parents show greater interest in their education in this

locality. Boys / Girls.

b) Give possible reasons for that attitude of parents

.....

.....

10. a) What job or activities are there in this locality that normally attract girls away from schooling?.....

11. a) Is there a big local market in this locality Yes / No

b) If Yes, does it interfere with schooling activities Yes / No.

c) Which sex is mostly involved?

.....

12. a) In what type of economic activity do parents engage in this locality?

Farming/Trading/Crafts/Others

b) If farming what type of farming in relation to size?

Commercial / Large Enough / Subsistence

13. a) Do you think the participation of girls in schooling in this locality has any connection with

their parental background? Yes/No

b) If so, in what ways with regards to this locality?

.....  
.....

14. a) In your view, is there any connection between the overall performance of girls in this

locality and their parental background? Yes/No.

b) If yes, in what ways?

.....  
.....  
.....

15. In what ways do you think improvement could be brought in to girls' participation and theirschooling in this locality?

.....

**APPENDIX F**

**INTERVIEW SCHEDULE 4**

**FOR JUNIOR HIGH SECONDARY SCHOOL HEADS**

**SCHOOLS: NARO, FIAN, ISSA, BUSIE**

**TOWN/ VILLAGE:**

**DISTRICT: NADOWLI EAST**

1. In your view, which of the sexes perform better in academic work in this school?

Boys / Girls

2. Who often leave school before completion? Boys / Girls

3. What do you say are some of the main reasons that make girls leave school before completion?

.....  
.....

4. a) What peculiar problems do girls face in the school? (Mention any 4 of them)

i) .....

ii) .....

iii) .....

iv) .....

5. What is the general attitude of girls to schoolwork? Hard working / Lazy /

Others

6. a) What is the attitude of parents in this locality towards their children's education? Interested/ Not interested / Indifferent.

b) If indifferent or Not Interested, Give possible reasons:

.....  
.....

7. a) In your view in which of the sexes do parents show greater interest in their education in this locality? Boys / Girls.

b) If indifferent or Not Interested, Give possible reasons. ....

.....  
.....  
.....

8. What jobs or activities are there in this locality that normally attract girls away from further schooling/.....

9. a) In what type of economic activities do parents mostly engaged in this locality? Farming / Trading / Craft / Others.

b) If Farming, what type of farming in relation to the size? Commercial / Large / Enough / Subsistence

10. a) Do you think the participation of girls in further schooling in this locality has any connection with their parental background?

.....

11. In your view what is the connection between the overall performances of girls in this locality and their parental background?

.....  
.....  
.....

12. In what ways do you think improvement could be brought in the participation of girls in further schooling and their performance in school work in this locality?

.....  
.....  
.....

13. What cultural practices within the community impede the participation of girls in J.H.S education

.....

14. How do peers contribute to the drop out of girls from schools? .....

.....  
.....

15. What things or actions or events turn to discourage girls from participation in the J.H.S?

.....  
.....  
.....



**APPENDIX G**

**TABLE 12**

**RELATIONSHIP BETWEEN PARENTS' OCCUPATION AND PARTICIPATION OF CHILDREN IN SCHOOLING BY SEX.**

**(RAW DATA)**

Type of Farming	Children in Primary		J. H. S		S.H.S		Dropout		Never Attended		Total
	B	G	B	G	B	G	B	G	B	G	
Subsistence	64	70	16	40	27	16	22	32	20	33	328
Moderately Large	20	16	14	7	2	1	3	6	5	7	81
Commercial	1	4	2	0	0	0	0	2	0	0	9
<b>Total</b>	<b>85</b>	<b>90</b>	<b>32</b>	<b>47</b>	<b>29</b>	<b>17</b>	<b>25</b>	<b>40</b>	<b>25</b>	<b>40</b>	<b>418</b>

**APPENDIX H**

**TABLE 14**

**RELATIONSHIP BETWEEN PARENTS' LEVEL OF EDUCATION AND PARTICIPATION OF CHILDREN IN SCHOOLING BY SEX**

**(RAW DATA)**

Parents Level of Education	Children in Primary		J. H. S.		S. H. S.		Dropout		Never Attended School		Total for both Sexes.
	B	G	B	G	B	G	B	G	B	G	
None	70	85	31	45	28	16	23	38	18	33	387
P1-6	4	4	1	1	1	1	2	1	0	5	20
Middle School	2	1	0	1	0	0	0	1	4	2	11
Total	76	90	32	47	29	17	25	40	22	40	418