UNIVERSITY OF CAPE COAST

AN ASSESSMENT OF PARENTAL SUPPORT TO THE GIRL CHILD

EDUCATION IN KWABRE DISTRICT OF THE ASHANTI REGION

NAOMI ABENA NYARKOAH YEBOAH

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BY

NAOMI ABENA NYARKOAH YEBOAH

Dissertation submitted to the Institute for Educational Planning and Administration of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Education Degree in Educational Administration

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DECLARATION

Candidate's Declaration

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

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

Name: Naomi Abena Nyarkoah Yeboah

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. Rosemary Bosu

ABSTRACT

The study which used descriptive survey design was basically to assess parental support to the girl child education in Kwabre District of the Ashanti Region. A sample of 302 girls and their entire parents which formed 22% of the total population from 11 public schools in the Ntonso circuit were used for the study. The girls were randomly selected whereas their parents were purposively sampled. The instrument used for data collection was a set of questionnaires with an average reliability coefficient of 0.91, using Cronbach alpha formula. The data were analysed using descriptive statistics. Percentages, frequencies and tables were used accordingly.

Findings from the study revealed that disallowing girls to participate in puberty rites during school hours; discouraging early marriage; helping the girls to do homework; giving of the requisite psychological need of love and paying approved levies and dues by GES/PTA were the major kinds of support parents provided for the girls. It also emerged the study that girls' enrolment decline in the district due to the negative community perception about girl child education.

The major challenges parents faced in their role of supporting the girl child was: gender roles assigned to females by society; and misconceptions and cultural beliefs held by the society. Finally, it was recommended that parents should support their children in diverse ways, policy makers to enact bye-laws as guidelines for parents, and chief and elders to advice the indigenes about the usefulness of girl education.

ACKNOWLEDGEMENTS

DEDICATION

To my husband, Mr. Paul Abasi for his support. Also to to my daughter

Priscilla Abasi, parents and siblings.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Ghana has been blessed with early settlers who devoted their efforts at establishing and promoting policies that would ensure quality education for the indigenous Ghanaian. The members of the European Merchant Company who came to the Gold Coast showed interest in educational activities during the period before 1830. They made strenuous efforts to establish and stabilize the Cape Coast schools aimed at helping to train Africans who would either fill offices under the company or promote civilization (Graham, 1976).

By 1836, the Wesleyans had commenced a female school at Cape Coast. Sequel to this, Reverend Joseph Dunwell who was the head of the Wesleyan Mission in Cape Coast indicates that female school is much wanted and the inhabitants press this subject upon me (Graham, 1976). So, even way back into history, the nation has either consciously or inadvertently given preference to education of boys. Graham continued that education for both sexes progressed though boys were slightly pronounced.

An important key to the development of a nation depends on its education. Both developed and developing countries train the needed human resource that play vital role in the nation's development. Education hence plays a crucial role in the lives of individuals including both male and

female. Education serves as the primary means of social integration. Hence the ability of every individual to get access to complete formal education creates a foundation on which they could build their lives.

The world body, 'The United Nations' Convention on the Rights of the Child' (CRC) stipulates in Article 18 that the state's duty is to ensure that primary education is free and compulsory, to encourage different form of secondary education accessible to every child, and to make higher education available to all on the basis of capacity. In spite of this provision, many millions children in the world still do not attend schools with majority of them been female (Howley, 2000).

More than ten years after the Beijing commitment to eliminate gender disparity in primary and secondary education, millions of children especially girls are still not making it into schools in African countries. Fishel (1998) argues that only 46% of African women are literates, 60% in Asian countries and 85% in Latin America. Even though education of girls has been repeatedly shown to increase their self-esteem, to increase their influence over their own lives and family and community decisions, to improve maternal and child health and to help in decreasing environmental degradation, considerable resistance still exists in developing countries to educating girls (Fishel ,1998).

Extreme poverty, mass illiteracy, large scale ignorance, high maternal mortality and fertility rates, child wastages and lack of access to health, education and social services may sound far and sound fictional, but to many indigenes and visitors to Katcha, Nigeria, they are part and parcel of

everyday life (Oleribe, 2002). This situation is not particular to few countries. It can be heard of in all parts of the globe.

The world, realizing that these problems were not unique to parts of Nigeria, met in September 2000, in a United Nations organized assembly, called world education forum the Dakar, called the Education for All (EFA). Out of the Dakar accord emerged the Millennium Development Goals (MDGs), which had an eight point agenda including eradication and gender equality. The realization of the objectives of these MDGs is hinged on just one thing: Girl child education (Oleribe, 2002).

A prominent girl-child activist has said, over the years the girl-child has been grossly neglected (Oleribe, 2002). She is left out in decision making, utilized at homes without due remunerations, kept as home keepers and never allowed to earn a living for herself, used by men as a wife, by children as mother, by women as house girl and by men as bed mate (Fishel, 1998; Oleribe, 2002). According to Oleribe (2002), in Katcha, Nigeria, the girl child is given out in marriage to men they do not love who sometimes are old enough to be their fathers, denied education in favour of their brothers, and made to enter into unholy competition of childbirth with their husbands' other wives. The phenomenon seems to take a wider dimension elsewhere. Napali girls are expected to assist in rearing younger siblings, and share in the arduous tasks of running a household. This frequently means that even if enrolled in school, she may not have enough hours in the day to complete her domestic tasks and attend class. Even if she manages to do both, the physical and mental strain is not conducive to learning (UNESCO, 2008).

If the state has provided the infrastructure for the girl child to access formal education, one would easily assume that the child, who is considered the primary beneficiary of the educational process, and the parent, who would later pride themselves in the prestige that comes with educating girl-children, should complement the effort of the state at providing the needed education for the girl child. However, this has not been the case in many communities. Several factors still plague her efforts. These include culture and religion, economic situations, deficiency of educational infrastructure, fear of sexual harassment and molestation, and child exploitation (Oleribe, 2002).

In Ghana, the problem of low-to no support for girls' education has prevailed for a long time. In 1920's, general effort was made to improve the position of girls. Sir Gordon Guggisberg, in 1921 saw the need to educate girls and therefore commented that "nothing is more detrimental to the progress of this race than the old system of educated husbands and illiterate wives" (Graham, 1976, p 20). Sadly, it is an undeniable fact that women play a second fiddle to men worldwide. For many years the education of females has lagged behind those of males (Ritzer, 1986). Ritzer continued that women are likely to be urged to abandon schooling for marriage and subsequently raise a family 'for the male'. This is social expectation once the woman is married.

The lag in educational level had an adverse effect on women's educational approach. The woman, for that matter the girl-child, has always been described as the vulnerable in our society contributing to the creation of gender gap. DeGenova and Rice (2002) propose that society emphasized

gender roles and norms that all women were expected to follow. The primary gender norm was the motherhood mandate; hence girls were expected to pre-condition themselves by playing with dolls to psychologically condition themselves to become mothers in future. Society also emphasizes that the woman is supposed to 'please' the man rather than her own needs and desires.

Adu (1999) also put forward that society has for many years seen the woman's place to be the kitchen or the bedroom. As a result, girls were not encouraged to go to school since it was believed it would be a waste of resources. Parents, considering a myriad of factors, prefer allowing boys to access formal education to girls because they expect greater returns from boys in this case. In many African communities where culture and tradition are jealously guarded and promoted, parents have their own misgivings about formal education. They fear it may 'corrupt' their cultural practices by encouraging unwanted attitudes by emboldening daughters to defy culturally significant norms which are considered sacrosanct. Yet, it has was remarked by Dr. James Kwegir Aggrey, who was a Ghanaian and a female education advocate, in his famous statement, that "If you educate a man, you educate an individual, but if you educate a woman, you educate a whole nation" (Aggrey as cited in Adu, 1999, p. 34). Dr. Aggrey saw the need to encourage and equip girls and women through formal education to make them more refined to go about their special duties successfully.

It must be admitted that the bias against female education still persists. A few parents have supported their female children by only encouraging them to go to school. Also according to Adu (1999), it is

estimated that females outnumber males in most countries. This therefore means that the higher the literacy level among women in every community, the better equipped they are in social, economic and political arenas.

It is based on such enormous contributions women can play in the development of the nation that the role of parents in the up-bringing of their children and for that matter the girl child is very important in ensuring success in the child's academic work. Parents contribute immensely to the moulding of the personality of the child before she or he goes to school. The father and the mother teach the child a great deal, consciously and unconsciously, particularly during the first few years. From the day the child is born, the parents feed, clothe and provide shelter. Other basic needs are also provided. They also contribute towards the education of their children when they start schooling (Annoh, 1989).

Parents have for years contributed towards their children's education. This has led to the formation and consolidation of Parent-Teacher Associations (PTA) in every Ghanaian school. Parent Teacher Associations have evolved over the last decade in Ghana and they have come to assume greater significance in education. Annoh (1989) asserts further that parent-teacher associations have come to bridge the gap between home and school. Parents and teachers therefore come to exist as cooperative instead of separate and independent bodies.

According to Christenson (1992), parents' involvement in children's education has been associated with numerous positive outcomes among elementary school pupils. Pupils whose parents give encouragement and other forms of motivation usually perform relatively better than those whose

parents do not show interest in their education. Peterson (1989) indicates that parental involvement in their wards' education leads to improved students achievement and significant long-term benefits. These are shown in general confidence in the child, increased punctuality and regularity, reduced school drop-out rates and reduced or non-occurrences of teenage pregnancy incidence.

Psychologists have identified that in the first phase of life, the child's primary relationships are with the parents. Children care about what their parents think and what they do. Their whole life revolves around interactions with their parents. Then there comes a point during adolescence when their primary relationship shifts from parents to friends as they learn to interact socially (Luce, 1997). It is always the case that parental support is a crucial factor to the child's academic performance especially in the basic level of the educational ladder.

It was found that parents who are interested in, and provide support to their children's education by having time to talk to them and answer their questions, have a higher proportion of children who score high on tests and do well in school (Annoh, 1989). He continues to state that such children who derive the support of their parents in their education, have high propensity to develop their language skills relatively faster and more easily than children who lacked these motivations from their immediate families. Bempechat (1990) asserts that parental involvement in their children's school is expected to positively contribute to children's academic achievement and orientation. Because of this parent teacher association

provide the right forum for parents to formerly provide support for their wards in school.

Providing education involves a myriad of resources all of which cost money. Ghana government expenditure on education is very high; it takes a greater portion of budgetary estimates for each year. Over the past several years, the government of Ghana has been allocating about 40 percent of the national budget to education. This percentage is quite appreciable considering the fact that there are over twenty (20) sectors in the economy (roads, highways, works and housing, agriculture, health, mining, defence, external affairs, and interior) all of which require funding from the government. Note that a sizeable portion of the 40 percent allocation goes into the provision of basic education. Expenditure on basic education (JSS) in 2006 was GH¢ 159,921,600; it rose to GH¢ 206,990,933 in 2007; then GH¢ 290,776,264 (Ghana Education Service (GES), 2008). This seemingly large budgetary allocation made to education is still inadequate.

Education is considered to provide both private and social good in the sense that it benefits the individual as well as the nation as a whole. The question of whether the government alone should bear the cost of basic education comes to the fore. Even though, the constitution has made it an obligation for the government to discharge, this educational responsibility the government of Ghana's effort in providing quality formal education (from pre-school to tertiary level) however became threatened and cannot keep up with the rising demands of the fast growing population of children. As a result, unemployment, teenage pregnancy and illiteracy affects a greater portion of the female adult population in most towns especially in the rural areas. An

overwhelming percentage of Ghanaians are not able to better appreciate their environment and to increase it for the betterment of themselves and societal gains.

As donor support to education remains below targets and budgetary allocations to education have remained comparatively below established norms, overall progress in education generally continues to lag far behind in relation to most of the developed nations. In this vein, there is therefore the need for parents to complement the efforts of government and other stake holders to provide quality support to the girl child. Parents who relent in their efforts to support their children's basic education do so at their own peril. In sum, parental support can take the form of helping children to do their home work, reading textbooks, providing sex education and other needs; paying their fees (if any) and other levies regularly; discussing their school related problems with them; organizing special classes for them; ensuring that they go to school; visiting their schools to find out about their progress; attending parent-teacher association meetings; interacting frequently with their teachers and counselling them

Statement of the Problem

In spite of measures put in place by government to promote girls' education such as capitation grant and school feeding programme, there are persistent problems facing the education of the girl child such as teenage pregnancy, poor academic performance, early marriage, using them as house helps and many more.

The researcher is interested in the subject matter because contemporary educational development thinking is that parental support to the

girl child would lead to higher achievement of quality education at the basic level. In the light of this thinking, the government of Ghana, through the Ministry of Education and the Ghana Education Service instructed the establishment of School Management Committee and Parents-Teacher Association in all basic schools so as to encourage parental support.

Efforts have been made by government and non-governmental agencies to support girls' education in Ghana. Whenever children's academic performance is impeded, many people attribute it to poor teaching in schools, forgetting that there are a myriad of contributing factors leading to performances that are below average. In the same vein, it seems these hitherto unprepared parents have shirked their responsibilities in supporting their female child education. Despite government's programmes for children's education, there are still gaps in the enrolment of the boy-child and girl-child education in Ghana.

Available statistics from the Kwabre District Directorate of Education shows that there are more girls in both pre-schools and primary schools but fewer girls than boys in JHS in Kwabre District. In the 2009/2010 academic year the enrolment figures for girls in the pre-school stood at 2793 (50.1 %) of the total population, where as that of boys was 2785 (49.9%). In the primary also, girl's enrolment was 7968 (50.3%) as against 7884 (49.7%) for boys. Girls' enrolment in JHS is 3786 (48.2%) and that of boys is 4068 (51.8%). The enrolment percentages of the boy-child are consistently higher than that of the girl-child in the Junior high schools. It is clear that there are more girls in the pre-schools and primary schools in the District, but they do not remain in school till the completion of JHS. Reasons

which account for the situation whereby girls outnumber their boys counterparts at both pre-school and primary schools but falls in the JHS level are yet to be investigated.

A further analysis of available statistics from the GES office also indicates that, there are high cases of teenage pregnancy, school drop-out, and low BECE performance among girls. The boy-girl District percentage of B.E.C.E. results over the past years 2006-2010 hovers around 56.6% for boys, 43.4% girls; 57% boys, 43% girls; 56.9% boys, 43.1% girls; 53.6% boys, 46.4% girls; and 54.9% boys, 45.1% girls (G.E.S.-kwabre District, 2010). Refer to appendix for other details and reported cases of pregnancies and school dropout. This phenomenon perhaps cannot be blamed on the government, teachers, and educational administrators alone. Other factors might also be responsible. One wonders whether parents are supporting the girl child enough. It is against this background that this study has become necessary to assess the effect of parental support to the educational development of the girl child in the basic school in the Ntonso circuit in Kwabre District of Ashanti Region of Ghana.

Purpose of the Study

The main purpose of this study is to investigate how parents support their girl child in basic schools within Ntonso circuit in the Kwabre District of Ghana. It shall also find out the various forms of supports parents (mothers or fathers) provide to their girls who are in basic schools. Finally, it shall seek to establish the perception parents have about the importance of support they provide their female children and the challenges they encounter

in providing support for the girl child education in the Kwabre District of Ashanti Region.

Research Questions

1. What kind of support do parents provide for the girl child in public basic schools?

2. What is the perception of parents and girls about the effect of support parents provide their girl child in public schools?

3. What challenges do parents face in supporting the education of the girl child?

4. What are the ways of improving parental support to the girl child education in Kwabre District?

Significance of the Study

The findings of the study would create an awareness in parents to provide the needed support for the Girl Child and such knowledge gained would enable parents to create a good home atmosphere for the girls to study .The study will again make parents to appreciate the role they play in supporting their girl child education.

Furthermore, education policy makers may adopt the recommendations made to enhance the formation of P.T.A. and make the parent teachers associations see the need to give the education of girls a serious attention. It would also inform them especially the uninformed ones about the existence of various types of assistance parents can offer to support girls in education.

Traditional rulers would also be encouraged by the results of the study to convince their subjects to send their girls to school and provide

them with the needed support to retain them to a higher level of education. Most NGO's and donor agencies such as world vision, Netherlands development organization, JICA, are now directing a large portion of funds to community development including school support. This study would give them a fair view of parental perceptions of their role towards supporting the girl child education, challenges they face and to come out with an accurate and genuine needs assessment in order to know which specific areas to offer assistance. Finally, the findings of the research shall provide evidence for further studies and add to literature the effect of parental support to the girl child.

Delimitation

The study is delimited to the kind of support parents provide and its effect to the girl child in public basic schools in Ntonso circuit in the Kwabre District. Additionally, its scope shall include the perception parents have about the importance of the support they provide to the girl child; how the girl child perceive the importance of such support parents provide them and finally, the challenges parents face in supporting the girl child education.

The research setting was limited to public basic schools in Kwabre District of Ashanti Region. Specifically, all public basic schools in Ntonso circuit were studied.

Limitations

Basically, research of this nature should have covered majority of parents and the girls in the communities and schools in the entire circuit if not all. However, limited time and transportation problems limited the researcher to study only a sample parents and girls. Further, due to lack of co-operation

from some respondents, and the cosmopolitan nature of the area, the researcher had it very difficult interacting with the entire target groups particularly the illiterates who could not read nor write in the selected area of the study. There was no interview schedule as well. There was particularly language barrier since some of the parents only speak Twi which is the dominating Ghanaian language. It favoured mostly the literate parents.

As a result of the nature of the instruments thus the use of only closed ended items, an opportunity to collect additional information from respondents was not possible. All these are likely to affect conclusions drawn from the study.

Organization of the Rest of the Study

Chapter two discusses review of the related literature and chapter three focuses on the methodology which entails the research design; population; sample and sampling procedure; instrument; validation of instrument; data collection procedure and data analysis procedure.

Chapter four presents the results and discussion on the study while, chapter five, constitutes the summary of findings, conclusions and recommendations. It also makes suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This research sought to investigate parental support towards educational development of the girl child in the basic school, perceptions they have of their role and some challenges they face in contributing towards educational development of the girl child. This chapter reviews existing relevant literature on the study.

It contains the views of authors on the topic that have been shared previously on the effects of parental support to the girl child education. The review was discussed under sub-themes such as general perception about women and education; cultural perception about female child education; parental attitudes towards female child education; parents' socio-economic background and female education; and the influence of parental support on girl child education.

General Perception about Women and Education

According to the (U.S. Census Bureau, as cited in Encarta Yearbook, 2000), the world's population reaches 6.5 billion but expected to reach 7 billion in 2012. The bureau estimates that 249 people are born and 108 people die every minute. The 2000 census puts the population of Ghana at 18.9 million with women making about 50.52% (Ghana Statistical Service, 2000). Ghana's population is very young but 8,200,000 women above 15 years make approximately 50% of the nation's labour force. These women

are found in all kinds of economic activities including agriculture, industry and services. The majority is found in agriculture and other formal sector activities as trading but a little fraction of the figure is found in administrative and managerial jobs. In recent studies, Owusu-Ansah (2008) estimated that Ghana had a population of 23,382,848 in 2008, still with women making the larger percentage. How can this vital force be left behind because of various negatives that impact and militate against their optimum growth and participation in their educational endeavours?

Illiteracy is one of the greatest afflictions of humanity at the end of the 20th century. It has left hundreds of millions of people disadvantaged, vulnerable, and impoverished. It has the potential to destroy human potential on a scale unimaginable (Dorienne, I999). Dorienne further indicated that:

> Today, 125 million primary-school-age children are
> not in school most of them are girls. Another 150
> million children start primary school but drop out
> before they have completed four years of education,
> the vast majority before they have acquired basic
> literacy skills. One in four adults in the developing
> world-872 million people-are unable to read and
> write, and their numbers are growing" (p.1).

Astonishing, as they may seem, these statistics understate the problem. Each year, illiteracy claims millions of new victims. Most of them are desperately poor young girls and women.

The most expensive price for not properly educating females in Ghana is the loss of productivity associated with their illiteracy. Dorienne

continued that "a significant proportion of women are poorly educated or uneducated and therefore less able to provide needed services in the community" (Dorienne, 1999, p. 2) or maximize their potential. They are unable to actively participate in decision-making processes that affect them and their children.

The Government of Ghana (2008) in the living standard survey report gives information on levels of educational attainment of the adult population, current school enrolment, and educational expenditure by households, adult literacy rates, and apprenticeship training. About 31 percent of all adults have never been to school, less than one-fifth (17.1%) attended school but did not obtain any qualifications; 39 percent have MSLC/BECE/VOC certificate as their highest qualification, while a small percentage of 13.6 possess secondary or higher qualification. Current school attendance rate of school going age persons at all levels of education in Ghana is 86 percent. The rates for females are lower than those for males especially in the Northern Sector of Ghana. The average annual expenditure incurred by a household on a person at school or college is GH¢88.65 in the Northern, Upper East and Upper West Regions while the figure is higher in Accra (GH¢280.81). The survey results indicate that 51 percent of adults are literate in English or a local language. There are substantial differences between the sexes and between localities as far as literacy is concerned. A little over 6 out of every 10 men, but only 4 out of every 10 women are literate.

Government of Ghana (2000) reported in the Ghana Living Standards Survey (GLSS) indicates that there is also a clear gender gap in education with almost twice as many females (2.7 million) as males (1.4 million) never attending school. In addition, there are fewer females (0.7 million) than males (1.1 million) with secondary or higher qualification. Male attendance rates are,

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generally higher than those of females throughout Ghana and across age groups. Over 80+ percent of children aged 6 to 11 are currently attending school in all regions except the three northern regions where less than 70 percent are currently attending school (Northern, Upper East and West). Among persons aged 19 to 25 years old, the picture is almost the same, with a higher attendance rate (80%) in the southern sector than in the northern sector (50%).

Women in Sub-Saharan Africa are 60% more likely than men to be illiterate (Dorienne, I999). Because of the economic situation in Ghana, a quality education is out of reach for many, especially women and girls. Education is the key to the future. Without educational funding, the human resources needed to drive social and economic recovery in the 21st century will not exist. Without it, countries cannot realistically look forward to economic growth and stability. It is therefore a means to an end and not an end to itself. To deny a person the right to an education obstructs that individual's capacity to work productively to sustain and protect themselves and their families from poverty, hunger, child labour, and unemployment. To many, education is seen as expensive without immediate benefits. In all actually, illiteracy is more expensive than literacy. The expenses paid for an education is an investment that are often reaped several times fold through the ability of the educated to function effectively in society. Education also promotes an individual's self-esteem, raises his/her status on the social ladder, and increases his/her chances of acquiring a better standard of living. Children in Ghana are aware of how hard an education is to come by because so few people around them have the opportunity.

Illiteracy is like a communicable disease, having the ability to spread and affect everyone in a family. Most uneducated people do not send their children to school because they see few immediate returns. Many parents feel their children are better off on the farm, in the market, or in the house. This decision by an uneducated parent out of economic necessity stifles the child's advancement and opportunity of becoming a future leader. The child's intellectual abilities and talents, which would enable him/her to grow up as a responsible adult, are denied along with normal growth and development.

Since the introduction of the Accelerated Development Plan for Education in 1953, the central government has shouldered much of the financial burden of education. Substantial levels of commitment has been shown by this nation ever since. Ghana, as compared to her peers in the sub-region has spent a lot of resources on education. In 1972, more than 20% of the total national income was spent on education. This figure rose to 25.7% in 1989. Statistics from Nigeria showed lower commitment. During the same periods, 4.5% and 2.8% respectively was spent by Nigeria on the same sector. In 1996, 20 percent of the national budget was spent on education. Primary education is free and compulsory. By 2002–2003, 79% of primary school-aged children were enrolled in various public basic schools. Attendance at the secondary school level was 39 percent and 3 percent at the university level. According to Owusu-Ansah (2008), a greater percentage of boys attended school than girls, the gap widening above the primary school level. However, the disparity in attendance by gender was not due to any state policy. Ghana's educational system is open to all.

Past governments have been concerned about the persistent lack of gender equality in the participation and achievement by girls in education. Manu (1999) posits that rapid growth of science and technology, urbanization, and policies and bye-laws are some factors that influence girl-child education. He did not suggest the extent to which any of the factors either militate against or create fertile grounds for the acceleration of the situation. Eshiwani (1985) rather stated that societal prejudice against women at higher levels of education was rife but seems to be declining in recent times.

Oleribe (2002) argued that, illiterate women are more likely to have risky pregnancies – marrying too early and thus have too early pregnancy which may lead to obstructed labour, deaths, caesarean operations, etc and have too close pregnancies. Such women are more likely to have more children than the learned group. Thus looking at facts, education is a cure to too many children, too many medical problems and complications, and too many deaths and disabilities (Oleribe, 2002).

Girl child education is a sine qua none to the realization of total women empowerment and emancipation across the globe, and involves the formal and informal training of a girl child in knowledge and skills of daily living. Denial of girl child education is the commonest manifestation of neglect of child education which is the most retrogressive of all forms of child neglect. According to Oleribe (2002), child neglect refers to the inability or refusal of a system to provide the girl child opportunity for qualitative and timely education, and is perpetuated by government, parents and guardians, teachers and the society at large.

Majority of indigenes and residents of Katcha, a community in Nigeria, are grossly illiterates, with more than 60% lacking formal education, a finding that is similar to previous studies in other parts of Africa (Fishel 1998). However, more women were found in this group and therefore contributed to their physical and economic dependence on men. It continues to say that more males than females were found in schools from primary two (2) through primary six (6). This underscores the fact that less percentage of girls stay long enough in schools to acquire literacy before dropping out of school either through marriage or other reasons.

Moreover, few men and women continue to the tertiary level. This explains why more females were seen to be jobless or involved in less productive and economic enhancing jobs than males. Antwi (1992) reports that the general enrolment in schools have been rising, more females have had formal education than men in the recent past. He stated that between 1960 and 1970, comparative analysis between females and males suggested that more females have embraced formal education than males. The proportionate change was 53 and 34 respectively.

Addae-Boahene, Akafua, Azure and Bannerman-Mensah (2009) also talked about increased enrolment figures of females in formal education setups in Northern Ghana. They wrote that in areas where Girls' clubs thrived, significant successes had been chalked. This translates into tremendous increase in enrolment and retention rates of girls in schools. Beneficiary girls also performed academically better and could qualify for entry into senior secondary schools. The innovative approach of using

Information and Communication Technologies also help in achieving part of the education For All goals.

Since 1995, some successes have been gained in the field of girls' education. Though the status quo suggests being promising, Addae-Boahene et al. (2009) postulate the reasons why some females still did not complete primary education. Negative community perception, stigmatization and sexual stereotyping; poor self-esteem, low self-confidence and lack of conviction of the benefits of education; and family poverty and lack of economic choices and assets, were cited as the principal reasons that pertains in the Northern Region of Ghana.

Addae-Boahene et al. (2009) continued that the three northern regions of Ghana are the poorest regions in the country. In the Northern region, seven out of ten people are affected by poverty. In critical poverty situations like this, fewer girls than boys enrolled in rural primary and junior secondary schools apparently due to the economic activities which require the services of girls more than boys. School dropout rate is higher for girls than boys. In terms of educational achievement, 54% of rural women and 35.7% of rural men have never attended school. In areas where the Girls' Club activities were piloted to build the capacity of girls to exercise their rights in decision making, 50% of primary school-aged girls did not have the opportunity to access the full cycle of basic education. The economic situation in those three northern regions is widespread throughout Ghana.

The situation is not much different in Nepal. According to Bista (2004), gender-based inequality and discrimination in education are a reality rather than an accident. They are a part of the deep-rooted socio-cultural

norms and practices of a patriarchal society. Bista (2004) further states several areas where there are wide gender disparities. Notable among them are disparity in participation in education, disparity in decision-making, and disparity in learning conditions. Also, there were disparities in educational policies, leadership positions and even educational logistics and materials for examination.

Women in economic activities are faced with a myriad of challenges which could be grouped under two categories: social and economic impediments. The socialization process in one way or the other predetermines the kind of economic activity that the woman finds herself. Women in pre-modern Ghanaian society, for instance, are seen as bearers of children, retailers of fish, and farmers. In fact, women are perceived to be homemakers. Within the traditional sphere, a woman's child bearing ability measures the extent to which she is prepared to support the procreation process of her husband's family lineage. Barrenness was therefore considered a serious misfortune. To further support the intentions of such family, a woman wholeheartedly yields to a polygamous husband either for him to get male children or procreate additional labour. The dowry received when the girl-child is married off is a traditional means for fathers in patrilinial societies to accumulate additional wealth. In fact some economic anthropologists explain that given such a male-dominating tradition, women's means of ensuring some security is their ability to bear children for themselves, especially if they bore males.

Oppong and Abu (1997) confirmed this traditional view of procreation by women in a study conducted in 1983. It is revealed that 60%

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of women in Ghana prefer to have families of more than five children.   In all these, the education of the woman had a bearing on the size the woman preferred.   Uneducated urban women had large families. On the average, urbanized, educated, and employed women had fewer children, but they still maintained that childbearing bestows security onto the mother and brings honour onto the family. This psychological security offered by childbearing is stronger in the rural areas where women are predominantly illiterates and subsistent farmers.

In such societies, arrangements to get a girl married to a man considered to be well-to-do are finalised long before the girl even reaches nubility and therefore they are brought up with a subconscious affinity for parenting and for that matter, motherhood. They are reared to take care of children.   In fact, women are naturally mothers, and their greatest pleasure and true fulfilment lies in maternity, the one out of few things that women are good at (Deckard, 1983).

This contributes to low self-esteem for women who are made to believe that they are inferior to men and can therefore not stand up for themselves. Some traditional sayings as "The woman's place is in the kitchen; when a woman gives birth people normally ask 'is it nyipa' a human being or a girl; when there is trouble in the home they will call the men", tend to perpetuate the low self-esteem of women.

In the home a girl is usually taught how to cook and to keep the house in general while a boy is left to play football or do anything that he pleases. These and other factors have tended to diminish the importance of women in society both economically and socially. It is important that the socialization

process that boys and girls go through, are made as gender neutral as possible. It is only when the boy and the girl are made to believe in equality to overcome the prejudices that both sexes have against each other that we will be able to integrate fully the girl/woman into all sectors of activity in the economy both socially and economically.

The objective of the World Bank's Education for All (EFA) initiative launched in Jomtien, Thailand, in 1990 is to bring the benefits of education to "every citizen in every society". All children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities should have access to, and complete, free, and compulsory primary education of good quality by 2015 (UNESCO, 2008).

The World Bank also proposed a 50 % improvement in world adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults. Again, the body seeks to eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to, and achievement in basic education of good quality.

Since the birth of this laudable initiative by the World Bank, nations the world over have rallied behind the idea with Ghana not being an exception. One of objective of the Free Compulsory Universal Basic Education (FCUBE) was to increase access and participation in education delivery at all levels including primary and junior secondary schools. This led to the formation of the Girls' Education Unit at the Ministry of Education in 1997 to increase community participation in education (GES, 2010). The government of Ghana also introduced the capitation grant concept to

improve upon prevailing enrolment figures in Ghanaian schools. Appealing to traditional authorities to support the new educational reforms, Ghana's Eastern Regional Minister, Afram-Asiedu (2010) observed that as a result of the capitation grant more children were being enrolled in schools with its attendant problem of lack of classrooms leading to some being housed in churches and other places for the time being.

By the demographic distribution of women across Ghana, the 2000 census stated that total number of females in Ghana was 9554, 697, but was 6,232,233 in 1984. This shows 18% increase from the statistics provided by the earlier census (Ghana Statistical Service, 2000). The 1984 census showed a slight difference in the distribution. Upon the abundance of women in Ghana in almost every corner of Ghana, their participation in the economy cannot be glossed over. They are skewed towards the wholesale and retail trade subsector. The 2000 census states that 55% of women in the services subsector are into wholesale and/or retail trade and 13% into hotels and restaurants. This conforms to the traditional conception of women as being traders, cooks and caretakers at home and in the community at large.

Societal perception about womanhood has been negative. Several factors such as customs, traditions and beliefs have over the years contributed in keeping women and the female child under subjugation and to make her inferior to men and boys. Gender issues become essential when educating boys and girls in formal education. Akummey, Atta-Boison, Hama, Ohene-Darko, Owusu-Mensah and Quist (1996) asserted that the general perception of women has been that women do not need any education at all. Siding with this view, Adu (1999) explains that girls were

not encouraged to go to school since it was believed it would be a waste of time and other resources. In the home, the children experience unequal treatment. At home, when boys are given bigger share of the meal but works relatively little, relax or play about; the girls are given very little but made to do all the chores in the house. It is the fact that society sees the man as the breadwinners of the house. He states further that naturally, in the home men's role is breadwinning whereas that of women and for that matter the girl child's is housekeeping.

In most parts of the world, when a woman takes on the challenge to improve upon herself religiously, socially economically or politically was considered a taboo. Hence they are discriminated against (Adu, 1999). The same view is held by Somerville (1972) that traditions specify the role of men from women. To him, the family is the starting point where the individual self concept of male or female begins from their infancy. In typical traditional homes, family creates in children the awareness of sharply segregated sex role pattern. This awareness makes the male play a leading role in the family, thereby making him more superior to the female. Thus tradition expects much from him and makes him the sole breadwinner of the home. It is by this that parents give preference to their male child whey they realize that their resources do not measure up to a number of claimants to education.

On such matters, Adu (1999) is of the view that parents often have different perceptions about the education of their sons or daughters. When family realizes the cost of educating their sons or daughters are at par, most

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parents may perceive the expected returns as in the case of boys, such expectations contribute to bias against female child education.

Cultural Perception about Female Child Education

As quoted by Amoah (2007), an old Chinese proverb, "ten fine girls are not equal to one crippled boy" (p. 23). At the root of many of the traditional practices that prey on the marginalization and neglect of the girl child is the belief that girls are not as valuable as boys. Until a new belief of the true, inherent equality of all is incorporated into the ideologies of all societies and cultures, there is very little hope for the girl-child.

Practices such as female circumcision, bride burning, female infanticide, sex slavery and tourism, and servile marriage all affect the female child the girl-child.

As in because she is female and because she is a child she is perpetually placed in a position of vulnerability in many societies. They pronounce the lack of value of the girl child and emphasize the universal nature of the marginalization, exploitation and neglect of many communities of the world, there are reports of traditional practices reported to favour marrying girls while still fairly young. In most cases, these girls drop out of school once they are married to start families. In some communities, especially in the Muslim communities, there is the practice of betrothing girls at a very young age, sometimes at birth and marrying them off in late adolescence. The practice of early marriage often therefore leads to the end of a girls' formal education and the chance for the girl to acquire literacy which will enable her to obtain a career in future. In most cases, the girls have little say in the matter of whether or who they want to marry.

The practice of early marriage is often a result of tradition in many cultures. However, some parents support early marriage for young girls as a way of avoiding the risk that they might get pregnant out of wedlock and bring shame to the family. Girls are also married off so that families can benefit from the dowry which is part of the marriage ceremony in many African cultures.

Ghana has a number of examples of cultural practices that compromise girls' access to education and their empowerment. One example of this is the Trokosi system which is found among some communities in the rural areas. Research indicates that the practice of trokosi has historically occurred in Benin, Togo and Nigeria as well (Bilyeu, 1999). The slavery and religious elements of the practice stems from its name–'Tro' meaning god, and 'Kosi' which translates as virgin wife or slave. This traditional practice requires parents accused of wrong doing to atone for this by giving a daughter to the Trokosi cult as unpaid servants and sex slaves by the 'priests' to pay for the sins of their families against traditional gods and spirits. These girls, who have no say in the matter because they might not even be aware of whatever sin the family they were born into have committed, then have to serve the members of the cult until such a time as when the leaders feel their parents' sins have been properly atoned for.

The girl-child offering is intended to appease the gods to prevent their wrath and vengeance from being unleashed on the family. Originally, the families offered cattle, money or liquor, but the priest began to demand virgin girls in their place, which may have been cheaper for the families anyway. According to Amoah (2007), the value of the girl-child is

considered not only to less than that of the boy-child, but even less than the family cattle. It is clear that in the eyes of the family, the girl-child offers no such comparable value, and if she can be used to appease the gods for past crimes, or as sacrifices to procure blessings of the gods, only then is the girl-child seen to be of some use.

The practice has been reported to involve tens of thousands of teenaged and pre-teenage girls who are indentured as sex slaves and unpaid servants by voodoo priests to atone for the sins of their families against traditional African spirits. Amoah (2007) reports that there are at least 4,000 girls and women bound to various shrines in the Trokosi system in Ghana. Additionally, there are an estimated 16,000 children of the slaves. In some places more than 2,000 girls and women are enslaved to a single shrine. In most cases the girls offered were not born when the offense was originally committed by the member.

Reliance on international conventions banning all forms of slavery, as well as the Ghana Constitution, which also flatly bans slavery has not resulted in ending Trokosi. This is due in part to Ghana's reluctance to impinge on religious and cultural practice. Trokosi exemplifies the treatment of African women as chattel property–young female virgins given away as gifts to gods and priests to atone for offences allegedly committed by other member of the girl's family (Hausser, 2003). During their servitude, they are denied food, health care and education. Needless to say, their human rights are totally infringed upon. In spite of the human rights abuse, the stronghold of the practice lies in the fact that the 'slaves' are not captured or recruited. They are sent to the shrines by people who fear that something bad

will happen to them if they do not atone this way. This will continue to be true for a time regardless of the law.

The low value attached to the girl-child enables her to be offered up as sacrifice for a crime she did not commit, thereby denying her of formal complete basic education. Essentially, the girl-child is a disposable commodity whose slavery can buy forgiveness and a clear conscience for family members. In some instances, the Trokosi system demands that more than one girl-child be sent as an offering. This could result in several generations of girl-children being sent to atone for the sins of others (Hausser, 2003).

At this time, the girls are then released back into their communities, a process that can take years. During their time in the cult, the girls do not attend school. There have also been cases of girls becoming pregnant while within the cult, indicating the existence of sexual harassment and abuse of the girls within the cult. Most of these girls become full adults when they are released from bondage with no education or skills that would enable them to engage in income earning activities that would allow them some level of independence in the future. These practices underline the fact that in such cultures and indeed in many areas in Africa, girls like in traditional times continue to be considered the property of their families, with little or no say in their future.

Female infanticide is the killing of female babies. This cultural practice is widespread in China, South Asia (Bangladesh, India, Nepal, and Pakistan). In Africa, it occurs in Cameroon, Liberia, Madagascar and Senegal (Katherine, 2003). The vulnerable position of the girl-child is

magnified by the targeting of female babies. This is evidenced by the fact that there are few cases of preferential male infanticide, as a universal social practice, female infanticide is the reflection of the deadly consequences of the cross-cultural domination of patriarchal values and culture.

Ardeyfio (2004) explains that among the Krobos in Ghana, many girls drop out of school because they need time to prepare and participate in the initiation rites-dipo. They usually have to return to their hometowns more than two months before the ceremony to begin preparations for the ceremony. The lucky ones are accompanied by loyal friends who go to witness their initiation. During this long period, the girl-child abandons formal lessons and finally looses interest in continuation. Parents, especially mothers of such children prefer spending their money on funerals, acquiring expensive beads and cooking utensils to paying the school fees of their children and providing them with the necessary financial support.

The girl's position of heightened defencelessness is premised upon her location within a cultural context that has little consideration for her age or her gender, not to mention the intersection of the two. In some societies where it is an acceptable (or common) practice to murder girl-children, 'girls are not killed outright after birth. Instead, they die more subtly during the first few years of life as a result of cultural practices that discriminate against them and increase their risk of death (Backstrom, 1997). This slow death of the girl-child, caused by starvation and pure neglect, implies that she is not valued enough to be saved the agony of slow, painful end. In other instances of female infanticide, the girl-child does not cross from the foetal stage to be a baby as medical technology facilitates the sex-selective abortion of female

foetuses. This condition is common in China where it has a government backing in the one child Policy introduced in the 1970s, combined with the high social premium placed on males, presents parents with the opportunity to render girl-children non-existent before they even come to exist (Katherine, 2003).

Obviously, this practice will skew population ratios and the effects are already quite noticeable. Female infanticide is an egregious human rights violation as it denies the girl-child the fundamental right to life. Without life, equality is certainly an empty vessel. In other areas of Ghana, girls and women cross over into neighbouring countries to carry out trading which is often a lucrative activity. Their success has been found to lure other school girls to try this business, leading to school dropout.

Girl-child marriage is a practice common in Nigeria and other West African countries. Over the years, it has denied the girl-child the opportunity to acquire formal education or to drop out half way. In Nigeria, the culture of Egikpa community allows a girl to be given to another family for upkeeps and training. Again, such under-aged girls could be given freely to people as wives (Oleribe, 2002). Previous reports have shown that early marriages, teenage pregnancies, gender inequalities in society contribute to poor scholastic performance and force girls to drop out of school (Howley, 2000). Similarly, there is the belief that girls do not need formal education and are deprived of the opportunity for skilled work. Most girls are culturally indoctrinated and also made to believe that western education is not needed and thus advised to run their lives without it.

Summarising, in most cultures globally, it is revealed that on reaching puberty, girls are expected to participate in an initiation ceremonies aimed at preparing them for womanhood and marriage. These ceremonies are often held during the school term and result in girls missing a considerable amount of school time. Participation in these ceremonies was said to affect girls' participation in education in general. One was that the time spent at these ceremonies was at the expense of precious school time. When these girls eventually return to school, teachers find it difficult to find the time to give them the individual attention required to help them catch up with the others.   Since knowledge acquisition is hierarchical where learning is based on building on previously learnt ideas, it becomes even more difficult to catch up in these fields and poor performance is almost inevitable. Another effect of these ceremonies was said to be that the girls who were initiated regard themselves as adults and ready for marriage and no longer see the need to concentrate on their school work as they feel that it would be of little use to them in their future roles as mothers and wives. These ceremonies were said to be especially popular among those communities with economically disadvantaged parents, with little or no education, who were reported to have little awareness of the advantages of education for girls. Among such communities, marriage of daughters was considered a quick source of income and parents were often eager to marry off their daughters early which they would have difficulty doing if they were not initiated. Initiation ceremonies are therefore viewed as the key to a quick assured income, while educating girls is considered a waste of money as the money spent will be of no benefit to the girl's family.

This practice in addition to resulting in absence from school also involves health risks. After participating in these activities girls are considered by society as ready for marriage and this has a negative effect on some girls' attitudes towards school. It is realized from the review that girls are often treated a inferior and are socialized to put themselves last, thus undermining their self-esteem. Discrimination and neglect among girls can initiate a lifelong downward spiral of deprivation and exclusion from the social mainstream. Initiatives should be taken therefore to prepare girls to participate actively, effectively and equally with boys at all levels of social, economic, political and cultural leadership. Gender-based educational processes, including curricula, educational materials and practices, teachers and parental attitudes, and classroom interaction, reinforces existing gender inequalities.

Parental Attitude towards Girl Child Education

Under this subheading the researcher would examine existing literature on parental attitudes towards girl child education. Education is one of the major instruments of social change. It is the force, which brings changes in the traditional outlook of the people, and it develops insight for judging things in their context. Numerous studies have shown that investing in girls' education is probably the most cost-effective measure a developing country can take to improve its standard of living (Acheampong, 1992).

However, more than ten years down the Beijing commitment to eliminate gender disparity in primary and secondary education, millions of children, especially girls are still not making it into school, despite a concerted international effort to push the cause forward and in some African

countries, the gender gap is even widening and discrimination continues to permeate the educational systems (Oleribe, 2002). No development strategy is better than the one that involves women as central players. It has immediate benefits for nutrition, health, savings, and reinvestment at the family, community and ultimately, country level. In other words, educating girls is a social development policy that works. It is long-term investment that yields exceptionally high return. We need those with power to change things to come together in an alliance for girls' education: governments, voluntary progressive groups, and above all, local communities, schools, and families (Annan, 2000). Stakeholders in education delivery including parents have on several platforms been called upon to make the education of their female children a priority in all their interests.

Several factors culminate in parents' refusal in supporting their female children through education. Children's access to school and their achievements in the classroom are affected by poverty, disability, ethnic minority and gender. According to UNESCO (2008), Nepali girls are expected to assist in the rearing their younger siblings, and share in the arduous day to day tasks of running a household. It is worthy of note that these tasks are assigned by their own parents who should show equal commitment to the education of their children irrespective of their gender. This means that even if a girl is enrolled in school, she may not have enough time in the day to complete her domestic tasks and attend class at the same time. Even if such girls manage to do both effectively, the physical and mental strain is not conducive to learning. Such parents tend to harbour the notion that as a woman traditionally joins her husband's household soon

after marriage, it is considered economically viable to invest the money in ensuring quality and complete education for their male children who will complete their education and remain at home. They see this as the best alternative to spending their hard earned funds on a child who will definitely leave. In such areas, even educated women find it difficult to break this jinx of being treated as second-class citizens since they (women) are expected to eat last and show difference to men.

According to the Economic Survey of Pakistan (Govt. of Pakistan, 2002-2003), the literacy rate during year 2002 was 50.5% whereas for year 2003 it will be estimated about 51.6%. The gender gap, on average, stood at 11% at primary level and 19% at secondary level. The educational backwardness of rural people is due to their traditional attitude towards female education. In rural areas the number of schools is insufficient and existing schools do not full fill the needs of rural females (Asghar, 1992).

Females in Pakistan are about 49% of total population (Government of Pakistan, 2003). But unfortunately, they do not get equal opportunities just like males. Parents whether educated or uneducated have desire to educate their children. Almost all the parents wish their children might achieve the economic benefits along with respectable social status. In spite of all these things, level of education is very low particularly for females. This tells a woeful story. Mostly females are not encouraged by their parents to get education. Sex is an important characteristic in assuming status to an individual. Beside these there may be more factors like father's educational level, income, social class, family size and occupation, which affect the education of daughters. There are different attitudes of parents towards the

education of their daughters. The parents who are more literate have more desire for their daughter's education. Urban people are more interested in the education of their daughter than the rural ones (Rafiq, 2000).

Akummey, Atta-Boison, Hama, Ohene-Darko, Owusu-Mensah and Quist (1996) state that when parents need additional income to supplement the family, or when the girl-child herself desires to have some income it can lead the girls to drop out of school at an age earlier than permitted.   In fact, faced with inadequate financial resources, parents show a preference for the education of the boy-child due to the belief that girls do not need formal education (Manu, 1999). Girls therefore become the obvious choice to join in the breadwinning business to support their families. This is done to the detriment of their studies. Broken homes and their resultant single-parenthood which comes with financial constraints in most cases force girls to stop schooling since their already demoralized state is worsened due to lack of motivation from the schools they attend. Sadly, these girls see education as waste of time.

According to Mensah (1992) there is a relationship between the level of parents' education and their attitudes towards girls' education.   He observed that parents with little no education at all do not appreciate the relevance of schooling for their female children.   Such parents rather think their boy children should have formal education to get jobs in the future.

Otumfuo Osei-Tutu (2010) writing on the topic "Educating the girl child in contemporary Ghana, the challenges" said that, to be able to have a society where the best talents could be harnessed for development of the people and the country, there was the need for Ghanaians to give equal

opportunity to young people, irrespective of their sex. He said further that "we need to recognize that mankind has come a long way from the era of brawn to a modern era of brain power. Brain power is gender neutral and therefore, we must make conscious effort to give opportunity to our girls when it comes to education" (p. 11).

The ill-notion that boy-children be given priority over girls cuts across societies and all classes in developing world. Twumasi (1986) identifies that priority is usually given to male children when there is insufficient funds to cover all the educational expenses of both boys and girls. Akummey et al. (1996) also support the notion that the attitude of neglect of girls' education is not confined to any social class. They pointed out that there are many instances where middle-class parents have taken this same kind of view on the education of their daughters. There seems to be a widespread call on all to send the girl-child to school and this implies that something should be wrong with attitudes of all till date.

Colclough and Lewin (1993) share the same view as Pomary (1998). To them, if a family is made to choose between educating their girls or boys, they will readily opt for boys. This belief is so held because parents think boys have better chances to be employed than girls. Rural societies that depend heavily on women for their survival are resistant to educating them. An educated woman might pose a threat to her husband and upset the family state of affairs. Some non-literate parents still think that education of girls is a waste of resources because they all agree that it leads to pregnancy, laziness, fancifulness and makes girls unable to cook good meals. In addition, some mothers feel that their daughters may be spoilt by adopting

new ways from school. Bappa (1985) and Nkinyagi (1982) believe that the introduction of school fees in developing countries creates bottlenecks in girls' access to formal education.   This is because female education is not given priority among families, communities and governments.

It has been observed from the review that, in the traditional African society parents place a lower value on the education of their daughters than that of their sons. This attitude is partly due to the fear that their daughters will become pregnant before completion of school, and certification. It is also the belief that a girls' place is in the kitchen and that whatever the level of her education she will one day be married and cared for by her husband. Parental attitude are also influenced by other factors such as, parental background, sibling size, financial resources among others which often thwarts the effort of school girls and apparently encourage some girls to seek material support through promiscuity.

Parents Socio-Economic Background and Female Education

Studies have shown that the higher the level of parental education, the higher the educational participation of their daughters. A survey of teachers, university students and secondary school students in Ghana, examined the educational background of parents of students illustrates the multiplier effect of female education. Female students whose mothers had higher education were themselves given opportunities and funding to promote their own education to higher levels. Only a small minority of female students at the university and secondary levels had parents with no education at all or limited education up to primary school level (Osei, 1994).

Other studies have also shown that the impact on daughters schooling will be greater if the mother has at least secondary education. According to Shani (1996), the background of many educated parents in the rural area influence decisions and attitude in favour of enrolling boys rather than girls in school. It is clear that parents without any formal educational background had little interest in educating their female children. They fail to appreciate the essence of schooling for the female child. On the other hand, parents who had some form of formal education placed equal value on both male and female education. Parents' educational background therefore goes a long way to change their attitudes towards the bias against women and consequently increase the number of females in school.

Haldane-Lutterdot (1995) posits that mothers who are themselves illiterates tend to see little value in girls' education. In a related study to ascertain the factors that impede females from attaining higher levels of education, Habib (2005) found that girls who aspire to the literary educational level were those whose parents had wider secondary or tertiary education.

Graham (1976) contends that, lower class parents like their middle class counter parts are ambitious for their children and want them to have better education than they (parents) had. But unlike the middle class parents they lack the knowledge they need in order to give children social, academic and vocational training due to their low level of education. She continued that due to the poor education these parents have, they find it difficult to provide cultural advantages for their children. They also do not know how to motivate their children's interest in school work. The more highly educated the parents,

the more likely they are to serve as positive role models. Such parents influence their children's aspiration for advanced schooling. They spend more quality time with their children. They actively increase the academic abilities and opportunity of their children because higher social-economic status families usually live in more affluent communities with their better financed schools. The children from these families are likely to have supportive, rewarding educational experiences.

Agyeman (1993) said it is true to say that poverty negatively affects the chances of success of a child in school. For a child who is constantly hungry, will find difficulty in giving full attention to a lesson in the classroom and again if a child observes that his or her parents or older siblings are either unemployed or in poorly paid jobs he/she is likely to develop negative attitudes towards schooling. It is concluded that the middle and upper socio-economic families provide a congenial learning background and atmosphere for their children by providing them with toys, books writing materials and other educational facilities. Extreme poverty of the environment leads to a progressive deterioration of academic ability. In many third World Countries including Ghana, poverty has been and would continue to be major drawback in the education of many children. There is therefore a relationship between poverty and the physical and mental development of children.

Pecku (1991) points out that student have educational needs; physiological and psychological needs which need to be satisfied adequately for good performance in school. He however, emphasized that to be able to satisfy these needs, one has to be financially sound. He listed some of the needs as food, water, shelter, air, library and information media facilities.

Despite the supposed Free Compulsory Universal Basic Education (FCUBE) in Ghana parents have to be financially sound to be able to pay for items such as extra classes, pocket money, uniforms and foot wears among others. If the financial status of parents cannot meet these needs, it affects the child's performance even with the introduction of the 'Capitation Grant' and 'School Feeding Programme.

There is a consistent evidence that, different social classes have somewhat different ways of life, different behaviours, different goals and expectations, The Middle and Upper social classes provide congenial learning atmosphere for their children at home through the provision of cultural capitals, educational toys, books ,pictures, musical instruments, and computers.

Akuffo (1978) confirms the fact that, there are school related expenses apart from school fees. These are uniforms, stationery, furniture and school building funds, money for science and agricultural materials and tools. There are also examination fees to be paid. Daily pocket money for transportation and food at school will be paid. In a nut shell, if the parents have limited financial resources, the child's effort at school will be thwarted and this may predispose the child to stop school. This will affect his or her educational development for good.

Virtually in most nations today, irrespective of ideology or level of development children of parents who are high on the educational and social scale tend to get more years of schooling than low income children. Students of peasant origin, especially those from rural areas are handicapped compared to children of professional urban parent.

Government of Ghana (1991) also found out that parent should be financially sound in order to supply needs like contributions to Parents-Teachers Association (PTA), books, and transportation to and from school, food and extra class fees which will motivate students to study at school. It therefore means that when these needs are not supplied, children are affected since it does not urge them to study hard.

The Ghana Education Service (GES, 1993) indicates that, the reason why children in rural areas do not perform well academically is due to absenteeism from school as a result of parents limited resources hence their inability to pay for their children's school fees (if any) let alone other extra costs and commitments.

Galloway (1985) also noted that the socio-economic status of parents affect their children's education. He said as a result of financial hardships children persistently absent themselves from school to find work to supplement their parent's efforts. Parents who are rich are able to educate their children to any level while the poor are restrained. Few children with poor parents are able to make it but the greater percentage(s) are always down the ladder while the rich continue to enjoy good education.

From the discussion, it is clear that the socio-economic status of parents indeed influences their contributions towards the educational development of their children. The environment in which the child is nurtured also has a positive or negative impact on their educational development. One can conclusively say that parents Socio-Economic Status really influence their input for the girl child education.

Influence of Parental Support on Girl Child Education

Parents can support the educational development of the girl child and other pupils or students probably by : paying official tuition fees, paying PTA contributions; paying a specific fee for a building project such as homes for teachers; offering sex education; paying teachers for additional lessons and coaching, special duties, general welfare; paying for resources(such as textbooks, exercise books and writing materials, school uniforms, desks and chairs) , library and sports contributions; and paying for the children's welfare- such as transport money, school meals, caution money (Commonwealth Secretariat, 1993).

By way of enhancing children educational development, parents can do the following tasks:

1. Supervise their children and helping them do home work;

2. Encourage them to read books and newspapers;

3. Pay their school fees, textbooks fees and other levies;

4. Discuss their school related problems with them;

5. Motivate them to learn;

6. Ensure that children go to school regularly;

7. Provide pocket monies, food, books etc;

8. Pay for remedial or extra classes fees;

9. Visit their schools to assess their performance, and

10. Attend Parent – Teacher Association meetings, speech days, open days (Coleman, 1978).

Parents supervising their children, helping them do homework and spending quality time are forces outside the classroom that influences and

promotes pupil's learning. The school and the parents or guardians need to work closely together for each other's benefit and finally for the benefit of the pupils.

Bogenschneider (1997) studied 8,000 high school students in nine high schools in Wisconsin and California. With only a couple exceptions, when parents were involved in their teen's schooling, kids reported higher grades in school. Moreover, when either mothers or fathers were involved, it benefited the grades of both boys and girls. Parental school involvement had positive effects when parents had less than a high school education or more than a college degree. In fairness, however, not all types of parent involvement are equally beneficial to school success. Parents can be involved by helping their child to learn at home, volunteering in school, or serving on school decision-making bodies.

Parental support of education is evident at all levels of educational sector. In spite of the FCUBE policy of free basic education in Ghana, parents are required to make some financial contributions towards the school's development. These include fees proposed by bodies such as the School Management Committee (SMCs); District Assemblies; Town Development Committees; Parent -Teacher Association (PTAs) as well as fees approved by the Ghana Education Service (GES). These fees include textbook user fees; sports fees, cost of school uniforms; cost of desks and chairs; cost of exercise books or pens, pencils mathematical sets, erasers etc. At the junior high and senior high Schools, parents also pay fees towards extra classes organized by teachers etc. In addition to all these, parents bear the cost of feeding, transportation, health, entertainment and in some cases rent charges related to

their children education at all levels of the educational system (Arko-Boham, 2009). Education, at all levels, plays a major role in the socio-economic advancement of developing countries. It is through education that a nation's young ones are equipped with the knowledge, skills, and attitudes necessary for their active participation in the nation's developmental programs.

Today, the Central Government is sharing further, educational financing with the community, the parents, and the pupils / student more equitably on the following basis:

1. Parents are responsible for the feeding of their wards and provision of school uniforms.

2. Communities and parents in the form of P.T.As are encouraged to provide buildings, furniture and maintenance works (Sekyere, 2009).

Under the FCUBE policy in Ghana Education Service it is necessary we know that some cost elements of basic education will be free and direct beneficiaries of education (e.g. parents, students, District Assemblies, private and para-statal corporative institutions) to bear other cost, since the government cannot take all the cost. Fees and levies (subject to approval from the government) may be imposed on pupils, parent-teachers association and committees for purposes such as raising fund for school projects. In addition, the pupil's meals/food and means of transportation to and from the school shall be the responsibility of the parents. Further, cost of stationery will be borne by parents in both private and public school.

It must be noted that, to achieve quality education (teaching and learning) and improve efficiency, some elements of education cannot be free. In other words, there cannot be completely free education for all, considering

the budgetary income and expenditure of the government. Several research on parental support reveals that, parental support enables the students to learn seriously, allows students to attend school regularly; enables students to perform well academically, monitors both teachers and pupils; promote good moral and social behaviour, allows pupils to attend good schools of their preference; pupils school related problems are solved; sets high objectives for their future career; pupils psychological needs of love, security are met; school phobia pupils are motivated to remain in school, and pupils get quality time and personal attention from parents. In instance, Aboagye (2010) found that when parents support their children irrespective of their gender, the children get quality time and personal attention, set high objectives for their future and finally get the opportunity to attend good schools of their preference. He used a sample of 340 parents having their wards from 10 public basic schools from Dodowa circuit.

Jonah (2003) conducted a research into the impact of family on an individual's educational attainments in the Bakano circuit in the Cape Coast municipality, Central Region among parents and children of school going age. Jonah found that regardless of socio-economic status or qualifications, many students find themselves in a family environment that is strongly supportive of achievement. The parent's placed great importance on the academic success of their children. He also found out that 'there was a positive relationship between the number of those whose parent encourages them to learn after school and their performance in school and vice versa' (p.15).

In sum, parental support can be broadly categorized into providing educational needs of the girl child ; complementing the efforts of teachers;

creating enabling condition for children at home for their studies; providing social and moral education; serving as attachment figures for dependent children and providing advisory and emotional supportive function as mentors.

Summary of the Literature Review

This section has summarized the themes that were covered in this literature review. It emerged from the review that parents' attitudes and interest in education; parental encouragement and motivation; socio-economic background of parents; cultural perception of female education among others. Parental interest is believed to be very significant to the child's performance at school. A parent who lacks the interest in educating the girl child will not be motivated in any way to invest money in that child's education.

The literature also established that parental attitude and support has a great deal of influence on girls' participation and level of success attained in education. Parents and community attitudes are mainly influenced by traditional beliefs regarding the ideal roles of women and girls in society. Traditionally, the only roles available to women were those of wives and mothers. Women were thus seen as nurturers and mainly as providing support for men who worked to provide for the family. Being physically weaker, women were therefore also perceived as being less capable and requiring the protection and guidance of men. These attitudes have prevailed even in current times when socio-economic changes have resulted in changes to roles women are now expected to undertake. Socio-economic changes have made education necessary, not just for the purposes of providing income earning opportunities, but also for the potential to contribute to the improvement in the standards of living of individuals, families and communities. These traditional beliefs have

been found to foster negative attitudes which limit family and community support for girls' education. Identification and examination of these attitudes are necessary before any decisions can be made on what should and can be done to bring about change. However, it is an indisputable fact that without parents and community support, any efforts to improve girls' participation in education and education in genaral will be greatly hampered.

In African tradition and culture, women were expected to exclusively assume the roles of mothers and wives. Women were seen as less capable, physically, mentally and in all areas outside their accepted roles, than men. As a result women were seen as requiring protection, guidance, supervision and leadership from men. It was thus accepted that men would fill decision making leadership capacities in society, while women played a mainly supportive/ nurturing role. With time, socio-economic changes have resulted in an expansion of the roles that women play, out of necessity and sometimes choice. However, the perception of women and their accepted roles and perceived capabilities have remained the same, that is, traditional. Many people therefore have difficulty accepting that there is a need to equip women with the skills and knowledge necessary, through education, to enable them to take up their new roles and function effectively in the modern world. This attitude directly and indirectly has a negative effect on girls' participation in education in general. These traditional views of women's ideal gender roles and the perceptions of their abilities have a negative effect on parents' attitudes towards educating girls.

As mentioned before, parental and community involvement are essential to the success of any measures aimed at improving girls' education.

In order to ensure this support, it is important that the community be consulted about and participates in identifying the key problems and solutions regarding the issue. This will help to foster a sense of ownership for any intervention strategies implemented and ensure that parents have a commitment to ensuring their success.

A consistent body of research concludes that parents are the first and foremost influence on their children's development and school success. When parents are involved, students get better grades and score higher on standardized tests. What's more, children of involved parents have better attendance records, drop out less often, have higher aspirations, and more positive attitudes toward school and homework

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CHAPTER THREE

METHODOLOGY

This chapter discusses the research design, population, sample and sampling procedure and research instrument. It discussed the data collection procedure and data analysis.

Research Design

The design for the work was descriptive survey research. This involves the collection of data in order to answer questions regarding the subject of the study. Research design indicates the basic structure of a study, the nature of the hypothesis and the variables involved in the study. According to Best and Khan (1989), descriptive research is concerned with the conditions or relationships that exist, determining the nature of prevailing conditions, practices and attitudes; opinions that are held; processes that are going on; or trends that are developed.

The descriptive research survey best served the purpose of the study because it helps to collect data to describe the state of affairs. The researcher is concerned with the existing condition of parental support to girl child education. It considered opinions held, and nature of prevailing conditions, practices and attitudes of parents. This study investigated the areas parents contribute mostly and the level of support they give, and to report existing conditions. The descriptive design was considered for the study since it focuses on the investigation of the perceptions parents have of their roles, their

views and perspectives and the challenges they face in their participation. The survey involved the formulation of research questions and use of questionnaire to seek answers to the questions. The design therefore is quantitative in nature and it sought to establish the perceptions of parents in a naturally occurring situation or environment.

Population

The target population of the study is made up of girls in public basic schools in the Ntonso circuit and their parents. The total population was 1721 made up of 1383 from KGs and primary schools and 338 students from the JHSs. Table 1 presents the distribution of girls' enrolment in public basic schools in the Ntonso Circuit.

Table 1: **Population of Girls Ntonso Circuit**

School in the Circuit	KG	Primary	JHS
Ntonso D/A	50	109	66
Ntonso R/C	69	128	17
Ntonso SDA 'A'	38	117	107
Hamdaniya Islamic	37	90	36
Nuriya Islamic	35	52	-
New Asonomaso	39	99	-
Kasaam D/A	41	86	38
Kasaam Methodist	31	115	37
Kasaam SDA	28	112	22
Haruma	-	-	15
Ntonso SDA 'B'	-	107	-
Total	**368**	**1015**	**338**

Source: Kwabre District Education Directorate, 2010

There are 11 public basic schools in the Ntonso Circuit, out of which seven have all the three levels of basic education (KG, Primary and Junior high) school. All the 1203 parents also formed part of the population for the study.

Sample and Sampling Procedure

The sample for the study was made up of 302 pupils. They were selected from seven basic schools that have KG, primary and junior high schools in the Ntonso Circuit. Amedahe (2000) maintains that in the selection of sample for a study, a meaningful and representative sample should be selected with regards to the population characteristics such as size, and composition. He indicated that in most quantitative studies, sample size of five percent to 20% of the population is sufficient for generalization purposes.

In all, there were 1374 girls in these schools. The sample was selected based on the recommendations of Krejcie and Morgan's (1970) table for estimating sample size. They recommended that for a target population of 1374, 302 was adequate to warrant generalisation of the findings of the study. The 302 sample constitute 22% of girls in the circuit. The sample was drawn from upper primary pupils (classes 4-6) and JHS students because the researcher wanted to use girls who are relatively matured and can effectively respond to the items on the questionnaire. Parents of the girls who were selected also purposively sampled to represent the parents in the study. Both parents of each selected girl responded to one questionnaire as one household unit. The cumulative records books of these pupils were consulted extensively for their parental data. Table 2 presents the sample distribution for the study.

Table 2: Sample Distribution of Girls in Schools in the Ntonso Circuit

| Names of School | Girls Population | Sample | | Total |
		Class4-6	JHS	Sampled
Ntonso D/A	225	20	30	50
Ntonso R/C	214	20	30	50
Ntonso S.D.A. 'A'	262	20	40	60
Hamdanniya Isla.	163	10	30	40
Kasam D/A	165	10	30	40
Kasam Meth.	183	20	20	40
Kasam S.D.A.	162	10	12	22
Total	**1374**	**110**	**192**	**302**

Source: G.E.S., Kwabre District, 2010

Furthermore, due to the fact that the pupils were needed in order to reach their respective parents, they were selected randomly using the lottery method with the help of the class registers. Their names were listed in a sample frame, and assigned numbers on slips of paper and put into a container. After they were thoroughly mixed, one paper was removed at a time from the container. A selected slip was recorded accordingly. The process continued until the required number of respondents was recorded from each school. The sampled girls were used to select their parents as part of the respondents. A total of 302 couples were selected for the study.

Research Instrument

In obtaining the necessary data needed for the research, the researcher used a questionnaire made up of closed ended questions which were used to elicit the data needed for the research. It was aimed at eliciting data on parental support to the girl child. The study employed the use of two sets of

questionnaires (parents and girls questionnaire). Questionnaires are mostly used in quantitative research because it is highly structured and quantifiable.

Kerlinger (1973) observed that questionnaire is widely used for collecting data in educational research because it is effective for securing factual information about practices and conditions, and for enquiring into the opinions and attitudes of the subjects. Sarantakos (1998) indicated that if questionnaire is used, data offered by respondents are of limited interference on the part of the researcher. The questionnaire developed from the literature was designed as a research instrument to solicit views on parental support to the girl child in Kwabre District.

The questionnaire for the girl child had two main sections: section A: sought the views of the girls on the kind of support they receive from their parents and section B: was on the perceptions of the girl child on the importance of the educational support they receive from their parents. On the other hand, the questionnaire for the parents however, was divided into five (5) main sections: A, B, C, D and E. Section A: sought personal information of the respondents, section B: focused on the specific areas parents can support the educational development of the girl child, section C: considered the perceptions of parents on the effect of their support, whiles section D: dealt with the challenges parents face in contributing substantially towards the education of the girl child and finally section E: touched on ways of improving parental support to girl child education.

The revised four points Likert rating scale of strongly agreed, agreed, disagreed and strongly disagreed was adopted for the study (Likert, as cited in Sarantakos, 1998). Sarantakos (1998) supported the use of Likert scale as he

said that Likert scale provides single scores from a set of items. It allows the responses to be ranked and is easy to construct.

Pilot-Testing of Instruments

The appropriateness of the instrument was sought by consulting with experts in education faculty. The instruments were subjected to criticisms by the supervisor. The need to determine the validity and reliability of the instruments occasioned a pilot-testing at Aboaso R/C basic school in the Aboaso Circuit of the Kwabre District. Aboaso was selected for the pilot-testing because of proximity and also that it has similarities characteristics in terms of students' academic performance and girls' enrolment just like as Ntonso Circuit. There is a drift of young adults and other workers from the industrial cities to settle at both towns. The two towns absorb settlers from the core who migrate to the periphery. The literacy levels are quite appreciable in both circuit centers. Most of the inhabitants of both towns are self-employed, businessmen and others in the formal sectors. It is upon these similarities between Ntonso area and Aboaso that Aboaso circuit, which is a different circuit from the area of the study, was selected for the pilot-testing.

Simple random sampling method was used to select 20 parents and 20 girls participated in pilot-test of the questionnaires. The questionnaires were given to the respondents after which the researcher went for them the next day to avoid consultation among the respondents. The purpose for the pilot-test was to ascertain the suitability of the item on the questionnaire and also to aid in refining it if found unsuitably. Berg (1989) asserts that the needed alteration also can be made in the data collection methods so that data in the main study may be analyzed more effectively.

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The Statistical Package for Service Solution (SPSS) was used to analyze the data that were collected. The analysis of the data of the pilot-test yielded Cronbach's alpha co-efficient of 0.96 and 0.94 for the parents and pupils questionnaires respectively. This level of Cronbach's alpha is recommended as very good (Kine, 1999).

Data Collection Procedure

The questionnaire was administered by the researcher. The researcher explained the purpose of the study to the respondents. They were made to understand that all information being provided would be treated with confidentiality and for the purpose of research only. It was personally delivered to the respondents who were given up to a maximum of one week three days to complete for collection. The illiterate parents who could not read and write were however, helped to respond to the questions.

The researcher introduced herself to the heads of the various schools and families ahead of the scheduled time who later arranged for pupils and parents to be met. An introductory letter seeking permission from the District director of Education and the Assembly members of the various communities were delivered for prior approval, after which the questionnaire were distributed to selected girls and parents.

Adequate time was spent with respondents as they go through and answered the questions and those who needed help in terms of clarifications, interpretation and writing were assisted accordingly. At the end of the seventh day the researcher made a follow–up and retrieved the remaining questionnaire. At the end of the data collection, 295 representing 97.7% of the respondents returned the questionnaires.

Data Analysis

In relation to the related research questions and the items displayed in the questionnaire, descriptive statistics was used to analyze the question. The results were presented in percentages, tables, and charts to display the results of the data.

Data gathered on the questionnaire were edited and collated. The completed questionnaires were serially numbered for easy identification and the Statistical Package for Service Solution (SPSS) was used to analyze the data. The results were presented with tables, frequencies, and percentages for discussion. The responses were presented on the scale of Strongly Disagreed = 1, Disagreed = 2, Agreed = 3 and Strongly Agreed = 4. The results were presented and discussed in line with the research questions that guided the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with presentation, analysis and discussion of the field data on parental support to the education of the girl child. The analysis is done on the basis of the biographic data of the respondents and research questions. Out of the 302 questionnaires that were distributed, 295 of the parents' questionnaire and pupils' questionnaires representing 98% were retrieved for the analysis and discussion. The results were presented on the scale of Strongly Disagreed = 1, Disagreed = 2, Agreed = 3 and Strongly Agreed = 4. The results were presented and discussed in line with the research questions that guided the study.

Personal Data of Parents

The personal data of the parents such as age, marital status, educational standard, and occupation were examined. This data were required to enable the researcher know the kind of participants used in the study. The first part of the analysis concerns the ages of the parents. Table 3 presents the age of the parents

Table 3: Age Distribution of Parents

Age	No.	%
20-- 29	47	15.9
30 – 39	158	53.6
40 – 49	70	23.7
50 and above	20	6.8
Total	**295**	**100.0**

Table 3 shows that quite a high percentage of the parents were within the age groups 30-39 and 40-49 which is 53.6% and 23.7% respectively. This means that, majority of the respondents therefore are within the working and productive age population and are capable of working to support their girl child's education.

Marital Status of Parents

The marital status of parents was investigated. This was to find out how many of the parents or guardians were single (mothers or fathers), or married and living together. Table 4 presents the marital status of the parents

Table 4: Marital Status of Parents

Marital status	Number	%
Married (together)	236	80.0
Separated	29	9.8
Divorced	17	5.8
Widowed	13	4.4
Total	**295**	**100.0**

It can be seen from Table 4 that 236(80.0%) parents out of the 295 were married and spouses living together. It is concluded that majority of the parents who responded in the study were married couples and living together as both husbands and wives with their children respectively

Educational Background of Parents

The highest qualification of parents was further analysed. This information was used to find out the level of education attained and how this could influence their support for the girl child. Table 5 presents responses given by the parents.

Table 5: Educational Background of Parents

Level	Number	%
No formal education	73	24.7
Primary/elementary	117	39.7
Secondary/vocational	55	18.7
Tertiary	50	16.9
Total	**295**	**100.0**

Results from Table 5 indicates that 277(93.9%) of the parents had at least primary education. Only 73(24.7%) did not have any formal education. This implies that majority of the parents can read and write and therefore understand the value of formal education.

Occupation of Parents

Another important aspect of personal data that were collected was the occupational background of the respondents. Table 6 displays the results on the occupation.

Table 6: Occupation of Parents

Occupation	Number	%
Employed(formal)	202	68.5
Self-employed	69	23.4
Unemployed	24	8.1
Total	**295**	**100.0**

Table 6 depicts the frequencies of the occupation of the parents in three (3) categories. A larger percent of the parents are employed in the formal sector. They form 202(68%) of the parents, while 24(9%) remain unemployed. It is concluded therefore that majority of the participants are either employed in the formal sector or self-employed and had some sort of work doing.

Research Question One: What kind of support do parents provide for the girl child in public basic schools in the Kwabre District?

This research question explored the kind of support parents provide to girl education. Table 7 presents the different forms of support and other school related expenses parents make on their girls' education.

Table 7: Kinds of Support from Parents

Statements	Response		Category		
Parent	SA	A	D	SD	T(%)
	N(%)	N(%)	N(%)	N(%)	
Discourage early marriage	0.(0.0)	282(95.5)	0.(0.0)	13)4.5)	295(100)
Give the girl child psychological need of love)	281(3.9)	22(7.4)	35(11.9)	20(6.8)	295(100)
Hold high aspirations for the girl child	95(32.2)	22(7.4)	35(11.9)	295(100)	295(100)
Encourage boys and girls to do household chores	0.(0.0)	93(33.2)	11(3.8)	295(100)	295(100)
Pay teachers for extra classes	0.(0.0)	92(31.8)	109(37)	92(31.2)	295(100)
Motivate the girl child to attend school	73(24.7)	0.(0.0)	4(5.3)	115(39)	295(100)
Provide learning materials like toys, computers etc	178(60.3)	85(28.9)	85(28.9)	0.(0.0)	295(100)
Give personal attention and intervention	33(11.2)	70(23.7)	70(23.7)	89(30.2)	295(100)
Pay T&T and give money for canteen	121(41)	83(28)	91(31)	0.(0.0)	295(100)
Provide resources(books, uniforms, desk etc)	98(33.2)	91(30.9)	0.(0.0)	106(35.9)	295(100)

Table 7 continued

Statements	Response		Category		
Parent	SA	A	D	SD	T(%)
	N(%)	N(%)	N(%)	N(%)	
Attend PTA meetings/speech days	36(12.2)	198(67.1)	61(20.7)	0(0.0)	295(100)
Pay approved levies by GES/PTA	168(57)	77(26)	50(17)	0(0.0)	295(100)
Visits schools to assess girls academic progress	59(20)	50(16.9)	120(40.7)	66(22.4)	295(100)
Help the girl child to do their homework	174(59)	92(31.2)	16(5.4)	13(4.4)	295(100)
Ensure that girls go to school regularly	0(0.0)	19(6.5)	93(31.5)	183(62)	295(100)
Guide, train and talk to the girls	33(11.1)	112(38)	120(40.7)	30(10.2)	295(100)
Give sex education	17(5.7)	27(9.2)	197(66.8)	54(18.3)	295(100)
Do not allow girls to participate in initiation rites during school period	215(73)	18(6)	50(17)	12(4)	295(100)

Key: SA - Strongly Agree, A - Agree, D - Disagree, SD-Strongly Disagree, F- Frequency

Table 7 presents responses on regards to the kind of support they provide the girl child. The results indicates that parents 282(95.5%) agreed that they support the girl child in the form of discouraging early marriage. However, majority, 66.8% of parents disagreed that they give sex education to the girl child. The result further shows that 73% parent strongly agreed that they do not allow girls to participate in initiation rites during school periods. With regards to helping the girls to do their home work, 90.2% parents agreed to the statement. It also emerged that 81% of parent agreed that they provide psychological love by giving while 83% mentioned that they pay for approved levies charged by GES/PTA.

With regard to ensuring that girls go to school regularly, 62% parents strongly disagreed to the statement. In the same vein, 40.7 parents disagreed that they visit the schools to assess girls' academic progress and discussing their school related problems with teachers. The results also shows that only 24.7% of parents agreed that they motivate they girl child to attend school while 63% disagreed that they encourage both boys and girls to do household chores.

It could be inferred from the results that the major kind of support parents give to the girl child in public basic schools in the Kwabre District of Ghana are: parents do not allow the girls in basic schools to participate in initiation rites, such as 'bragoro', during school hours; parents discourage early marriage; they help the girls to do their homework; parents give the girls requisite psychological need of love; and finally, they pay approved levies and dues by GES/PTA.

The findings appeared to contradict the view of Oleribe (2002) who observed that in Nigeria, the culture of Egikpa community allows under aged girls

to be given freely to people as wives. It also disagree with the view of Ardeyifio (2004), who explains that among the Krobos in Ghana, many girls drop out of school because they need time to prepare and participate in the initiation rites- 'dipo'.

It was observed further that, the areas where parents least support girls are: ensuring that girls go to school regularly; giving sex education; visiting their schools to assess and discuss with teachers their daughters school related problems; encouraging both boys and girls to do household chores; and motivating the girls to attend and remain in school. These findings imply that parents tend to neglect some essential areas and only focused their attention on supporting specific areas, but the girl child must holistically be supported. The finding agrees with the submission of Clark (1983) who reported that in the USA ineffective or inadequate parental assistance may lead a child to feel overwhelmed and consequently withdraw from school. The finding on motivation also corroborates Pecku (1991) who contended that parents also do not know how to motivate their children (daughters) to learn. Motivation helps one to have the desire to achieve certain aims; hence there is the need for parents to motivate their daughters to get the best educational attainment. Finally, the findings is in line with Adu (1999) who explains that girls were not encouraged by parents to go to school since it was believed it would be a waste of time and other resources.

Views of the Girl Child on the Kind of Support they Receive from their Parents

The study sought to find out the opinions of the girls to confirm the kind of support parents provide. Table 8 presents the responses of 302 girls.

Table 8: Views of the Girl Child on the Kind of Support they Receive from Parents

Statements	Response	Category			
Parent	SA	A	D	SD	T(%)
	N(%)	N(%)	N(%)	N(%)	
Discourage early marriage	0.(0.0)	35(11.6)	267(88.4	0.(0.0)	302(100)
Give the girl child psychological need of love)	207(68.5)	91(30.1)	4(1.3)	0(0.0)	302(100)
Hold high aspirations for the girl child	100(33.1)	141(46.7)	29(9.6)	32(10.6)	302(100)
Encourage boys and girls to do household chores					
Pay teachers for extra classes	0(0.0)	48(15.9)	183(60.6)	71(24)	302(100)
Motivate the girl child to attend school	0(0.0)	45(15)	217(71.8)	40(13.2)	302(100)
Provide learning materials like toys, computers etc	87(28.8)	171(56.6)	28(9.3)	16(5.3)	302(100)
Give personal attention and intervention	92(30.5)	89(29.5)	61(20.1)	60(19.9)	302(100)
Pay T&T and give money for canteen	68(22.5)	152(50.3)	82(27.2)	0(0.0)	302(100)
Provide resources(books, uniforms, desk etc)		197(65.2)	102(34.8)	0(0.0)	302(100)

Table 8 continued

Statements	Response		Category		
Parent	SA	A	D	SD	T(%)
	N(%)	N(%)	N(%)	N(%)	
Attend PTA meetings/speech days	68922.5)	167(55.3)	67(22.2)	0(0.0)	302(100)
Pay approved levies by GES/PTA	0(0.0)	33(10.9)	156(51.7)	113(37.4)	302(100)
Visits schools to assess girls academic progress	19(6.3)	0(0.0)	206(68.2)	77(25.5)	302(100)
Help the girl child to do their homework	7(2.3	290(96)	5(1.7)	0.(0.0)	302(100)
Ensure that girls go to school regularly	26(8.6)	50(16.6)	94(31.1)	132(43.7)	302(100)
Guide, train and talk to the girls	57(18.9)	118(39.1)	107(35.4)	20(6.6)	302(100)
Give sex education	0(0.0)	11(3.6)	202(66.9)	89(29.5)	302(100)
Do not allow girls to participate in initiation rites during school period	214(70.9)	47(15.6)	20(6.6)	21(6.9)	302(100)

Key: SA - Strongly Agree, A - Agree, D - Disagree, SD-Strongly Disagree, F- Frequency

Disagree, F – Frequency an T = Total

Table 8 shows the views of 302 girls on the kind of support their parents give. Of all the statements, majority of the girls indicated that, 214(70.9%) parents do not allow the girl child to participate in initiation rites during school hours. The result also shows that 297(98.3%) pupils agreed to the statement that 'parents help the girls to do their homework'. Concerning the statement 'giving the girls the requisite psychological need of love', 207(68.5%) strongly agreed.

A close analysis and scrutiny of the percentages from the earlier discussion reveals that, the girls hold similar views with their parents on the following kind of support parents provide to the girl child was that parents do not allow the girl child to participate in initiation rites during school hours. Parents help the girls to do their homework; and that parents give their daughters the requisite psychological need of love. On the other hand, an interesting revelation established from the study is that, whereas most parents claim they support by discouraging the girls from engaging in an early marriage and also pay the approved GES/PTA levies, the girl child however has a contrary opinion and thereby disagree. On the statement that 'parents discourage early marriage, majority of the girls 264(88.4%) disagreed and only 35(11.6%) agreed. The result further revealed that 156(51.7%) disagreed, 113(37.4%) strongly disagreed and a minority of 33(10.9%) agreed to the issue that 'parents pay approved levies charged by GES/PTA.

Parents Opinion on the Adequacy of the Support they Provide the Girl Child

A follow up question posed attempted to find out the adequacy/rate of the support parents in the Kwabre District gave the girl child. Table 9 presents the opinions of the parents accordingly.

Table 9: Adequacy of the Support Parents Provide

Adequacy of Support	Number	%
Excellent	5	1.7
Very Good	18	6.1
Good	34	11.6
Fair	238	80.6
Poor	0	0.0
Total	**295**	**100**

From Table 9, it is clear that majority of the parents 238(80.6%) described the adequacy of their support to be just fair. Only 5(1.7%) however described it as excellent. Notwithstanding that, nobody described it to be poor. The study reveals that most of the parents themselves in the Ntonso circuit are not satisfied with the support parents give the girl child in public basic schools and has described the adequacy of the support as only fair indicating that there is still room for improvement. This finding is consistent with the views of Twumasi (1986), who agued that in most developing countries, priority is usually given to male children

when there are insufficient funds to cover all the educational expenses of both boys and girls. It also support the view of Pomary (1998) who painted a vivid picture of the situation by indicating that almost in every corner there is a clarion call on parents to send their girl child to school. This parents' attitude towards girls' education is still not to expectation in the circuit.

Research Question Two: What is the Perception of Parents and Girls about the Effect of Support Parents provide their Girl Child in Public Basic Schools?

This research question sought to investigate the effects of the support parents give to the education of the girl child. Girls' education is receiving a high profile policy attention internationally and in Ghana of late. Several interventions are being undertaken by a number of NGO's, CBO's, Development partners and other gender activist.

Table 10 presents the result that emerged from the study. It shows that 282(95.6%) of parents agreed that the support given to girls' education has lead to high enrolment and retention of girls' school. The result also shows that majority, 195(66.1%) of respondents agreed that the support of girls' education was decline in decline in the negative community perception and stigmatization. The result further shows that all respondents agreed girls are inspired and motivated to attend school regularly.

Table 10: Perception of Parents about the Effect of Support they provide to Girls' Education

Effects of Support	Responses			
	SA	A	D	SD
	N(%)	N(%)	N(%)	N(%)
High girls enrolment and retention in school	13(4.4)	282(95.6)	0(0.0)	0(0.0)
The girl child have high aspiration and attain higher qualification	77(26.1)	200(67.8)	18(6.1)	0(0.0)
Encourage pupils to learn seriously	285(96.6)	10(3.4)	0(0.0)	0(0.0)
Motivates the girls to attend school regularly	0(0.00	5(1.7)	190(98.3)	0(0.0)
Decline in negative community perception and stigmatization	195(66.1)	100(33.9)	0(0.0)	0(0.0)
Girls have high esteem, self-confidence and respect	15(5.1)	270(91.5)	10(3.4)	0(0.00
Instills high discipline among girls	200(67.8)	85(28.8)	10(3.4)	0(0.0)
Low dropout rate	265(89.8)	30(10.2)	0(0.0)	0(0.00
They get quality time from parents	20(6.8)	170(57.6)	105(35.6)	0(0.0)

Key: SA-Strongly Agree, A-Agree, D-Disagree, SD- Strongly Disagree

Additionally, Table 10 shows that 96.6% of pupils are encouraged to learn seriously due to the support for given to girls' education. The study also revealed that 89.8% of parents strongly agreed that there was low drop-out rate among girls in the Ntonso Circuit. From the results it is revealed that, majority of the parents and the girls in the Ntonso circuit are of the view that parental support to girl chid education leads to an increase in girls enrolment in schools; the girl child have high aspirations and thereby attains high qualification; girls are inspired and motivated to attend school regularly; a decline in the negative community and stigmatization held on girl child education; and finally, enables the girls to attend schools of their preference and the fact that the girls are motivated to attend and remain in school.

Findings is in line with Antwi (1991) who asserts that the general enrolment in schools have been rising, more females who are supported have had formal education than men in the recent past. It also corroborates Peterson (1989) who reported that parental involvement in their ward's education leads to improved students achievements and significant long-term benefits. Similarly, the finding confirms the assertion of Eshiwani (1985) that, societal prejudice against women at higher levels of education was rife but seems to be declining in recent times due to support given to girls from their parents. Finally, the finding agrees with the view of Aboagye (2010) who reported that when parents support their children irrespective of their gender, the children get quality time and personal attention, set high objectives for their future.

To further explain the effects of the kind of support given on girl-child education, the views of the pupils were also sought. The results are shown in Table 11.

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Table 11: Challenges Parents Face in Supporting Girl-Child Education

Statements	Response		Category		
Parent	SA	A	D	SD	T(%)
	N(%)	N(%)	N(%)	N(%)	
Problems with single step parenting/divorced	9(3.0)	79(26.8)	174(59)	33(11.2)	295(100)
Unemployment	0(0.0)	189(18.9)	56(18.9)	50(17)	295(100)
Inadequate time	34(11.5)	173(58.6)	38(12.9)	50(17)	295(100)
Large sibling size	0(0.0)	60(20.4)	152(51.5)	83(28.1)	295(100)
Financial constraints	46(15.6)	168(57)	81(27.4)	0(0.0)	295(100)
High cost of living	96(32.5)	164(55.6)	20(6.8)	15(5.2)	295(100)
Gender roles assigned to females	92(31.2)	203(68.8)	0(0.0)	0(0.0)	295(100)
Bureaucratic administrative procedure	0(0.0)	51(17.3)	93(33.2)	0(0.0)	295(100)
Interest, attitude of parents	107(36.3)	100(33.9)	64(22)	24(7.8)	295(100)
Frequent changes in educational policies	46(15.6)	46(15.6)	67(22.7)	136(46.1)	295(100)
Different political ideologies	20(6.9)	42(14.2)	91(30.8)	142(48.1)	295(100)
Involving girls in commercial activities	82(27.8)	130(44.1)	26(8.8)	57(19.3)	295(100)
Misconceptions held about the usefulness of girl child education	189(64.1)	106(35.9)	0(0.0)	0(0.0)	295(100)

Table 11 continued

Statements	Response		Category		
Parent	SA	A	D	SD	T(%)
	N(%)	N(%)	N(%)	N(%)	
Cultural/traditional believes and practices	61(20.7)	234(79)	0(0.0)	0(0.0)	295(100)
Introduction of capitation grant/FCUBE	0(0.0)	74(25.1)	59(20)	162(54.9)	295(100)
Unfriendly nature of school blocks to girls	86(29.2)	188(63.7)	21(7.1)	0(0.0)	295(100)

Key: SA-Strongly Agree, A-Agree, D-Disagree, SD- Strongly Disagree, F - Frequency

Table 11 shows that majority, 202(68.5%) of girls strongly agreed that the kind of support given by their parents encourage them to learn seriously at school. Only 5.1% of the girls disagreed that t they are not encouraged by the support that they received from their parents. The result continued that 68.5% of the girls strongly agreed that the kind of support given to girl-child education motivates them to attend school regularly. In the same vein, majority, 71.2% of girls agreed that another effect of the support for girl-child education in the Ntonso Circuit was high discipline among girls.

The results in Table 11 further indicates that 76.3% of girls agreed that another effect of the support for girl-child education was low rates of drop-out among girls in the circuit. This result was consistent with Antwi (1991) who contended that the general enrolment of in school has risen because more females who were supported have had formal education than men in the recent past. The result further supports the argument of Peterson (1989) that parental involvement in their ward's education leads to improved students achievements and significant long-term benefits.

Research Question Three: What challenges do parents face in supporting the education of the girl-child in Ntonso Circuit?

This research question sought parents' view on the challenges they face in their role of supporting the education of the girl child. The results that emerged from the study are presented in Table 12.

Table 12: Challenges Parents Face in supporting Girl-Child Education

Statements	Response		Category		
Parent	SA	A	D	SD	T(%)
	N(%)	N(%)	N(%)	N(%)	
Problems with single step parenting/divorced	9(3)	79(26.8)	174(59)	33(11.2)	295(100)
Unemployment	0.(0.0)	189(64.1)	56(18.9)	50(17)	295(100)
Inadequate time	34(11.5)	173(58.6)	38(12.9)	50(17)	295(100)
Large sibling size	0(0.0)	60(20.4)	152(51.5)	83(28.1)	295(100)
Financial constraints	46(15.6)	168(57)	81(27.4)	0(0.0)	295(100)
High cost of living	96(32.5)	164(55.6)	20(6.8)	15(5.2)	295(100)
Gender roles assigned to females	92(31.2)	203(68.8)	0(0.0)	0(0.0)	295(100)
Bureaucratic administrative procedure	0(0.0)	51(17.3)	98(49.5)	146(49.5)	295(100)
Interest, attitude of parents	107(36.3)	100(33.9)	24(7.8)	24(7.8)	295(100)
Frequent changes in educational policies	46(15.6)	46(15.6)	136(46.1)	136(46.1)	295(100)
Different political ideologies	20(6.9)	42(14.2)	142(48.1)	142(48.1)	295(100)
Involving girls in commercial activities	82(27.8)	130(44)	26(8.8)	57(193)	295(100)
Misconceptions held about the usefulness of girl child education	189(64.1)	106(35.9)	0(0.0)	0(0.0)	295(100)

Table 12 continued

Statements	Response		Category		
Parent	SA	A	D	SD	T(%)
	N(%)	N(%)	N(%)	N(%)	
Cultural/traditional believes and practices	61(20.7)	234(79.0)	0(0.0)	0(0.0)	295(100)
Introduction of capitation grant/FCUBE	0(0.0)	74(25.1)	59(2.0)	162(54.9)	295(100)
Unfriendly nature of school blocks to girls	86(29.2)	188(63.7)	21(7.1)	0(0.0)	295(100)

Key: SA-Strongly Agree, A-Agree, D-Disagree, SD- Strongly Disagree, F - Frequency

Table 12 shows that all the respondents (100%) agreed/strongly agreed that: gender roles assigned to females by society; misconceptions held about the usefulness of girl child education and some cultural beliefs and practices were their greatest challenges. In addition, a close scrutiny of the scores indicates that most of the parents agreed to the following statements as some challenges they face: high cost of living (88.1%); unfriendly nature of school buildings to girls'(92.9%); and interest and attitudes of parents (70.2%).

It is observed from the analysis that majority of the parents indicated that they face the following challenge; high cost of living; unfriendly nature of school blocks, and interest and attitudes of parents. Additionally, all the parents unanimously agreed/strongly agreed that: gender roles assigned to females by society; misconceptions and cultural beliefs held by society about girls' education, are the main challenges hampering their support for girl child education. These results therefore, implies that the main challenges parents in the Ntonso circuit of the Kwabre District face which tends to hamper their efforts in supporting the education of the girl child includes: gender roles assigned to females by society; and misconceptions and cultural beliefs held by society about girls' education.

The findings agree with the views of DeGenova and Rice (2002) who stressed that society emphasised gender roles and norms that all women were expected to follow giving the primary gender norms as motherhood mandate. Similarly, the findings corroborate the views of Adu (1999) who also put forward that, society has for many years seen the woman's place to be the kitchen or the

bedroom. It can be deduced that based on the misgivings about the importance of girls formal education, most parents considering a myriad of factors, may prefer allowing boys to access formal education to girls, except few committed parents who may defy these cultural practice and support their girls in education to higher levels.

Finally, findings agrees with Addae-Boahene, Akafua, Azure and Bannerman-Mensah (2009) who cited the following as some reasons why some females still did not complete primary education: negative community perception about the benefits of education; stigmatization and sexual stereotyping; poor self esteem and low self-confidence.

Research Question Four: What are the ways of improving parental support to the girl-child education?

The research question sought to explore respondents' view on ways of improving parental support for girl-child education. The results that emerged from the study are shown in Table 13.

Table 13 indicates the responses of the 295 parents regarding their views on ways of improving parental support to girls' education. Of all the statements, majority of the parents gave the following suggestion: that policy makers should enact bye-laws which will ensure that parents support the girl child, 291(98.6%) agreed to this; school environment should be girl child friendly, 286 (96.9%) and discouraging parents from allowing the girls not to participate in puberty rites during school hours 280 (94.5%).

Table 13: Ways of Improving Support for Girl-Child Education

Ways of Improving Support for Girl-Child Education	Responses			
	Parents		Pupils	
	Frequency	%	Frequency	%
State policy makers to make bye-laws to ensure parents support the girl child	291	98.6	290	98.3
School environment should be girl friendly	286	96.9	262	88.8
Parents should not allow the girls to participate in puberty rites during school time	280	94.5	255	86.4
Teachers should educate parents on the need to support the girl child	159	53.9	253	85.8
The girls unit of GES to design programmes to bring parents on board	157	51.2	248	84.1
Giving incentives to supporting parents	148	50.2	243	82.4
Providing supplementary funds for high poverty family (LEAP)	126	42.7	235	79.7
Schools to organized frequent PTA meetings	101	34.2	179	60.7
Report cards to include progress on parental involvement	91	30.8	128	43.4
Facilitating good communication between schools and parents	73	24.7	120	40.7
Teachers to advocate for girls to serve on some school committees	68	23.1	92	31.2

Table 13 presents ranking of the views of the parents' pupils on ways of improving support for girl-child education in the Kwabre District. The result shows that Majority 98.6% of parents and 98.3% of pupils support the view that state policy makers should enact bye-laws that would ensure support for girls education in the district. The result also shows that majority, 96.9% of parents and 88.8% of pupils were hopeful that friendly school environment was necessary for enhancing girl-child education in the Kwabre District. The result further shows that 53.9% of parents and 85.8% of pupils support the view that teachers should educate parents on the need to support the girl-child. Additionally, the result appeared to suggest that incentives should be given to parents identified to be supporting so well. This was show by 50.2% of parents and 82.4% of pupils who participated in the study.

However, only 23.1% of parents and 31.2% of pupils appeared to believe that advocating for girls to serve on school committees would improve their participation in education. In the same vein, 24.7% of parents and 40.7% of girls support the view that good communication between schools and parents can improve support for girl-child education in the district. The findings are in harmony with the observations made by Osei-Tutu (2010) that to be able to have a society where the best talents could be harnessed for development of the people and the country, parents should give equal opportunity to young people, irrespective of their sex, when it comes to education. Manu (1999) shares similar view that rapid growth in science and technology, urbanization, and policies and

bye-laws are some factors that influence girl-child education by creating fertile grounds for its acceleration.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter provide the summary of the study, key findings that emerged from the study and conclusions drawn based on the findings. It provides recommendations made suggestions for further research.

Summary of the Study

The study investigated parental support for girl child education. The main purpose was to assess the support parents give to girl child education in Kwabre District of the Ashanti Region. The focus of the study was specifically on the kind of support parents give the girl child in their education in public basic schools; the perceptions of both parents and girls about the effect of the support parents provide their daughters in public basic schools; challenges parents face in supporting; and possible ways of improving the support parents give.

In pursuance of these goals, the descriptive survey design was used for the study. Questionnaire was used as the main instrument for data collection to arrive at an understanding of this phenomenon. The researcher with the help of the supervisor designed the questionnaire which was pilot-tested in the Aboaso Circuit of the Kwabre East District using 10 parents and 10 girls respectively. From the pilot-test, a reliability co-efficient of 0.96 was obtained using the Cronbach Alpha for the Likert-type scale on the kinds of support parents provide.

The population of the study comprised 1374 public basic schools girls in the Ntonso circuit and their entire parents, of which 302 girls and their parents were sampled. A total of 7 schools were selected out of 11 for the study and the parents of the sampled girls were purposively selected. The girls were sampled through a simple random technique using the class registers as the sampling frame. The researcher personally administered the instruments. The literate parents were provided questionnaires and given a maximum of one week to respond to, after which the researcher went back to retrieve them. Those illiterate participants were however given the necessary help to respond. The data collected were coded, fed into the computer and analysed using the SPSS version 16 application software.

Summary of Key Findings

The following key findings emerged from the study:

1. The major kind of support parents provide their girl child are that parents do not allow the girls in basic schools to participate in puberty rites during school hours; parents discourage early marriage; they help the girls to do their homework; they give the girls the requisite psychological need of love, and finally, parents pay approved levies and dues charged by GES/PTA.

2. The perception of parents and girls about the effects of support that parents provide to their girl child had lead to high enrolment and retention of girls in schools. The study also revealed that more girls were inspired and motivated to attend school. There was also a decline in the negative

community perception about girls' education and many girls attend schools of their preference.

3. It was found out that the girl child holds similar views with the parents on the specific kind of support parents give them. However, on the issue that parents pay approved levies and discourage girls from early marriage, the girl child holds a counter opinion.

4. The major challenges parents in Kwabre District face in their role of supporting the education of the girl child as indicated by majority of the participants are: misconceptions on gender roles assigned to females by society; misgivings and cultural beliefs held by society about girls education; high cost of living; unfriendly nature of school buildings; and interest and attitudes of some parents.

5. The possible ways suggested by most of the parents for improving the support parents give the girl child are: policymakers (District assemblies, GES) in the country should enact bye-laws to ensure that parents support their daughters in basic schools; designers and architects of school structures should ensure that the buildings and environments are girl child friendly; and finally, discouraging parents from allowing the girls to participate in puberty rites during school hours.

Conclusions

On the basis of the findings of the study, the following conclusions are drawn. First it can be concluded that, parents in the Kwabre District of the Ashanti region support the girl child by not allowing them to participate in

puberty rites in any form during school period; discourage the girls from early marriage; help them to do their home work; give them the requisite psychological need of love; and finally, pay promptly all approved PTA and other charges in the school. It is also revealed that these support, when adequately provided, can keep the girl child in school.

It could be concluded further that, parents and the girl children have the same views on the effect of parental support of the girl child. It was further revealed that, the major challenges parents faces in their role of supporting the girl child are related to socio cultural beliefs and misconceptions of the society. It may also be concluded that by way of improving parental support to the girl child, policymakers and assemblies have a part to play.

Finally, educating the girl child is an economic decision and that if parents are assisted to improve upon their economic situation they would be encouraged to also educate the girl-child. The task of educating the girls lies in the collective effort of all stakeholders of education including parents, students, churches, opinion leaders, the government and other NGO,s. At the basic education level, if government will strictly adhere to the policy of FCUBE as provided for in the 1992 constitution of Ghana, then it is obvious that all girls of school going age are likely to be in school and the burden on parents will reduce since not much would be needed of them.

Recommendations

Based on the findings and conclusion that emerged from the study, the following were recommended:

1. It was found that parents concentrate only on specific areas, but it can be succinctly stated that for the child to develop well, parental support should be total and all round. It is therefore recommended that parents should be educated and encouraged by stakeholders (opinion leaders, NGO's, government, teachers, school administrative, churches among others) on the need to invest in the girl child's education in diverse ways, covering other areas identified in this study where they least support.

2. That school authorities should try and involve parents in school activities such as opportunities to serve on school committees like building, sports, SMC/PTA, fund raising.

3. It is clear that there is a national vision and specific targets for girls' education in Ghana. Also, there are several activities being undertaken by a variety of actors (Girls Education Unit-GES, NGO,s, Churches) in helping to promote girl child education. It is therefore recommended that, the stakeholders should design suitable programmes to motivate parents to support girl child education, to supplement their efforts.

4. The Metropolitan, Municipal and District assemblies, Churches; NGO's, Chiefs and Elders, should help educate the citizens about the importance of girls' education to help erase the misconceptions and misgivings as well as some cultural beliefs about girls attending school. In addition, they should explore avenues available for obtaining scholarships for their daughters.

5. Teachers should request from parents to append their signatures after the girl child finishes home work to indicate that the parents did help the child to do the assignment.

6. Most interventions in supporting the education of the girl child should cover scholarships, teacher incentives, girl friendly school buildings, logistics, libraries, skill training and micro credit programs.

7. Textbooks and other instructional materials should no more negate and relegate the girl child to the background. Curriculum planners should ensure that pictures and stories in books should no longer just portray females as mothers in the house caring for babies and selling in the market only, but also people whose occupation demand high education such as statesmen, lawyers and doctors among others. If the girl child would be encouraged to stay in school and aim high academically, then the issue of gender stereotypes in textbooks, which impact negatively on retention and attainment of girls in schools, would be a thing of the past.

Suggestions for Further Research

The result of the present study indicates that the subject matter under study (parental support) is multidimensional and has a wider scope which the study could not cover all the aspects. Equally important aspects which this current research did not cover includes parental attitude and its influence on girl education; negative community perception and cultural belief about girl child education and kinds of parental occupation and its impact on girl child education.

It is recommended that a further study be conducted in the areas mentioned and also the study should be replicated in other regions in Ghana to confirm or refute the findings of this research. This would help stakeholders in girl child education such as curriculum planners, parents and teachers to have a comprehensive view on parental involvement in the education of the girl child.

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QUESTIONNAIRE FOR PARENTS

Research questionnaire on parental support to the girl child education in the Kwabre District of Ashanti Region

Introduction

This questionnaire is designed purposely to gather data on parental support to the girl child education. It is purely an academic exercise and the information you provide, on this would be kept strictly confidential. Also, participants should be aware that by honestly and candidly completing this form, they would be providing the researcher with valuable information for the success of the study.

Thank you for your time and co-operation.

SECTION A

Personal Information

Instruction: Please tick [√] the appropriate box

(1). Age:	a. 20 – 29 years	[ ]
	b. 30 – 39 years	[ ]
	c. 40 – 49 years	[ ]
	d. 50 and above	[ ]
(2). Gender:	a. Male	[ ]
	b. Female	[ ]
(3). Marital Status:		
	a. Married(living together)	[ ]
	b. Separated	[ ]
	c. Divorced	[ ]
	d. Widowed	[ ]

(4). Educational Standard: a. No Formal Education [   ]

b. Primary / Elementary [   ]

c. Secondary [   ]

d. Tertiary [   ]

(5). Occupation: a. employed in Formal sector [   ]

b. unemployed [   ]

c. Self Employed [   ]

SECTION B

6. Kinds of Support from Parents

Instruction: Please tick [√] the appropriate box

Strongly Disagree (SD) (1) you strongly disagree with the statement.

Disagree (D) (2) you disagree more than you agree

Agree (A) (3) you agree more than you disagree

Strongly Agree (SA) (4) You strongly agree with the statement.

Statements	SD	D	A	SA
	1	2	3	4
1.Parents discourage early marriage				
2.Parents give the girl child psychological need of love				
3.Parents holds high aspirations for the girl child				
4.Parents encourage boys and girls to do household chores				
5.Parents pay teachers for extra classes				
6.Parents motivate the girl child to attend school				

7.Parents provide learning materials like toys, computers				
8.Parents give personal attention and intervention.				
9.Parents pay T & T and give money for canteen				
10. Parents provide resources (Text books, uniforms, desk)				
11.Parents attend P.T.A. meetings / Speech days				
12.Parents pay approved levies by GES and PTA				
13.Parents visit schools to assess girls academic progress and discuss school related problems with teachers				
14 Parents help the girl child to do their home work				
15.Parents ensure that girls go to school regularly				
16.Parents guide, train and talk to the girls				
17.Parents give sex education				
18. Parents do not allow girls to participate in initiation rites during school period.				

(7). How will you rate the adequacy of parental support to the girl child education in public basic schools?

a. Excellent   [ ]

b. Very Good   [ ]

c. Good   [ ]

d. Fair   [ ]

e. Poor   [ ]

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SECTION C

8. Perception of Parents about the Effect of the Support they Provide the Girl Child

Instruction: Please tick [√] the appropriate box

Statements	SD	D	A	SA
	1	2	3	4
1.High girls enrolment and retention in schools				
2.The girl child have higher aspiration and attain higher qualification				
3.Encourages pupils/students to learn seriously				
4.Motivates the girls to attend school regularly				
8.Promotes good morals and social behaviour				
11.Girls have high- esteem ,self- confidence and respect among peers				
13.Instills high discipline among girls				
15.Low dropout rate				

SECTION D

9. Challenges Parents Face in Supporting the Education of the Girl Child

Instruction: Please tick [√] the appropriate box

Statements	SD	D	A	SA
	1	2	3	4
1. Single parenting				
2. Unemployment				
3. Inadequate time				
4. Large sibling size				
5. Financial constraints/low in-come				
6. High cost of living				
7. Gender roles assigned to females by society				
8. Bureaucratic administrative procedures				
9. Interest, attitude of parents				
10. Frequent changes in educational policies				
11. Different political ideologies				
12. Involving girls in commercial activities				
13. Misconceptions held about the usefulness of girl child education				
14. Cultural and some traditional believes and practices				
15. Introduction of Capitation Grant and fCUBE				

16. Unfriendly nature of school blocks to girls				

11. Any other challenges...

....

SECTION E

11. Ways of Improving Parental Support to Girl Child Education

Please tick box (es) that are applicable

1. Teachers should educate parents on the need to support

   the girl child   [   ]

2. State policy makers to create conditions and bye- laws to

   ensure parents support the girl child   [   ]

3. Providing supplementary funds for high poverty family   [   ]

4. School environment should be girl child friendly   [   ]

5. The girl child unit of GES to design programmes to bring

   parents on board   [   ]

6. Schools to organize frequent PTA meetings   [   ]

7. Special incentives should be given to parents who supports   [   ]

8. Designing school report cards to include progress on parental

   involment   [   ]

9. Facilitating good communication between schools and

   parents   [   ]

10. Teachers to advocate for females to serve on some school

    committees   [   ]

12. Any other...

....

....

....

QUESTIONNAIRE FOR THE GIRL CHILD

Research questionnaire on parental support to the girl child education in the Kwabre District of Ashanti Region

INTRODUCTION

This questionnaire is designed purposely to gather data on parental support to the girl child education. It is purely an academic exercise and the information you provide, on this would be kept strictly confidential. Also, participants should be aware that by honestly and candidly completing this form, they would be providing the researcher with valuable information for the success of the study.

Thank you for your time and co-operation.

SECTION A

1. Kinds of Support from Parents

Instruction: Please tick [√] the appropriate box

Strongly Disagree (SD)   (1) you strongly disagree with the statement.

Disagree (D)   (2) you disagree more than you agree

Agree (A)   (3) you agree more than you disagree

Strongly Agree (SA)   (4) You strongly agree with the statement.

Statements	SD	D	A	SA
1.Parents discourage early marriage				
2.Parents give the girl child psychological need of love				
3.Parents holds high aspirations for the girl child				
4.Parents encourage boys and girls to do household chores				
5.Parents pay teachers for extra classes				
6.Parents motivate the girl child to attend school				
7.Parents provide learning materials like toys, computers				
8.Parents give personal attention and intervention.				
9.Parents pay T & T and give money for canteen				
10. Parents provide resources (Text books, uniforms, desk)				
11.Parents attend P.T.A. meetings / Speech days				
12.Parents pay approved levies by GES and PTA				
13.Parents visit schools to assess girls academic progress and discuss school related problems with teachers				
14 Parents help the girl child to do their home work				

15.Parents ensure that girls go to school regularly			
16.Parents guide, train and talk to the girls			
17.Parents give sex education			
18. Parents do not allow girls to participate in initiation rites during school period.			

SECTION B

2. Perception of the Girl Child about the Effect of Parental Supports they Receive

Instruction: Please tick [√] the appropriate box

Statement	SD	D	A	SA
1.High girls enrolment and retention in schools				
2.The girl child have higher aspiration and attain higher qualification				
3.Encourages pupils/students to learn seriously				
4.Motivates the girls to attend school regularly				
5.Enables girls to perform academically well and obtain good results				

6.Decline in negative community perception and stigmatization				
7.Teachers are motivated to work hard				
8.Promotes good morals and social behaviour				
9.Girls attend schools of their preference				
10.Girls school related problems are solved				
11.Girls have high- esteem ,self- confidence and respect among peers				
12.Enables girls to set high objectives and targets for their future career				
13.Their psychological needs of love, security, and economic are met				
14.Instilling high discipline among girls				
15. Low incidence of adjustment problems.				
16.low dropout rate				

17.They get quality time and personal attention from their parents				
18.keeps parents abreast with trends and problems of the school				
19.Parents remain sympathetic to financial demands made by school authorities				
20.There exist a strong link between the home and school when parents supports				

1. RELIABILITY ANALYSIS

The cronbach α values obtained for kind of support parents give, perception of parents about the effect of the support they provide the Girl Child and the challenges parents face in supporting the Education of the girl child are all above 0.7 which shows that the reliability of the responses is very high. See table below

Assessment of parental support	Number of Items	Cronbach α
KIND OF SUPPORT PARENTS GIVE	19	0.9628
PERCEPTION OF PARENTS	20	0.9412
CHALLENGES PARENTS FACE IN SUPPORTING	16	0.8411

2. ITEM ANALYSIS

KIND OF SUPPORT PARENTS GIVE	MEAN	STD DEV	α=0.9628
SECTION B			
B1	3.2308	.7250	
B2	3.4615	.7763	
B3	4.0769	.6405	
B4	4.0000	1.0000	
B5	3.8462	.8987	
B6	3.5385	1.4500	
B7	3.0000	1.4720	
B8	3.1538	1.5191	
B9	4.0000	.7071	
B10	3.7692	1.0919	
B11	3.7692	1.3009	
B12	4.0000	1.0801	
B13	3.6923	1.2506	
B14	3.5395	1.4500	
B15	3.9231	1.3205	
B16	3.3840	1.2609	
B17	3.8462	1.2810	
B18	3.8462	1.2142	
B19	4.0000	1.0000	

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PERCEPTION OF PARENTS	MEAN	STD DEV	α=0.9412
SECTION C			
C1	4.0000	.8528	
C2	3.1667	1.1934	
C3	3.4167	1.1645	
C4	2.9167	.9003	
C5	3.0000	.9535	
C6	3.0833	.9003	
C7	3.5000	1.0871	
C8	3.1667	1.1934	
C9	2.9167	.7930	
C10	3.3333	.8876	
C11	2.7500	.9653	
C12	3.8333	1.0299	
C13	3.1667	1.9962	
C14	3.0833	1.0299	
C15	3.7500	1.1382	
C16	3.6667	1.2309	
C17	3.5833	1.2401	
C18	3.3333	.8876	
C19	2.0833	1.9002	
C20	4.0000	.8528	

CHALLENGES	MEAN	STD DEV	α=0.8411
SECTION D			
D1	4.5455	.5222	
D2	4.5455	.5222	
D3	3.3636	.8090	
D4	3.6463	1.3618	
D5	4.2727	.9045	
D6	3.3636	.8090	
D7	3.7273	1.0090	
D8	3.2727	1.0090	
D9	3.6364	1.1201	
D10	3.7273	1.1909	
D11	3.7273	1.2721	
D12	3.9091	1.3003	
D13	3.0909	1.3003	
D14	3.0909	1.2210	
D15	3.6364	1.2863	
D16	2.4545	1.1282	

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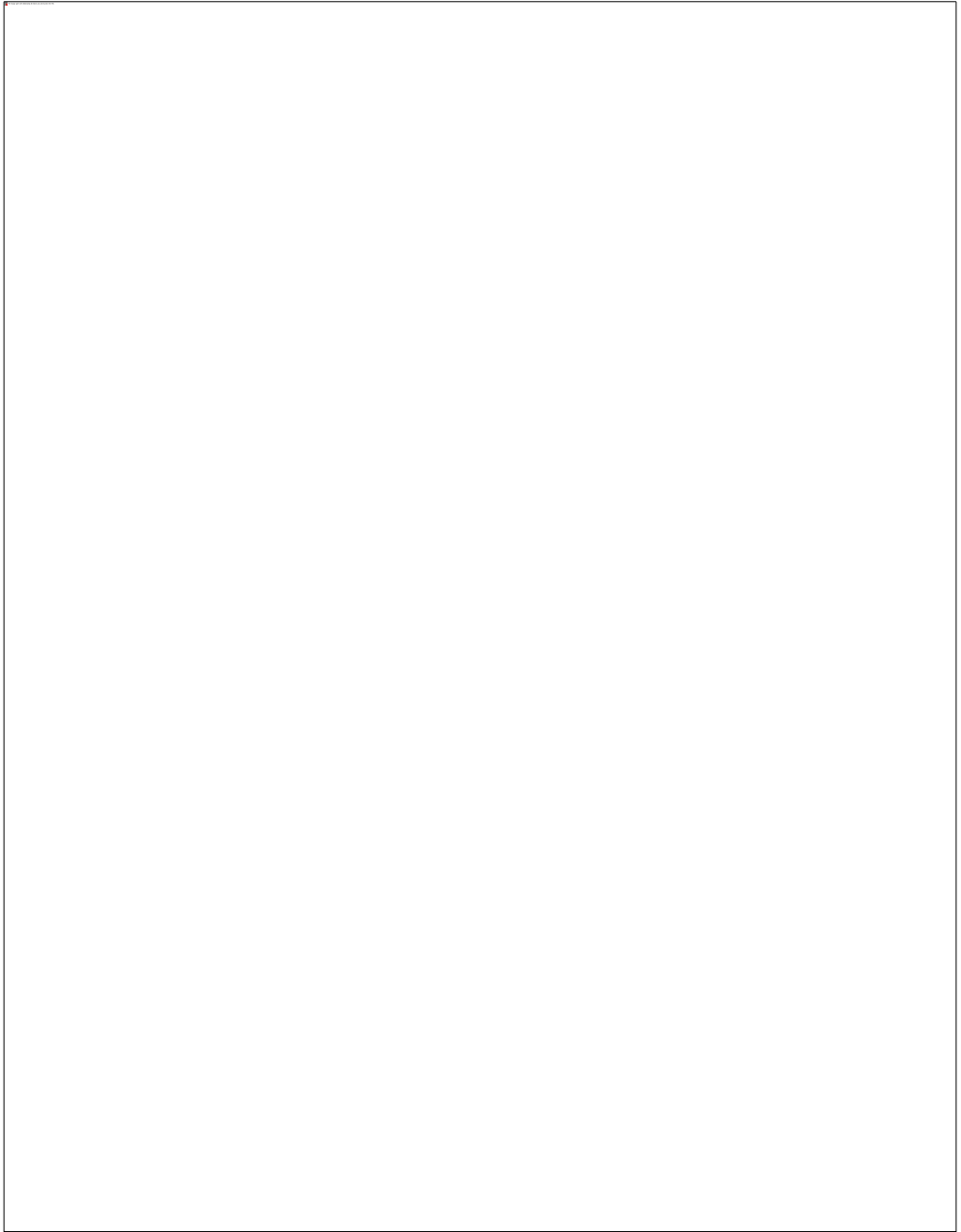
APPENDIX D

APPENDIX E

KWABRE EAST DISTRICT ASSEMBLY

DISTRICT PROFILE

LOCATION AND SIZE:

Kwabre East District was part of the former Kwabre District, which was carved out of the former Kwabre Sekyere District in 1988. It became Kwabre East District after the creation of Afigya Kwabre District in 2008. It is located almost in the central portion of the Ashanti region. It is within latitudes 6^0 45' and 6^0 50' North and longitudes 1^0 30' and $1^0$35' West.

The District shares common boundaries with Sekyere South District to the North; Kumasi Metropolitan Assembly to the South; Ejisu Juaben District to the East and Afigya Kwabre District to the West. The District has a total land area of 148 square kilometres constituting about 0.6% of the total land area of Ashanti Region. Kwabre East District is part of the Greater Kumasi City region, which is made up of Kumasi Metropolitan Area and the surrounding Districts. The District capital, Mamponteng, is approximately 14.5 kilometres from Kumasi to the north east. There are 42 settlements, 1 parliamentary constituency, 2 Town Councils, 4 Area Councils and 27 Electoral Areas.
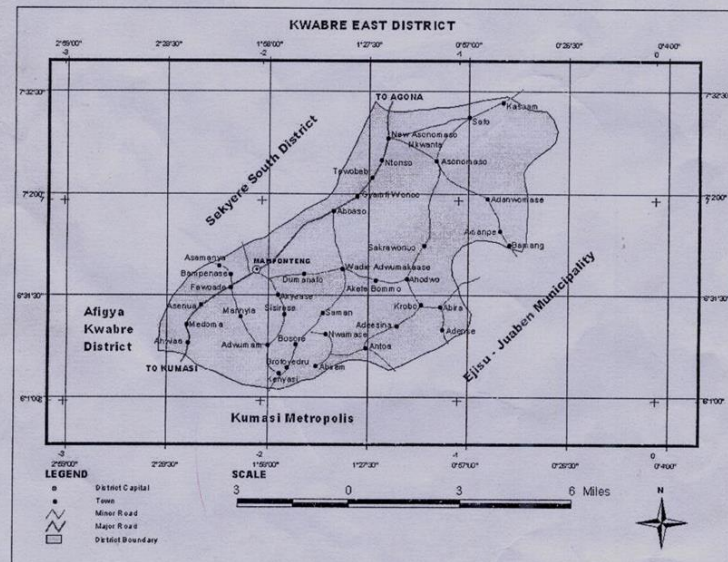
APPENDIX F

BASIC EDUCATION CERTIFICATE EXAMINATION

ANALYSIS OF RESULTS

YEAR: 2010

REGION: ASHANTI

DISTRICT: KWABRE

3. ENROLMENT OF JSS 3

BOYS	1442
GIRLS	1366
TOTAL	2808

4. NO.OF CANDIDATES REGISTERED

BOYS	1595
GIRLS	1362
TOTAL	2957

5. NO. OF CANDIDATES PRESENT DURING EXAMINATION

BOYS	1592
GIRLS	1354
TOTAL	2946

8. NO OF CANDIDATES OBTAINING AGGREGATES AS INDICATED

	AGGREGATES				TOTAL	%
	6	7 to 15	16 to 24	25		
BOYS	4	250	618	89	961	54.9
GIRLS	4	147	567	69	787	45.1

12a Number absent during exams:

12b   Reason for absenteeism: Male

1 Pregnancy

2 Withdrawal/ Transfer

3 Illness   2

4 Travelled abroad

5 Truancy/ Drop-Out

6 Marriage

7 Death

8 Transfer of Parent   1

9 Nursing Mothers

10 Injury

2. DISTRICT: KWABRE, 2009

3. ENROLMENT OF JSS 3

BOYS	2434
GIRLS	2938
TOTAL	5372

4. NO. OF CANDIDATES REGISTERED

BOYS	2681
GIRLS	2555
TOTAL	5236

5. NO. OF CANDIDATES PRESENT DURING EXAMINATION

BOYS	2660
GIRLS	2543
TOTAL	5203

8. NO OF CANDIDATES OBTAINING AGGREGATES AS INDICATED

	AGGREGATES				TOTAL	%	**DIST %**
	6	7 to 15	16 to 24				
BOYS	25	307	769	64.8	1821	53.6	
GIRLS	9	270	652		1572	46.4	64.8

9. Number of schools in which all candidates presented obtained 31 and above   1

10 Number of schools in which all candidates obtained Grade 9 for all subjects   0

11. List all schools in 9 and 10 above:

12a Number absent during exams: Male   21   Female: 12

12b Reason for absenteeism: Male   Female

1 Pregnancy   3

2 Withdrawal/ Transfer

3 Illness   8   4

4 Travelled abroad   2

5 Truancy/ Drop-Out   11   5

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Year: 2008

2. DISTRICT: KWABRE

3. ENROLMENT OF JSS 3

BOYS	2242
GIRLS	2098
TOTAL	4340

4. NO. OF CANDIDATES REGISTERED

BOYS   2310

GIRLS   1936

TOTAL   4246

5. NO. OF CANDIDATES PRESENT DURING EXAMINATION

BOYS	2302
GIRLS	1919
TOTAL	4221

8. NO OF CANDIDATES OBTAINING AGGREGATES AS INDICATED

	AGGREGATES				TOTAL	%
	6	7 to 15	16 to 24	25 to 30		
BOYS	28	348	616	534	1526	56.9
GIRLS	19	208	467	467	1161	43.1

9. Number of schools in which all candidates presented obtained 31 and above :1

10 Number of schools in which all candidates obtained Grade 9 for all subjects :0

11. List all schools in 9 and 10 above:

12a Number absent during exams: Male :8   Female:

12b   Reason for absenteeism: Male   Female

1 Pregnancy   2

2 Withdrawal/ Transfer

3 Illness   2   6

4 Travelled abroad	2	2
5 Truancy/ Drop-Out	2	6
6 Marriage		
7 Death	2	1
8 Transfer of Parent		
9 Nursing Mothers		
10 Injury		
TOTAL	**8**	**17**

YEAR: 2007

2. DISTRICT: KWABRE

3. ENROLMENT OF JSS 3

BOYS	2218
GIRLS	1984
TOTAL	4202

4.   NO. OF CANDIDATES REGISTERED

BOYS	2130
GIRLS	1830
TOTAL	3960

5. NO. OF CANDIDATES PRESENT DURING EXAMINATION

BOYS	2109
GIRLS	1812
TOTAL	3921

8.   NO OF CANDIDATES OBTAINING AGGREGATES AS INDICATED

	AGGREGATES				TOTAL	%	DIST %
	6	7 to 15	16 to 24	25 to 30			
BOYS	28	270	537	442	1277	57.0	56.6
GIRLS	5	169	393	397	964	43.0	

9.   Number of schools in which all candidates presented obtained 31 and above :nill

10 Number of schools in which all candidates obtained Grade 9 for all subjects :nill

11. List all schools in 9 and 10 above:

12a Number absent during exams: Male :21   Female: 18

12b   Reason for absenteesm: Male   Female

1 Pregnancy   0

2 Withdrawal/ Transfer		
3 Illness	2	1
4 Travelled abroad	1	1
5 Truancy/ Drop-Out	16	16
6 Marriage		
7 Death	2	
8 Transfer of Parent		
9 Nursing Mothers		
10 Injury		
TOTAL	**21**	**18**

YEAR: **2006**

2. DISTRICT: KWABRE

3. ENROLMENT OF JSS 3

BOYS	1970
GIRLS	1795
TOTAL	3765

4. NO. OF CANDIDATES REGISTERED

BOYS   1970

GIRLS   1795

TOTAL   3765

5. NO. OF CANDIDATES PRESENT DURING EXAMINATION

BOYS	1953
GIRLS	1772
TOTAL	3725

8. NO OF CANDIDATES OBTAINING AGGREGATES AS INDICATED

	AGGREGATES				TOTAL	%	DIST %
	6	7 to 15	16 to 24	25 to 30			
BOYS	15	224	477	427	1143	56.6	54.2
GIRLS	10	135	352	378	875	43.4	

9. Number of schools in which all candidates presented obtain 31 and above   3

10 Number of schools in which all candidates obtained Grade 9 for all subjects   0

11. List all schools in 9 and 10 above:

12a Number absent during exams: Male 17   Female:23

12b Reason for absenteeism: Male   Female

1 Pregnancy   11

2 Withdrawal/ Transfer

3 Illness   2

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4 Travel abroad   3

5 Truancy/ Drop-Out   4

6 Marriage

7 Death

8 Transfer of Parent

9 Nursing Mothers   3

10 Injury