

UNIVERSITY OF CAPE COAST

FACTORS AFFECTING GIRL-CHILD PARTICIPATION IN BASIC
EDUCATION IN THE ELMINA CIRCUIT OF THE KOMENDA-EDINA-
EGUAFO-ABREM (KEEA) MUNICIPALITY

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2013

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EGUAFO-ABREM MUNICIPALITY

BY

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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

JANUARY 2013

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: Shirena Solace Amegashie

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: Rev. K. Arko-Boham

ABSTRACT

The study assessed factors affecting girl-child participation in basic education in the Elmina Circuit of the KEEA Municipality. It specifically dealt with the socio-economic and socio-cultural factors that affected girl-child participation in basic schools in the Circuit. It also assessed school-related factors such as teacher factors, school boys' factors, and school facility factors affecting girl-child participation in education.

A descriptive research design was adopted for the study, and two sets of questionnaires were developed for the data collection. The population of the study comprised all the teachers and female students from both public and private primary 6 to JHS level in the Elmina Circuit. The study population was 882 girls from Primary 6 to JHS, and 92 teachers. A sample size of 322 made up of 70 teachers and 252 girl students was used in the study, and a descriptive analysis was adopted.

The study found that the main factors negatively influencing girl-child education in the Circuit were parents engaging their daughters in trading to support them financially; parents allowing their daughters to do more household chores than boys; early marriages; and teenage pregnancies. It is recommended that relevant stakeholders must intensify education of parents on the importance of girl-child education, and also hardworking girls should be given the needed supports such as scholarships.

ACKNOWLEDGEMENTS

I owe a debt of gratitude to some individuals for their support and encouragement in carrying out this study successfully. I wish to express my special indebtedness and appreciation to my supervisor, Rev. K. Arko-Boham of the Institute for Educational Planning and Administration (IEPA), University of Cape Coast, for his interest and zeal, invaluable suggestions, constructive criticisms, patience and hard work. His support made it possible for this study to be successfully completed.

My heartfelt appreciation also goes to officers at the Municipal Directorate of Education and Elmina Circuit for providing me with up-to-date statistics. My thanks go to all my colleagues. Finally, I acknowledge the good work of Mr. Francis Mawuli Abude of Directorate of Academic Planning and Quality Assurance (DAPQA), University of Cape Coast, for his advice throughout the entire work.

DEDICATION

To Seyram Nanabayin Ekow Vandyck and Mamaga Afua Amankwa.

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CHAPTER ONE

INTRODUCTION

Background to the Study

All over the world, education is accepted as the process by which individuals acquire knowledge, skills and attitudes which enable them to develop their faculties in full. It is universally accepted that one of the benefits of good education is that it enables individuals to contribute to development and improvement in the quality of life for themselves, their communities and the nation as a whole (MOE, 1998). The crucial role played by education in developing human resources for personal fulfilment, social and economic advancement of a nation is an indisputable fact recognised the world over (Anamuah-Mensah, 1995; UNDP, 1993).

It is on account of the belief in the benefits of good education that successive governments of Ghana have sought to use education as the vehicle for accelerating the implementation of their development policies and programmes. The United Nations guarantees education as the right of the child. This convention is the most widely ratified international treaty in the world today. Ghana has ratified the Convention on Rights of a child and makes education a Constitutional right. The 1992 Constitution of Ghana guarantees Free and Compulsory Basic Education to every child of school going age irrespective of

gender, religion, ethnicity or geographical location. Yet “Basic Education for All” is still very far from being a reality for many children, particularly the girl-child. According to GSS (2003), the gross enrollment ratio (GER), from year 2001 to 2004 increased for girls from 80% - 83% while that of boys increased from 87% to 90% within two years. Again, the national gender parity index (GPI) for primary and JHS schools are 0.699 and 0.264 in favour of boys.

Past and present governments have tried to provide for equal opportunities in, education, especially at the primary school level. Practically, the education system of Ghana discriminates against females/ girls who are consequently unable to compete equally for the, various courses offered in schools, colleges, vocational schools, universities and other training institutions.

It appears that education of the girl-child, more especially those from the rural areas do not receive desired encouragement and attention. The girl-child is expected to help her mother with household chores and business. In doing so she may be withdrawn or never allowed to enroll in school. As part of socio-cultural functions in society, girls at their tender age are betrothed to men who deprive them from acquiring skills and developing their talents, to manage economic activities and function well in society.

The Girls’ Education Unit was established in 1997 after a series of studies conducted to ascertain the reasons contributing to the low participation of girls’ informal education. Among the factors identified were socio-cultural beliefs and practices, irresponsible parenting, travelling long distances to school, remoteness

of schools and communities as well as general inadequacy of funding for girls' education.

The good news is that credible visionaries and world leaders, such as UN Secretary General, Mr. Kofi Annan, continuously highlighted the role and powerful impact of girls' education and described it as accelerator of progress and human development. What remains to be done now is to make it totally apparent that education with a "gender lens" benefits girls and boys and that education programmes without that lens will always produce inequitable results and hamper quality (CAMFED, 2005).

The Girls' Education Unit of the Ghana Education Service (GES) has adopted a number of strategies and programmes to improve girls' enrolment and retention in school. These strategies are being implemented in collaboration with the country's development partners, non-governmental organisations (NGOs) and community-based organisations (CBOs) to "increase access of girls to the full cycle of education" (GES [GEU], 2001). They include community mobilisation and sensitization to create awareness of the importance of girls' education, the organisation of role model outreach programme, the development and dissemination of communication materials to educate people on the importance of girls' education and the organisation of radio or television programmes to promote girls' education.

Despite the successes that have been achieved in the area of girls access to education, for instance, the institution of the Capitation Grant, that has awakened the interest of girls in education and raised their enrolment, supply of bicycles to

girls commuting long distances, the provision of food rations by the World Food Programme (WFP), as well as scholarships and intensification of community sensitisation activities, there still exists the phenomenon of gender disparity against girls.

Statement of the Problem

Girls' enrolments tend to grow at a snail pace in Ghana. Thirty years ago, girls represented 38 per cent of primary enrolment in low-income countries and boys, 62 percent. Today, the gender gap has narrowed with girls representing 48 percent and boys 52 percent of primary enrolment (OECD/UNESCO, 2003). Gross enrolment rates for girls in some low-income countries have gone from 52 per cent to 94 per cent over that same period. These averages, however, hide sharp differences among regions and countries.

In Ghana, there is disparity between male and female enrolment ratios in favour of boys at all levels of education (MOE, 2005). With the increasing concern about the promotion of girl-child education, much has been achieved in the Tamale Municipality (Abubakar, 1996). Statistics have it that over the girl-child participation has increased drastically from 26.4% to 35.2% in public schools while in the private schools it jumped from 21.5% to 311.4%. Girls enrolling in primary school later than the official entry age are more likely to dropout, especially as they approach adolescent (GSS, 2003).

There are very few (12) highly educated and well-known women from the KEEA Municipality (GES, Central Region, 2009). Many girls are engaged in apprenticeship such as dressmaking and hairdressing. Statistics at all levels in the

Municipality indicate disparity between boys' and girls' enrolment. At the junior high school level, boys are more than girls. Again, at the senior high school level, with exception of the Archbishop Porter Girls' Vocational School in the Municipality, all the mixed-sex schools show a disparity between boys' and girls' enrolment. In the Central Region, the gender parity index (GPI) stands at 0.726 and 0.277 for primary and JHS respectively in favour of boys. Meanwhile, that of the KEEA Municipality is 0.822 for primary schools and 0.514 for the Junior High schools while the Elmina Circuit records 0.832 and 0.521 for the primary and junior high schools respectively (GES, Central Region, 2009).

The Education Strategic Plan (ESP) for 2003-2015 serves as the framework by which Ghana meets its commitments to achieve the MDGs in education – Gender Parity by 2005 and Universal Primary Completion by 2015. This resulted in Ghana missing out on achieving the Millennium Development Goal (MGD) Target 4 that is eliminating gender disparity in primary and secondary education preferably by 2005, and in all levels of education no later than 2015 (SNV, 2006).

Many factors affect girl-child participation in education in the KEEA Municipality. These include teenage pregnancy, child labour, sexual harassment, lack of parental care and support, and distance from school among others. Individuals in the Municipality also complained of the numerous errands that the students especially girls do for their teachers, and the method of teaching adopted by the teachers.

It is likely that these factors could be responsible for the low participation as well as low academic performance of the girls. However, these assertions remain perceptions since there have not been any scientific studies into these issues in the Municipality. It is against this backdrop that this study sought to investigate the factors that affect girl-child education in the Elmina Circuit of the KEEA Municipality in order to inform policy.

Purpose of the Study

The main objectives of this study were to examine the factors that affect girl-child participation in basic education in the Elmina Circuit of the KEEA Municipality of Ghana.

The study specifically sought to:

1. Ascertain the socio-economic factors that affect the girl-child education.
2. Find out the socio-cultural factors that influence the girl-child education.
3. Identify school-related factors affect girl-child participation in education.
(e.g. male and female teachers' factors, school boys' factors, and school facilities' factors).
4. Make recommendations to policy-makers in the promotion of girl-child education in the Circuit.

Research Questions

The study is guided by the following research questions:

1. What are the socio-economic factors that affect the girl-child participation in school in Elmina Circuit?

2. What are the socio-cultural factors that influence the girl-child participation in basic education in the Circuit?
3. What school-related factors are affecting girl-child participation in education?
 - i. Male-teacher factors,
 - ii. Female-teacher factors,
 - iii. School boys' factors, and
 - iv. School facility factors.

Significance of the Study

Education is the right of every girl everywhere and key to transforming her life and the life of the community. Without education, girls are denied the opportunity to develop their full potential and to play a productive and equal role in their families, their societies, their country and their world. It is therefore, envisaged that this study would be a source of information to all major stakeholders. The GES could use the findings to find solutions to the numerous problems militating against girl-child education. This study's findings would also help the Elmina Circuit Supervisor to adopt new strategies that would improve girl-child participation in basic education in the area.

Religious leaders and opinion and community leaders may use the recommendations as a basis to engage and educate parents on issues on girls' education in the area. Equally, NGOs which are championing and advocating for girl-child education may find workable strategies from the findings in order to make strong advocacies.

The Municipal Assembly in its quest to reduce the girl dropout rate between JHS to SHS could employ the recommendations. Again, headteachers and teachers would also be aware of the various factors that negatively affect girls' participation in the basic schools and would be more conscious of those reasons.

Delimitation of the Study

The study was mainly focused on factors that affect girl-child participation in basic education in Elmina Circuit of the KEEA Municipality of the Central Region. This examined specifically, socio-economic and school-related factors that affected girl-child education in the Circuit. This research was confined and limited to the basic schools (public and private) in the Elmina Circuit of the KEEA Municipality.

Limitations of the Study

Issues about sexual harassment are sensitive ones that girls find difficult to report. This is due to the discrimination and stigmatisation that they usually suffer from colleagues, friends, community members and even teachers. Many such victims are tagged with nick names. This phenomenon deterred the students from divulging the true situation on the ground. Another difficulty encountered was the inability of the students to independently complete the questionnaires.

Organisation of the Rest of the Study

The dissertation is organised into five chapters. Chapter One discusses the background of the study, the statement of the problem, objectives of the study, and research questions. It also presents the significance of the study, delimitation

and limitations of the study. Chapter Two reviews the related literature which serves as framework of the study.

Chapter Three presents the research design, the population, the sample and sampling technique employed and the research instrument used. It also contains the procedures used in a collecting and analysing the data. Chapter Four looks at the analysis of the data collected. Chapter Five focuses on the summary, conclusions and recommendations made from the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter sets up the theoretical framework upon which the study focuses. It acquaints the reader with existing studies on the topic for better understanding and easy assimilation. The review covers the following topics:

1. The Girl-Child,
2. Context of Girls' Education in Ghana,
3. Crucial Issues in Girl-Child Education/ Barriers in Africa,
4. Importance of Girl-Child Education,
5. Roles and responsibilities of key players in Girls' Education,
6. Factors that influence Girl-Child Education,
7. Solutions to the Girl-Child Education Issues, and

The Girl-Child

The girl-child is a biological female offspring from birth to eighteen (18) years of age. This is the age before one becomes young adult. This period covers the crèche, nursery or early childhood (0 – 5 years), primary (6 – 12 years) and secondary school (12 – 18 years). During this period, the young child is totally under the care of the adult who may be her parents or guardians and older siblings. It is made up of infancy, childhood, early and late adolescence stages of development. During this period, the girl-child is malleable, builds and develops

her personality and character. She is very dependent on the significant others, those on whom she models her behaviour, through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional developments start and progress to get to the peak at the young adult stage.

Context of Girls' Education in Ghana

Efforts at providing education for all since 1951 have not yielded the desired results in Ghana. The Education Act of 1961 emphasised the education of all children. Successive governments have developed numerous policies to provide basic education for all children. These included expansion of schools and the development of co-educational institutions to provide equitable access to boys and children. The reforms embarked upon in 1986 targeted equitable male/female participation at all levels of education and the abolition of gender-streamed curriculum at basic level. Gender-sensitive teaching and learning materials were also produced and specific programmes for girls in science embarked upon. In 1990, the World Conference on Education for All (EfA) in Jomtien, Thailand set targets for education for all children, youths, and adults, which went well beyond providing universal access to education to improving educational quality and distributing educational resources more equitably (UNESCO, 1990).

Ghana's 1992 Constitution recognised the issue of equity in education by providing for free, compulsory, universal basic education (fCUBE). While the constitutional right to education exists, and policies aimed at providing it have been successful in increasing overall enrolment, access, equity, quality, and relevance of education are still problems. One of the most persistent issues is the

gender gap in educational participation, which favours boys and which becomes more progressively larger from basic education to senior secondary school to tertiary levels. Equity in access to quality education by girls is not only of primary concern in Ghana, as evidenced in the Dakar Framework for Action (UNESCO, 2000). In Dakar, the vision of the World Declaration on Education For All in Jomtien, 1990, was re-affirmed:

... that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning how to know, to do, to live together and to be. It is an education geared to tapping each individual's talents and potential and developing learners' personalities, so that they can improve their lives and transform their societies (UNESCO, 2000).

Crucial Issues in Girl-Child Education

In this section we discussed major and crucial issues in girl-child education. The issues discussed include:

1. Access to education.
2. Retention and Dropout.
3. Equity.
4. Enrollment.
5. Quality.
6. Achievement in school subjects, and
7. Barriers to Girls' Education.

Access to Education

Access simply means the right to education. It is also the opportunity provided for the girl-child to be educated. Access deals with the availability, convenience and ability to be educated. It includes traditional beliefs, practices and perceptions of the role of girls by families and communities, costs to families, including the opportunity costs of sending girls to the school and girls having to travel long distances to school (Offorma, 2009).

It is true that many governments make provision for the education of their citizens, but the provisions most of the time do not take cognisance of the peculiarities of the girl-child. In that case, the girl-child may not have access to education, which is a fundamental human right. Most of the factors that militate against the girl-child access to education are socio-cultural. Many countries on the African continent rank among the poorest in the world. The on-going HIV/AIDS epidemics, over-crowding in cities, tribal warfare and despotic governments have contributed to the degeneration of the beautiful African land into a human right catastrophe. At the centre of the devastating situation is the girl-child.

In Africa, many girls are prevented from getting the education entitled to them because families often send their daughters out to work at a young age, so that they can get the additional income they may need to exist beyond subsistence level, and finance the education of sons. It has been reported in BBC News (2006), that African patriarchal societal viewpoint favours boys over girls because boys maintain the family lineage. Additional reasons why girls do not have adequate access to education in Africa include the fact that many have to

stay home to nurse relatives with HIV/AIDS. That their mothers were not educated is another reason that makes them feel that their daughters do not need education. Furthermore, some families do not believe in education of girls.

Despite the introduction of fCUBE in the country which accounted for an increase in enrolment, a sizeable number of students, especially girls, still find themselves out of school owing to a number of reasons. These reasons are demands for their labour in the homes such as assisting in looking after their young siblings; child marriage, doing house chores, death of mother, and looking after the sick member of the family. Some of the girls are given to marriage against their wish and when they refuse, they are threatened with death. The children are given to marriage at a tender age in quest of dowry from the husbands. But how much is the amount and for how long does it last? The girls lament that because of the setbacks they still did not escape from poverty and their parents had nothing to show for the dowry received. Some parents justify the denial of girls of their right to education to prevent them from bringing shame to the family through early pregnancy. Yet others believe that women who are at the same level of education as the men are a disgrace to the community because more often than not, they will not get married and if they do, it will be to a foreigner. For such parents, early marriage is the best way to prevent this and at the same time preserve traditions.

Retention and Dropout

UNICEF (2003) reported that in sub-Saharan Africa, the number of girls out of school each year has risen from 20 million in 1990 to 24 million in 2002.

Of the 25 selected countries, fifteen (15) were in sub-Saharan Africa. The criteria studied were: low enrolment rates for girls; gender gaps of more than 10 percent in primary education; countries with more than one million girls out of school; countries included on the World Bank's Education For All Fast Track Initiative and countries hard hit by a range of crises that affect school opportunities for girls, such as HIV/AIDS and conflict. The fifteen countries included Chad, Nigeria, Sudan, Tanzania, Eritrea, Ethiopia and the Democratic Republic of Congo.

In Ghana, rates of pupil dropout in P I to P6 from 1998/99 to 1999/2000 showed wide regional differences. Percentages of pupils who drop out are lowest in the Greater Accra Region and highest in the three regions in the north. In Greater Accra Region, the percentage of pupils who dropped out ranged from a low of 2.8 percent of boys and 0.9 percent of girls in the transition from P I to P2 to a high of 3.8 percent of boys and 4.9 percent of girls in the transition from P5 to P6 (UNICEF, 2003).

In contrast, data from the Northern Region showed high dropout rates for the transition from P1 to P2 (approximately 28 percent of boys and girls) with smaller percentages (in the 10 percent range) of students dropping out each year until P5. Percentages of pupils who drop out in the Northern Region during the P5 to P6 transition are 4.4 percent of boys and 6 percent of girls. Data from the Upper East Region and Upper West Regions are similar to those from the Northern Region. In 1999/2000 the percentages of girls and boys in junior secondary were 44.9 and 55.1 percent. This gap widens at each successive level,

with females constituting only 33 percent of the Senior Secondary School population and 25 percent of the tertiary level population (GES, 2003).

Equity

In a report by Asare (2009), National Programme Officer of the Ghana Education Campaign Coalition, he stated that the complexities in the challenges to attain gender parity in basic school enrolment, retention and completion, and appreciating that the existing quantity and quality defects in girls' education, is a result of structural deficiency deeply rooted in policy and practice, is vital. He added that working to remove barriers to quality girls' education should not only be seen as a statutory in fulfillment of girls' right but a building block to sustainable development. In his opinion, the need for Government and Civil Society to collaborate to safeguard gender interests in basic education is immediate and imminent for Ghana to remain on track to achieve the Millennium Development Goals on education and gender.

Enrolment

MOE data reveal that in 1999/2000 there were 991,587 girls and 1,123,394 boys (46.9 and 53.1 percent of the total, respectively) in primary schools. These figures improved slightly from 1997/1998 when there were 927,990 girls and 1,059,819 boys (45.5 and 54.5 percent, respectively). On the face of it these figures might appear quite impressive.

However, when disaggregated by gender and region, the data make it apparent that the gender gap is wide and deep in certain areas. In Greater Accra, girls' enrolment in primary is equal to that of boys: 50 percent in P1 – P5 and 49

percent at P6. In contrast, in the Northern Region, girls' enrolment is 44 percent of the total in PI, decreasing to 36 percent by P6. Within regions, there are differences among districts, with pockets of lower girls' enrolments-even in regions with higher overall enrolments (GES [GEU], 2001).

Quality

The Jomtien Conference of 1990 launched the Education For All (EFA) initiatives, which aimed at getting children into school within ten years and also stressed that the urgent priority was to ensure access to and improve the quality of education for girls and women. Many countries mapped out programmes to facilitate the implementation of the initiatives. Nigeria embarked on Universal Basic Education. All these are in a bid to meet the Millennium Development Goal number two, which is to achieve Universal Basic Education.

The question is what is the quality of education given to the girl-child that will help her to adapt to the knowledge based economy of the 21st Century? The answer to this question can be attempted by ex-raying what happens in the schools today. Demotivated teachers, examination malpractice, gender biased curriculum, lack of school facilities and instructional materials, incessant strike actions are some of the variables in the quality of education of children.

UNICEF education chief in South Africa, Wamahiu (1998) as cited in Offorma (2009) said quality education was not about how well a child was performing in school but a number of factors that enrich the wellbeing of a child in school. She cited the issues of administration of discipline, corporal punishment, sexual harassment, child abuse and child labour as some of the things

that lead to exclusion of groups of students from accessing quality education. United Nation statistics, national reports and studies initiated by non-governmental organisations in 2005 repeatedly showed that girls, as a group, had lower literacy rates, receive less health care, and more impoverished than boys. Today we are in a revolution and this will be reflected in teaching, research and community work, which will help the girl-child to fit into the global society.

Achievement in School Subjects

Achievement data for 1999 for boys and girls show low overall achievement, with mean performance of a national sample of P6 pupils of 36.4 percent in English and 31.2 percent in mathematics on the criterion referenced test (CRT) (Quansah, 2000). Mean performance scores have increased gradually from 29.9 percent in English and 27.3 percent in mathematics in 1992. Pass rates on the P6 CRT were 9.1 percent in English and 4 percent in math. This is an increase from 2 percent in English and 1.1 percent in mathematics in 1992 (the pass criterion for English is 60 percent and for mathematics 55 percent.) The CRT is administered to P6 pupils only (PME, 2001). Results from the 1999 CRT showed significantly higher performance for boys in mathematics, but no significant gender differences were found in English (Quansah, 2000).

Mean performance scores in English ranged from 33.8 percent in Brong Ahafo Region to 43.8 percent in Greater Accra Region; in mathematics, mean performance scores ranged from 30.3 percent in Brong Ahafo to 34.9 percent in Greater Accra Region. National mean scores on the Performance Monitoring Test

(PMT), administered to a random sample of pupils in grades P1 through P6, also showed low overall achievement.

Satisfactory performance standards (SPS) were set at 55 percent for the English test and 50 percent for the mathematics test. The mean score of the total sample of P1 pupils was 20.95 percent in English and 39.56 percent in mathematics. For the total sample of P6 pupils, the corresponding means were 34.18 percent in English and 13.94 percent in mathematics (Konadu, 1999).

Females performed slightly better than males on the English test, and males performed slightly better than females on the mathematics test. There were significant disparities, however, in the performance of students from urban and rural schools. Differences in English were even greater as pupils progressed through the grades. For example, 14.65 percent of urban pupils in P1 attained SPS in English compared to 11.28 percent of rural pupils in P1. In P6, the corresponding scores were 45.47 percent for urban pupils and 15.76 percent for rural pupils. In math, overall scores decreased from P1 to P6, but urban/rural differences were still evident; 54.92 percent of urban P1 pupils attained SPS in mathematics compared to 32.53 percent of P1 rural pupils, and 3.42 percent of urban pupils and 1.53 percent of rural pupils attained SPS in P6 (Konadu, 1999).

Regional differences were evident. Mean performance scores for P1 ranged from a low of 26.48 percent in Upper West Region to a high of 46.72 percent in Greater Accra Region; mean performance scores for P6 ranged from a low of 10.27 percent in Upper West Region to a high of 17.70 percent in the Western Region (Konadu, 1999).

In spite of the low achievement rates, most schools promote pupils wholesale. Data on rates of pupil promotion from 1998/1999 to 1999/2000 are almost identical for boys and girls in P1 – P5; in the transition from P5 to P6, however, 89 percent of boys were promoted compared to 86 percent of girls (PME, 2001).

Barriers to Girls' Education

A synthesis of 54 research studies on girls' education in Ghana (Boakye, 1997) concludes that barriers to girls' education are multifaceted and interrelated. While these barriers also affect boys, they affect girls disproportionately. A common denominator to many of the factors is poverty.

Barriers to access include traditional beliefs and practices and perceptions of the role of girls by families and communities; costs to families, including the opportunity costs of sending girls to school and girls having to travel long distances to school. Barriers to retention include inadequate number of female teachers and role models, rigid adherence to school times and calendars and child labour requirements, teenage pregnancy, early marriage, and inadequate sanitary facilities (FAWE, 2001).

Barriers to achievement include low self-esteem (GEU, 2001), gender biases in classroom practices (WUSC, 2000), minimal guidance and counselling services, and teasing and sexual harassment (Atakpa, 1996). Barriers to girls' education are multifaceted and interrelated. Moreover, many of these are barriers outside of Government's control. However, Government can influence other partners to effect change. Indeed, overcoming barriers to girls' education will

require multiple perspectives and multi-sectorial partnerships (Williams, 2001). There is growing awareness that education is the right and responsibility of all, and that Government alone cannot provide quality education for all. Stakeholders – communities, parents/guardians, NGOs, CBOs, religious bodies, development partners, the media, the private sector - have roles to play, and success will require a synergy of purpose and action.

Importance of Girls' Education

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). Educating girls produces considerable social and welfare benefits, such as lower infant mortality and fertility rates (Bruce, 1997). In a study of maternal education and child survival in Ghana (Owusu-Darko, 1996) found that the higher the education level of the mother, the greater the survival rate of her children. The mother's level of education has also been found to have a direct influence on economic productivity and the level of her daughters' education (Swainson, 1995; World Bank, 1989). In the words of a famous Ghanaian:

No development strategy is better than one that involves women as central players. It has immediate benefits for nutrition, health, savings, and reinvestment at the family, community, and ultimately, country level. In other words, educating girls is a social development policy that works. It is a long-term investment that yields an 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 – Kofi Annan, UN Secretary General, UNECO, 2000.

The commitment of the Government of Ghana to make girls' education a priority has been demonstrated by the creation of a new, high-ranking position, the Minister of State for Primary, Secondary and Girl-Child Education.

Factors Influencing Girls' Education

Socio-Economic Factors

The World Bank (1999) reported that the levels of poverty have reduced family ability to provide the basic needs of their children. This is reflected in the growing rates of school dropouts particularly among girls. Studies have also shown that rural poor and urban slum dwellers find it increasingly difficult to wait for the long term benefits of investing into their children's education.

FAWE (2001) and Twumasi (1986) also reported that parents decide whom to educate in a situation where there are more claimants than the resources. Preference is normally given to males in order to ensure their occupational advancement since they are seen as breadwinners of the family. It is also reported that hard pressed parents tend to withdraw their daughters from school to help them with economic activities, domestic work and childcare or marry them off. Ankomah (1998) hinted that poor economic status of parents adversely affect the participation of daughters in further education.

Hyde (1994) maintained that girls work at home often permits parents especially mothers to work more on farms or in labour force. In sending girls to school, the family loses the income that the mother might have earned because the daughters are substitute for the mother in performing home chores.

According to Mbilinyi and Mbughuni (1991), female domestic labour is a key factor that militates against achievement at school and also a sizable opportunity cost for parents when they make a choice about whether to send a child to school. In other words, the need for female domestic labour affects decisions about whether to send daughter to school in the first place and once at school, how long she should stay.

Information from some studies and the Department of Community Development in Ghana indicate that rural young girls are sent to urban areas to become domestic servants for kin and non kin families. Such displacement often occurs in their primary school years. Their parents receive payment for their services but the girls have little or no opportunity to return to school (Asomaning, Agrawal, Apt, Grienco & Tarner, 1994).

A Zimbabwean proverb says that ‘he is poor who has no daughters’ (Dorsey, 1989). This aptly represents the economic value of girls. Due to the continuing importance of practices such as payment of bride price, polygamy and adultery fines, the economic value of girls as accorded to marriage and motherhood, depresses the demand for female education.

Mensah (1992) reported that girls aged four years onwards are given the responsibility of looking after younger children where such services are expected

from a boy. Sometimes, at an early age of less than six, girls can be given to other families as house helps either to earn their own living or earn income for the family, if the family size is large with low economic power.

School Factors

Oppong (1983) also noted that in Ghana, if schools are situated far from the community, enrolment in general is stifled. Also, it has been reported that parents object to the lack of basic facilities notably latrines and boundary walls considered necessary to protect their daughters' dignity and security. In Ghana, some schools especially those in the rural areas do not have separate urinals and toilet facilities for boys and girls, and this may not encourage parents especially from Muslim communities to send their daughters to school (Atakpa, 1996).

Kelly and Elliot (1982) stated that girls have special needs such as physical protection and tradition demands privacy and social reputation. For this reason, if the school is located close to the home and it is well equipped with facilities like separate lavatories for girls and the school is well supervised by female teachers, parents become enthused to send their daughters to school.

While many social and economic constraints on women obtaining an education in Africa are the subject of much concern, the issues of sexual violence have been largely neglected (Hallam, 1994). According to Hallam, there is a pandemic of sexual violence and harassment in educational in Africa. Sexual harassment in educational institutions around the world has increasingly been discussed (Larkin, 1994). Male pupils are identified as major offenders of sexual harassment. Hallam said that they abuse the girls verbally, cartoon them, harass,

beat and rape them. A study in Guinea indicates that boys are very aggressive towards girls as they physically force, threat and tease to silence girls in class (Anderson-Levitt, Bloch & Soumore, 1994).

In 1994, the forum for African Women Educationists (FAWE) identified sexual harassment in educational institutions both by male pupils and teachers, as one barrier to girls' education. Teachers also prey on their female students, threatening to fail them, or publicly humiliate them to give in to their sexual advances. Teachers are also reported to reward female students who succumb with grades and tuition waivers. These accounts of sexual harassment and violence show that girls and young women face an extremely hostile and uncomfortable learning environment in schools. Education authorities have failed to address this problem. As a result, the abuse of girls within schools grossly undermine the effort to increase enrolment and retain them as wells

According to Anderson-Levitt, Bloch and Soumore (1994), some parents are discouraged by the policy to expel pregnant school girls. To the parents, no attempts are made to determine if a teacher is responsible, or not for a school girl's pregnancy. The school rather forgives the teacher to the detriment of their prey. Teachers' attitude and behaviour towards school girls are perhaps the most significant implications for the negative attitudes towards educating girls. Anderson-Levitt, Bloch and Soumore (1994) in his studies in Cameroon, Rwanda and Ghana indicated that both female and male teachers believe that boys are academically superior to girls. Also, Kilo (1994) reported that in Kenya, Malawi

and Rwanda, it has realized that teachers paid more attention to boys than girls or completely ignored girls.

Many textbooks and other teaching materials have pronounced gender bias images that discourage girls from thinking that they are good students and therefore can excel. The textbooks often portray men as intelligent and adventurous while women are often associated with passiveness, admiration, suitable for traditional roles and lack of self-assertiveness. A World Bank Report (1999) showed that although text books systematically treated men's activities as admirable, women appeared rarely in domestic roles. Women were portrayed as passive, stupid and ignorant.

Solutions to the Girl-Child Education Issues

Increased Funding and Better Use of Funding - UNESCO estimates that an estimated \$11 billion per year is necessary to reach the 2015 Education For All (EFA) goals. The disparity between need and aid is apparent: aid sent to low income countries to provide basic education in 2004 and 2005 was at an average of \$3.1 billion per year. The Fast Track Initiative (FTI) provides one of the most promising paths to universal primary education by 2015. Set up as a partnership between donors and developing countries and non-governmental organisations, the FTI endorses developing countries that put primary education at the forefront of their domestic efforts and develop sound national education plans. Donors then agree to provide coordinated and increased financial and technical support for these plans (Offorma, 2009).

Countries that lack donor support can receive assistance from the FTI Catalytic Fund, which was created to provide transitional financial support to low income countries that have education plans endorsed by the FTI. Investment in the FTI Catalytic Fund would enable resources to go directly to country national education plans and could leverage increased commitments from other countries and a stronger global partnership on Education For All.

Abolition of school fees - Many countries in Africa and in the developing world do not offer free primary education to all children. School fees must be paid in order to obtain even a basic education. School fees came into existence at the encouragement of the World Bank and International Monetary Fund in the 1980s and 90s as a way of addressing crushing debt payments. These, along with “budget ceilings”, forced governments to skimp on budgets for social services, such as health care and education, in the name of debt repayment. The World Bank reversed its policy on primary school fees in 2001, but an estimated 77 out of 94 poor countries continue to charge some type of fee for basic education.

School fees have greatly damaged development in many countries around the world and continue to be an obstacle for access to education; they are the principal barrier blocking the schoolhouse door for children from poor families and are a major reason why more families do not take in AIDS orphans. Uganda's and Kenya's success stories of school fee abolishment serve as an example to other countries. When the \$8 annual school fee was abolished in Uganda in 1997, school enrolment figures doubled immediately. The fee was a major burden for families in a country where the average worker earned less than \$1 per day.

Trained teachers - An extreme shortage of teachers in many countries, due to many factors ranging from budget ceilings to the HIV/AIDS epidemic has become problematic in achieving EFA goals. Teachers must be properly trained and paid in order to provide quality education.

Flexible programs - School programmes must take into account social, economic and cultural barriers. Flexible school schedules have allowed girls to attend school around household chores.

From the literature, the study could conclude that education is the right of every girl everywhere and key to transforming her life and the life of her community. Without education, girls are denied the opportunity to develop their full potential and to play a productive and equal role in their families, their societies, their country and their world. Finally, that schools in Africa are often substandard, especially in rural and isolated areas, means that even the few girls lucky enough to get access to an education often receive one of poor quality and limited duration. Many schools in Africa are nearly destitute, with classes being held in crowded, poorly constructed structures, in which there is very limited access to paper and pencils, and even less access to text books and computers.

The largest hurdle that needs to be overcome before all African girls can get the education they deserve is the prevailing social thought that discourages or minimises the importance of education for girls. To stop this, countries in Africa need to pass laws banning the early marriage practices that keep girls out of school. Finally, African governments must pass legislation that makes the

education of girls mandatory for primary school, and then enforce these laws stringently in the rural communities.

CHAPTER THREE

METHODOLOGY

The description of procedures used in the conduct of the study is what this chapter seeks to do. This chapter also deals with the research design, the population, sample and sampling techniques and the data collection instrument. It also contains the pilot testing, validity and reliability of instrument, data collection and analysis procedures.

Research Design

The study adopted a descriptive survey design. Osuala (1991) noted that descriptive surveys are versatile and practical, especially to the researcher in that they identify present needs. He further noted that descriptive research is basic for all types of research in assessing the situation as a prerequisite for conclusion and generalizations. In addition, Fraenkel and Wallen (2000) also maintained that the purpose of descriptive research is to observe, describe and document aspects of a phenomenon as it naturally occurs. They added that in descriptive research, the events or conditions either already exist or have occurred and the researcher merely selects the relevant variables for analysis of their relationship.

Nevertheless, there are difficulties involved in a descriptive survey. These include ensuring that the questions to be answered are clear and not misleading, getting respondents to answer questionnaires thoughtfully and honestly, and

getting sufficient number of questionnaires completed and retrieved so that meaningful analysis can be made (Fraenkel & Wallen, 2000).

This design was used here because it focused on identifying the factors affecting girl-child participation in basic education in the Elmina Circuit of the KEEA Municipality from stakeholders like teachers and students.

Population

The population of the study comprised all the teachers and female students from both public and private Primary 6 to JHS level in the Elmina Circuit. According to statistics from the Circuit, there were 13 primaries and 13 junior high schools (JHSs) with 7,511 students. Out of this figure, 882 girls were in Primary 6 to JHS, and 92 teachers.

Sample and Sampling Procedure

Out of a population of 92 teachers, a sample size of 70 representing 76.1% of the population was selected; agreeing with Fraenkel and Wallen (2000) that if the sample is large, the best way desired is to obtain a sample representative of the population from which it has been selected. Again, 252 female students were randomly chosen. This sample size was representative of the population since it was determined according to Krejcie and Morgan's (1970) Sample Size Determination Table. In all, there were 322 respondents in the study.

The sampling frames for the students and the teachers were compiled and fed into computer software, SPSS. The simple random sampling (SRS) technique specifically the Random Number Generators was then used to randomly select girl students, and the teachers after specifying their respective sample sizes.

Research Instruments

The main instrument for data collection was questionnaire. Two sets of questionnaires were designed; one for teachers and other for the students to solicit information on the factors affecting girl-child participation in basic education in the Circuit. The questionnaires contained both closed and open-ended items. Questionnaires were divided into two sections each. They contained background information of respondents, socio-economic factors, socio-cultural factors, school-related factors (including male-teachers' factors, female-teachers' factors and school-boys factors), and the suggestions for retaining girls in school.

Questionnaire for parents and opinion leaders also contains four-point Likert scale as described by Best and Kahn (1995). All positive statements were assigned values ranging from 1 to 4 with 1 representing *strongly disagree*, 2 representing *disagree*, 3 representing *agree* and 4 representing *strongly agree*. The reverse was true for all negative items.

Pilot-Testing of Instruments

These instruments were pilot-tested among students and teachers from the Apewosika M/A School in Cape Coast. This school was chosen because it has almost the similar characteristics (like infrastructure and student and teacher populations) as the schools in the Elmina Circuit of the KEEA Municipality. Based on the responses, the instruments were revised for clarity.

In order to ensure the validity of the instrument, copies of the questionnaires were made available to the supervisor for his perusal. The

supervisor made his inputs, and this helped to identify ambiguities and other inadequacies in them after which they were refined again.

The data collected from the pilot-testing were entered into the SPSS and Cronbach's Alpha co-efficient of reliability test was run. Reliability coefficients of 0.7264 and 0.811 were obtained for the teachers' and students' questionnaires respectively. These indicated that the questionnaires were very reliable (Leech, Barrett & Morgan, 2005).

Data Collection Procedure

An introductory letter was obtained from the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast. The introductory letter helped me to get the needed assistance and co-operation from the District Director of Education, Circuit Supervisors as well as the headteachers.

Before the administration of the questionnaire, I wrote to ask permission from the Municipal Director of Education to conduct the study in the sampled schools. The study recorded a 100.0% retrieval rate of questionnaires. Statistical tables and figures were constructed in an attempt to answer all research questions posed.

Data Analysis

Descriptive statistical methods were used in analysing the data collected using the Statistical Product and Service Solutions (SPSS). The questionnaires were edited and coded. Data were captured in three well designed templates using SPSS (version 16.0) and Microsoft Office Excel (2007). The data editing and capturing took three (3) days. Frequencies, cross-tabulations, simple percentages,

means and standard deviations were computed for items and results presented in tables.

The items were measured on four-point Likert scales as described Best and Kahn (1995) and weighted 1, 2, 3, and 4. The scale was coded as follows: Strongly agree = 4, Agree = 3, Disagree = 2 and Strongly disagree = 1 for all positive items, while the reverse was the case for all negative worded items in the questionnaire.

The keys for interpreting the means for positive statements were as follows: 1.00 to 1.40 – Strongly disagree, 1.50 to 2.40 – Disagree, 2.50 to 3.40 – Agree, and 3.50 to 4.00 – Strongly agree. Again, the reverse was true for all negative items.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the statistical analyses and the discussion of findings based on the research questions. The respondents included teachers, parents and opinion leaders, and girls (students) in the Elmina Circuit of the KEEA Municipality. Analysis was done according to the following research questions:

1. What are the socio-economic factors that affect the girl-child participation in school in the Circuit?
2. What are the socio-cultural factors that influence the girl-child participation in basic education in the Circuit?
3. What school-related factors are affecting girl-child participation in education?

Research Question One

What are the socio-economic factors that affect the girl-child participation in school in the Circuit?

The study sought to obtain information from the students on how socio-economic variables affected the participation of girls in basic education in the Elmina Circuit. Tables 1 and 2 presented the views of the pupils and teachers respectively. Table 1 showed the frequencies, percentages, means and standard deviations of the five items. The least and the highest means were 2.60 and 3.54 respectively.

Table 1: Students' Views on Socio-economic Factors Affecting Girls' Education

Statements	Responses										
	SA		A		D		SD		Std.		
	No.	%	No.	%	No.	%	No.	%	Mean	Dev	Total
Parents engage their daughters in trading to support them financially.	179	71.0	31	12.3	42	16.7	0	0.0	3.54	0.761	252
Parents allow girls to do more household chores than boys.	146	57.9	64	25.4	25	9.9	17	6.8	3.35	0.552	252
Parents fail to provide the needs of their daughters.	110	43.7	70	27.8	45	17.9	27	10.6	3.04	0.819	252
Parents engage their daughters in farming/salt harvesting.	103	40.9	65	25.8	72	28.5	12	4.8	3.03	0.443	251
Parents give their daughters out as housemaids.	69	27.4	84	33.3	28	11.1	71	28.2	2.60	0.932	252
Mean = SA – Strongly agree (4); A – Agree (3); D - Disagree (2); and SD – Strongly disagree (1)											

Table 1 indicated that with the highest mean value of 3.54 and a standard deviation of 0.761, 179 (71.0%) and 31 (12.3%) of the students somewhat agreed that parents engaged their daughters in trading to support them financially. Two-hundred and ten representing 83.3% of them responded positively that parents allowed their girls to do more household chores than boys, while the remaining 16.7% disagreed.

On whether parents failed to provide the needs of their daughters, 110 (43.7%) and 70 (27.8%) of them strongly agreed and agreed respectively. However, 45 (17.9%) and 27 (10.6%) disagreed and strongly disagreed respectively. With a mean value of 3.03, majority (66.7%) of the girls claimed that parents engaged them in salt harvesting at the expense of their education.

It appeared that parents sometimes gave out their daughters as housemaids as majority (60.7%) somewhat agreed. The remaining 39.3%, however, disagreed that this affected their participation in education. With a grand average of 3.11, the girls accepted that the aforementioned socio-economic factors negatively affected their education. It can therefore, be concluded that some parents and guardians are to some extent blamable for the drop out of female students in basic high schools in the Circuit.

Table 2 showed the responses of the teachers on the socio-economic factors negatively influencing the participation of girls in basic schools in the Elmina Circuit of the KEEA Municipality. The lowest and the highest means were 2.91 and 3.71 respectively.

Table 2: Teachers' Opinions on Socio-economic Factors Affecting Girls' Education

Statements	Responses										Total
	SA		A		D		SD		Std.		
	No.	%	No.	%	No.	%	No.	%	Mean	Dev.	
Parents engage their daughters in trading to support them financially.	55	78.6	10	14.3	5	7.1	0	0.0	3.71	0.321	70
Parents engage their daughters in farming/salt harvesting	52	74.3	11	15.7	3	4.3	4	5.7	3.59	0.822	70
Parents fail to provide the needs of their daughters	49	70.0	10	14.3	7	10.0	4	5.7	3.49	0.800	70
Parents allow girls to do more household chores than boys	30	43.5	21	30.4	8	11.6	10	14.5	3.03	0.660	69
Parents give their daughters out as housemaids	28	40.0	18	25.7	14	20.0	10	14.3	2.91	0.872	70

Mean = SA – Strongly agree (4); A – Agree (3); D - Disagree (2); and SD – Strongly disagree (1)

Majority (92.9%) of the teachers indicated that parents engaged their daughters in trading to support them financially. However, 5 (7.1%) of them disagreed. This statement was rated with a mean value of 3.71 and a standard deviation of 0.321. Also, on whether parents engaged their daughters in salt harvesting, 52 (74.3%) and 11 (15.7%) responded “strongly agree” and “agree” respectively. The remaining 7 (10.0%) however, disagreed with that assertion.

Majority (84.3%) of the teachers also somewhat agreed that parents failed to provide the needs of their daughters, while the remaining 15.7% disagreed. They rated this statement with an average value of 3.49 with a standard deviation of 0.800. The least influential factor was “parents give their daughters out as housemaids” as it was rated with a mean value of 2.91 with a standard deviation of 0.872. the grand mean for the factors was 3.35 indicating that the teachers “agree” with all five socio-economic factors assessed.

The findings from Tables 1 and 2 corroborate that of FAWE (2001) and Twumasi (1986) who asserted that hard pressed parents tend to withdraw their daughters from school to help them with economic activities, domestic work and childcare or marry them off. Additionally, the World Bank (1999) reported that the levels of poverty have reduced family ability to provide the basic needs of their children indicating that this has reflected in the growing rates of school dropouts particularly among girls. Other studies have also shown that rural poor and urban slum dwellers find it increasingly difficult to wait for the long term benefits of investing into their children’s education.

Research Question Two

What are the socio-cultural factors that influence the girl-child participation in Basic Education in the Circuit?

The research question sought to assess the socio-cultural factors that influenced the participation of girls in basic schools in the Circuit. It is a general notion that factors such as beliefs and practices, irresponsible parenting, teenage pregnancies, travelling long distances to school, remoteness of schools and communities. Tables 3 and 4 contained the views of the students and teachers respectively.

According to the students, with a mean value of 3.81, all (100.0%) respondents indicated that teenage pregnancies negatively influenced their participation in basic education. One-hundred and ninety-five representing 77.4% and 34 (13.5%) responded “strongly agree” and “agree” respectively that some cultures believed that educating boys was more beneficial than girls. However, 23 (9.1%) disagreed. With a mean value of 3.63, majority (92.0%) of the girls reported that early marriage could cause their drop out, whilst others (8.0%) disagreed. The least rated socio-cultural factor was “socialisation of girls in some cultures makes them see education as unimportant with an average value of 2.80 and a standard deviation of 0.994.”

Table 3: Students' Views on Socio-cultural Factors Influencing Girls' Education

Statements	Responses										Total
	SA		A		D		SD		Mean	Std. Dev.	
	No.	%	No.	%	No.	%	No.	%			
Teenage pregnancy is a cause of many girls from school	205	81.3	47	18.7	0	0.0	0	0.0	3.81	0.852	252
Some cultures believe that educating boys is more beneficial than girls	195	77.4	34	13.5	15	6.0	8	3.1	3.65	0.872	252
Early marriages make girls drop out of school	190	75.3	42	16.7	10	4.0	10	4.0	3.63	0.690	252
Parents withdraw their daughters from school because girls education is not important to them	150	59.5	90	35.7	10	4.0	2	0.8	3.54	0.388	252
Some cultures believe education makes girls wayward and disrespectful.	171	67.9	41	16.3	32	12.7	8	3.1	3.49	0.952	252
Some cultures believe that the girls place is the kitchen	89	35.3	110	43.7	14	5.5	39	15.5	2.99	0.452	252
Socialisation of girls in some cultures make them see education as unimportant	56	22.2	123	48.8	40	15.9	33	13.1	2.80	0.994	252

Mean = SA – Strongly agree (4); A – Agree (3); D - Disagree (2); and SD – Strongly disagree (1)

Table 4: Teachers' Responses on Socio-cultural Factors Influencing Girls' Education

Statements	Responses										Total
	SA		A		D		SD		Std.		
	No.	%	No.	%	No.	%	No.	%	Mean	Dev.	
Teenage pregnancy is a cause of many girls from school	64	91.4	6	8.6	0	0.0	0	0.0	3.91	0.752	252
Early marriages make girls drop out of school	59	84.3	6	8.6	5	7.1	0	0.0	3.77	0.453	252
Some cultures believe that educating boys is more beneficial than girls	56	80.0	10	14.3	4	5.7	0	0.0	3.74	0.911	252
Parents withdraw their daughters from school because girls education is not important to them	55	78.6	9	12.9	5	7.1	1	1.4	3.69	0.518	252
Some cultures believe education makes girls wayward and disrespectful.	49	70.0	15	21.4	4	5.7	2	2.9	3.59	0.952	252
Socialisation of girls in some cultures make them see education as unimportant	47	67.1	19	27.1	2	2.9	2	2.9	3.59	0.902	252
Some cultures believe that the girls place is the kitchen	49	70.0	10	14.3	11	15.9	0	0.0	3.54	0.443	252

Mean = SA – Strongly agree (4); A – Agree (3); D - Disagree (2); and SD – Strongly disagree (1)

Again from Table 4, teenage pregnancy was the main socio-cultural factor identified with a mean value of 3.91 and a standard deviation of 0.752. Majority (92.9%) of the students blamed the low retention of girls in school on early marriages. With an average value of 3.74 and a standard deviation of 0.911, 56 (80.0%) and 10 (14.3%) somewhat agreed that some cultures believe that educating boys was more beneficial than girls. Fifty-five representing 78.6% and 9 (12.9%) of the teachers respectively “strongly agree” and “agree” that parents withdraw their daughters from school because girls education is not important to them. Five representing 7.1% and 1 (1.4%) indicated disagreed and strongly disagreed respectively. With a mean value of 3.59, 91.4% somewhat agreed that some cultures believed education made girls wayward and disrespectful. Six representing 8.6% however, disagreed with the above assertion. It can be concluded from Table 3 and 4 that teenage pregnancies, early marriages, and the erroneous perceptions about girl-child education.

Research Question Three

What school-related factors are affecting girl-child participation in education?

The study sought to identify the school-related factors that militated against the participation of girl-child in basic school in the Elmina Circuit of the KEEA Municipality. The study identified factors such as male-teacher, female-teacher, school boys, and school facilities. These factors are analysed in Tables 5 – 12. Tables 5 and 6 looked at the responses of the girls and teachers respectively.

Table 5: Students' opinions on the Effect of Male-Teacher Factors on Girls' Education

Statements	Responses										Total
	SA		A		D		SD		Std.		
	No.	%	No.	%	No.	%	No.	%	Mean	Dev.	
Male teachers are too stern on girls	109	43.3	78	31.0	43	17.0	22	8.7	3.09	0.459	252
Male teachers discriminate against girls	92	36.8	65	26.0	46	18.4	47	18.8	2.71	0.702	250
Male teachers sexually abuse girls	69	27.4	61	24.2	68	27.0	54	21.4	2.58	0.440	252
Male teachers assign a lot of responsibilities to girls	58	23.1	69	27.5	60	23.9	64	25.5	2.48	0.623	251
Male teachers administer corporal punishments on girls	38	15.2	50	19.9	48	19.1	115	45.8	2.04	0.432	251
Male teachers' absenteeism	44	17.5	30	11.9	65	25.8	113	44.8	2.02	0.663	252
Mean = SA – Strongly agree (4); A – Agree (3); D - Disagree (2); and SD – Strongly disagree (1)											

In each table, frequencies, percentages, means and standard deviations were computed and interpreted. The least and the highest means from Table 5 are 2.02 and 3.09 respectively. Majority (74.3%) of the girls somewhat agreed that males teachers were too stern on girls causing them to drop out of school. the remaining 65 (25.7%) however, disagreed. Again, 92 (36.8%) and 65 (26.0%) of them responded “strongly agree” and “agree” that male teachers discriminated against girls.

On whether male teachers sexually abusing them could drop them out of school, 130 (51.6%) of them responded positively. Sixty-eight representing 27.0% and 54 (21.4%) somewhat disagreed. About 51% of the girls accepted that male teachers assigning them a lot of responsibilities negatively affect their participation in basic education in the Circuit.

It can be deduced that according to the students, the main male-teacher factors negatively influencing girls’ education in the Circuit included their sternness, discrimination, and sexual abuse.

Table 6: Teachers' Views on the Effect of Male-Teacher Factors on Girls' Education

Statements	Responses										Total
	SA		A		D		SD		Std.		
	No.	%	No.	%	No.	%	No.	%	Mean	Dev.	
Male teachers are too stern on girls.	15	21.4	20	28.6	20	28.6	15	21.4	2.55	0.756	70
Male teachers discriminate against girls.	11	15.7	16	22.9	30	42.9	13	18.5	2.36	0.421	70
Male teachers sexually abuse girls.	8	11.4	6	8.6	34	48.6	22	31.4	2.00	0.450	70
Male teachers assign a lot of responsibilities to girls.	6	8.6	13	18.6	19	38.6	32	34.3	1.90	0.742	70
Male teachers administer corporal punishments on girls.	4	5.7	5	7.1	32	45.8	29	41.4	1.77	0.453	70
Male teachers' absenteeism.	4	5.9	3	4.4	25	36.8	36	52.9	1.88	0.782	68

Mean = SA – Strongly agree (4); A – Agree (3); D - Disagree (2); and SD – Strongly disagree (1)

From Table 6, half (50.0%) of the teachers indicated that male teachers were too stern on girls, while the remaining half disagreed. With a mean value of 2.36 and a standard deviation of 0.421, 11 (15.7%) and 16 (22.9%) of them responded “strongly agree” and “agree” respectively.

Also, 8 (11.4%) and 6 (8.6%) somewhat agreed that male teachers’ sexual abuse of girls caused the girls to drop out of schools. Fifty-six representing 80.0% of them however, disagreed. The least rated factors were “male teachers’ absenteeism” and “male teachers administer corporal punishments on girls” with a mean values of 1.77 and 1.88 respectively.

It can be seen that “male teachers are too stern on girls” and “male teachers discriminate against girls” were the most dominant male-teacher factors militating against girl-child education in the Circuit according to the teachers. This study could not confirm the finding of Fawe (1999) which identified sexual harassment in educational institutions both by male students and teachers, as one barrier to girls’ education. Teachers also prey on their female students, threatening to fail them, or publicly humiliate them to give in to their sexual advances. Teachers are also reported to reward female students who succumb with grades and tuition waivers.

Tables 7 and 8 summarised the responses of the students and teachers respectively. In Table 7, the least and highest mean values are 1.85 and 3.11 respectively and that of the standard deviation are 0.318 and 0.904 respectively.

Table 7: Students' Responses on Female Teachers' Influence on Girls' Education

Statements	Responses										Total
	SA		A		D		SD		Std.		
	No.	%	No.	%	No.	%	No.	%	Mean	Dev.	
Female teachers are lazy and waste instructional hours.	111	44.0	80	31.8	38	15.1	23	9.1	3.11	0.649	252
Female teachers make girls run errands for them during instructional hours.	78	31.0	120	47.6	23	9.1	31	12.3	2.97	0.904	252
Female teachers insult and cane girls.	91	36.3	61	24.3	54	21.5	45	17.9	2.79	0.318	251
Female teachers' absenteeism affecting girl-child participation.	58	23.0	60	23.8	70	27.8	64	25.4	2.44	0.763	252
Female teachers promote the interest of girls in the school.	35	13.9	45	17.8	78	31.0	94	37.3	2.08	0.552	252
Female teachers serve as role models to girls in school.	30	11.9	44	17.5	81	32.1	97	38.5	1.85	0.687	252

Mean = SA – Strongly agree (4); A – Agree (3); D - Disagree (2); and SD – Strongly disagree (1)

Specifically, 191 (75.8%) of the students indicated that female teachers were lazy and wasted instructional hours causing their low participation in education at the basic level. Thirty-eight representing 15.1% and 23 (9.1%), however, disagreed. With a mean value of 2.97, 78 (31.0%) and 120 (47.6%) of them respectively responded “strongly agree” and “agree” that female teachers made them run errands for them during instructional hours influenced their participation in education. Additionally, 91 (36.3%) and 61 (24.3%) of the indicated “strongly agree” and “agree” respectively that female teachers insulting and caning them could negatively affect their school desires. However, the remaining 99 (39.4%) responded negatively to the above assertion.

Table 8: Teachers' Views on Female Teachers' Influence on Girls' Education

Statements	Responses										Total
	SA		A		D		SD		Std.		
	No.	%	No.	%	No.	%	No.	%	Mean	Dev.	
Female teachers make girls run errands for them during instructional hours.	38	54.3	20	28.6	10	14.3	5	7.1	3.34	0.329	70
Female teachers are lazy and waste instructional hours.	15	21.4	12	17.2	25	35.7	18	25.7	2.34	0.542	70
Female teachers promote the interest of girls in the school.	6	8.6	10	14.3	35	50.0	19	27.1	2.04	0.764	70
Female teachers insult and cane girls.	10	14.3	5	7.1	28	40.0	27	38.6	1.97	0.990	70
Female teachers serve as role models to girls in school.	5	7.1	10	14.3	30	42.9	25	35.7	1.93	0.387	70
Female teachers' absenteeism affecting girl-child participation.	4	5.9	7	10.3	30	44.1	27	39.7	1.82	0.855	68
Mean = SA – Strongly agree (4); A – Agree (3); D - Disagree (2); and SD – Strongly disagree (1)											

On the part of the teachers from Table 8, 58 (82.9%) of them indicated that male teachers made girls run errands for them during instructional hours negatively affected girls' education in the Circuit. The remaining 15 (17.1%) of them responded otherwise. With an average value of 2.04, only 16 (22.9%) of the teachers reported that female teachers promoted the interest of girls in the school. Ten representing 14.3% and 5 (7.1%) of the teachers indicated "strongly agree" and "agree" that female teachers insulting and caning girls could affect the schooling of the girls. The least rated item was "female teachers' absenteeism affecting girl-child participation" with an average value of 1.82 and a standard deviation of 0.855.

Tables 9 and 10 revealed the responses of the students and teachers respectively on the effects of school boys' activities on the girl-child education in the Elmina Circuit. Table 9 indicated that 98 (38.9%) and 101 (40.1%) said that they respectively strongly agreed and agreed that boys were gender-biased in school. Again, with a mean value of 2.99, the majority of the students indicated that boys bullied them in schools. "Boys threaten girls in school" was rated with the least mean of 1.97 and a standard deviation of 0.562.

Table 9: Girls' Opinions on School Boys' Effect on their Education

Statements	Responses										Total
	SA		A		D		SD		Std.		
	No.	%	No.	%	No.	%	No.	%	Mean	Dev.	
Boys are gender-biased in school.	98	38.9	101	40.1	28	11.1	25	9.9	3.08	0.980	252
Boys bully girls in school.	98	38.9	77	30.6	54	21.4	23	9.1	2.99	0.670	252
Boys sexually abuse girls in school.	74	29.8	58	23.4	80	32.3	36	14.5	2.69	0.400	248
Boys discourage girls from learning at school.	44	17.6	39	15.6	72	28.8	95	38.0	2.13	0.711	250
Boys threaten girls in school.	30	11.9	43	17.1	68	27.0	111	44.0	1.97	0.562	252

Mean = SA – Strongly agree (4); A – Agree (3); D - Disagree (2); and SD – Strongly disagree (1)

Table 10: Teachers' Views on School Boys' Effect on Girls' Education

Statements	Responses										Total
	SA		A		D		SD		Std.		
	No.	%	No.	%	No.	%	No.	%	Mean	Dev.	
Boys bully girls in school.	25	35.7	25	35.7	15	21.4	5	7.2	3.00	0.810	70
Boys sexually abuse girls in school.	29	41.4	19	27.1	13	18.6	9	12.9	2.97	0.884	70
Boys are gender-biased in school.	15	21.4	35	50.0	14	20.0	6	8.6	2.84	0.475	70
Boys threaten girls in school.	10	14.3	6	8.6	38	54.2	16	22.9	2.14	0.521	70
Boys discourage girls from learning at school.	9	13.0	10	14.5	20	29.0	30	43.5	1.99	0.533	69

Mean = SA – Strongly agree (4); A – Agree (3); D - Disagree (2); and SD – Strongly disagree (1)

From Table 10, 50 (71.4%) of the teachers somewhat agreed that boys bullied girls in school resulting in their low participation in school. Twenty representing 28.6%, however, disagreed. Again, 15 (21.4%) and 35 (50.0%) of them indicated that boys were gender-biased in school, while the remaining 20 (28.6%) somewhat disagreed. With a mean value of 2.14, only 10 (14.3%) and 6 (8.6%) of the teachers respectively responded “strongly agree” and “agree” that boys threatened girls in schools. Finally, only 19 (27.5%) of the teachers agreed that boys discouraged girls from learning at school.

Clearly from Tables 9 and 10, the main school boys’ effects were “boys are gender-biased in school,” “boys bully girls in school,” “boys bully girls in school,” and “boys sexually abuse girls in school.” This findings partially agree with that of Anderson-Levitt, Bloch and Soumore (1994) that male students are identified as major offenders of sexual harassment. Hallam (1994) also said that the boys abuse the girls verbally, cartoon them, harass, beat and rape them. Again, Anderson-Levitt, Bloch and Soumore (1994) indicates that boys are very aggressive towards girls as they physically force, threat and tease to silence girls in class.

Table 11: Girls' Responses on the Influence of School Facilities on their Education

Statements	Responses										Total
	SA		A		D		SD		Std.		
	No.	%	No.	%	No.	%	No.	%	Mean	Dev.	
Long distance to school discourage girls.	112	44.4	79	31.3	44	17.5	17	6.8	3.13	0.658	252
An unfriedly school environment. discourage girls from attending school.	102	40.5	90	35.7	38	15.1	22	8.7	3.08	0.234	252
Lack of furniture, textbooks, and teaching and learning materials make schooling uninteresting to girls.	91	36.1	35	13.9	48	19.0	78	31.0	2.55	0.873	252
Lack of separate toilets/urinals for boys and girls discourage girls from going to school.	49	19.4	39	15.6	52	20.6	112	44.5	2.10	0.639	252
Poor teaching methods making girls drop out of school.	30	12.0	43	17.2	66	26.4	111	44.4	1.97	0.712	250

Mean = SA – Strongly agree (4); A – Agree (3); D - Disagree (2); and SD – Strongly disagree (1)

Table 12: Teachers' Opinions on the Effect of School Facilities on Girls' Education

Statements	Responses										Total
	SA		A		D		SD		Std.		
	No.	%	No.	%	No.	%	No.	%	Mean	Dev.	
Long distance to school discourage girls.	40	57.1	15	21.4	6	8.6	9	12.9	3.23	0.872	70
An unfriedly school environment.											
discourage girls from attending school.	18	26.5	21	30.9	15	22.0	14	20.6	2.63	0.234	68
Lack of separate toilets/urinals for boys											
and girls discourage girls from going to											
school.	15	21.4	15	21.4	30	42.9	10	14.3	2.50	0.752	70
Lack of furniture, textbooks, and teaching											
and learning materials make schooling											
uninteresting to girls.	15	21.4	10	14.3	20	28.6	25	35.7	2.21	0.512	70
Poor teaching methods making girls drop											
out of school.	10	14.3	5	7.1	20	28.6	35	50.0	1.86	0.349	70

Mean = SA – Strongly agree (4); A – Agree (3); D - Disagree (2); and SD – Strongly disagree (1)

On the influence of the school facilities from Table 11, majority (75.7%) revealed that long distance to school discouraged them from schooling, while the remaining 61 (24.3%) stated otherwise. Again, 102 (40.5%) and 90 (35.7%) of them responded strongly agreed and agreed that unfriendly school environment discouraged girls from attending school. this statement had an average value of 3.08. Similarly, with a mean value of 2.55, majority of them said that lack of furniture, textbooks, and teaching and learning materials made schooling uninteresting to girls. The least rated item was poor teaching methods making girls drop out of school.

According to the teachers as showed in Table 12, 40 (57.1%) and 15 (21.4%) indicated “strongly agree” and “agree” that long distance to school discouraged girls. Again, 30 (42.8%) of the teachers stated that lack of separate toilets/urinals for boys and girls discouraged girls from going to school. On the issues of whether lack of furniture, textbooks, and teaching and learning materials made schooling uninteresting to girls, 15 (21.4%) and 10 (14.3%) respectively indicated “strongly agree” and “agree,” while the remaining 45 (64.3%) indicated otherwise. It can be deduced from Tables 11 and 12 that the main school facility factors that influenced girl-child education in the Circuit were “Long distance to school discourage girls,” and “An unfriendly school environment. discourage girls from attending school.” This study corroborates the conclusion by FAWA (1999) that girls and young women face an extremely hostile and uncomfortable learning environment in schools which education authorities have failed to address this problem.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives the overview of the entire work. It contains the summary of the study and conclusions drawn from the study. It also presents recommendations made to inform policy, and suggestions for further study.

Summary

The study assessed factors affecting girl-child participation in basic education in the Elmina Circuit of the KEEA Municipality. It specifically sought to address the following questions:

1. What are the socio-economic factors that affect the girl-child participation in schools in the Circuit?
2. What are the socio-cultural factors that influence girl-child participation in basic education in the Circuit?
3. What school-related factors are affecting girl-child participation in education?
 - i. Male-teacher factors,
 - ii. Female-teacher factors,
 - iii. School boys' factors, and
 - iv. School facility factors.

Literature was reviewed under the following sub-heading: the girl-child, context of girls' education in Ghana, crucial issues in girl-child education/ barriers, importance of girl-child education, roles and responsibilities of key players in girls' education, factors that influence girl-child education, and solutions to the girl-child education issues.

A descriptive research design was adopted for the study, and two sets of questionnaires were developed for the data collection. The population of the study comprised all the teachers and female students from both public and private Primary 6 to JHS level in the Elmina Circuit. According to statistics from the Circuit, there were 13 kindergartens/ primaries and 13 junior high schools (JHSs) with 7,511 students. Out of this figure, 882 girls were in Primary 6 to JHS, and 92 teachers. A sample size of 322 made up of 70 teachers and 252 girl students was determined for the study. An introductory letter from the Institute for Educational Planning and Administration (IEPA), University of Cape Coast, helped me to better introduce myself to the officials of the Municipal Directorate of Education, headteachers, teachers and students. I was, therefore, able to attain a 100.0% retrieval rate due to the cooperation of the respondents and the school headteachers.

The descriptive analysis was adopted and the SPSS (version 16.0) and MS Excel (2007) were used to capture and analyse the data. It came to light that the modal age groups of the students and teachers were 11 – 15 years and 41 – 50 years respectively. About 62% of the students stayed with their single parents.

Fishing and farming dominated the occupations of the girls' parents. Also, 91.4% of the teachers were professional teachers.

Before the main data collection, a pilot-testing was conducted at the Apewosika M/A School in Cape Coast. This school was chosen because it has almost the same characteristics as the schools in the Elmina Circuit of the KEEA Municipality. Based on the responses, the instruments were revised for clarity. The Cronbach's Alpha coefficients of reliability for the instruments were 0.7264 and 0.811 for the teachers' and students' questionnaires respectively. It emerged that the modal age groups of the students and the teachers were 11 – 15 years and 41 – 50 years respectively. About 62% of the students stayed with their single parents, whilst their parents were mainly farmers/fisherfolks. Also, 91.4% of the teachers were professional teachers.

Key Findings

The following findings emerged from the study:

1. The main socio-economic factors negatively influencing girl-child education in the Circuit were:
 - (i) Parents engaged their daughters in trading to support them financially,
 - (ii) Parents allowed girls to do more household chores than boys, and
 - (iii) Parents failed to provide the needs of their daughters.
2. Early marriage, teenage pregnancy and gender-stereotyping in favour of boys were the major militating socio-cultural factors affecting girls' education in the area.

3. School-factors negatively affecting girls' participation in basic education in the Elmina Circuit were as follows:
- (i) Lack of teaching and learning resources e.g furniture, textbooks.
 - (ii) Teachers' attitudes,
 - (iii) Unfriendly boys.

Conclusions

From the foregoing, it is evident that the rate of drop out among school girls in the Elmina Circuit can to some extent be attributed to the unsupportive behaviour of parents, teachers, colleague students and the school environment. Firstly, the poor financial status (poverty) of parents has compelled them to involve their school-going wards in economic activities. This acts of parents cause girls to “love” money at tender age. This has the propensity to divert their attention from education to their small businesses thereby taking them from the classrooms. In addressing this problem, the Municipal Assembly could be of help by organising parents into co-operative groups and source fund for them from either its own IGF or the bank.

Teenage pregnancy, as simple as it may sound, is gradually destroying the future of the youth and the nation. Fellow youth should take that as a lesson, and not repeat the mistakes their peers commit. The cure to this is that rigorous education should be embarked upon to sensitise girls on the effects of pre-marital sex among students.

Also, gender-stereotyping in favour boys by some teachers and parents discourage girls and causes them to drop out of school. teachers and parents

should immediately change their negative attitude towards girls and rather tend to encourage them to higher academic laurels by citing examples of highly successful women in society.

Furthermore, many studies have confirmed that learning resources are the crucial determinants of teaching methods employed; hence the unavailability and inadequacies of these essential educational resources spell doom for our students. This discourages effective learning among students especially girls. Therefore, as a matter of urgency, educational authorities (e.g. Municipal Assembly, PTA, NGOs and chiefs among others) should help in this regards.

Unless and until schools adopt girl-friendly policies and enforce rules and regulations that empower girls, their retention in basic schools in the Circuit will remain problematic.

Recommendations

In line with the findings and the conclusions of this study, the following suggestions are made for possible implementation:

1. The Municipal Directorate of Education and the Municipal Assembly and other relevant stakeholders should seriously embark upon and intensify its mass education of parents to educate their daughters at least to the basic school level. This will change the negative parental attitude towards female education.
2. Parents must always make financial provisions for their daughters' education by saving and investing in educational insurance policies. This

will curtail the instances when parents are poor and could not afford fees and basic needs of their daughters.

3. The Municipal Assembly should create more co-operative associations for more petty business women or parents to be enable save towards their wards' (especially girls) education.
4. The Municipal Directorate of Education should work through local school authorities (e.g. SMC and Assembly members) to bring to book all male and female teachers whose behaviour tends to discourage the retention of girls in schools. This will serve as a deterrent to others.
5. The Municipal Assembly, organisations and individuals should continue to encourage girls that are performing very well by giving them scholarships. This initiative has the tendency of attractive more girls to school and also inspires them to do better.
6. The Municipal Assembly together with other stakeholders must create a conducive academic environment to encourage females to remain in school. This might include the provision of good toilet facilities and the provision of TLMS for teachers, and separate toilets/urinal facilities.
7. Socio-cultural practices that tend to discourage girl-child education should be abolished. Parents should not overburden their girls with household chores but give them equal chances as boys to study. Moreover, parents should provide the needs of the girls.

8. More schools should be built in the Circuit to reduce the distance covered by the students to school. This will encourage them (girls) to attend school.

Suggestions for Further Research

The study could not cover all aspects of girl education due to resource constraints. Therefore, the following topics are suggested for further investigations:

1. The effects of discrimination on the academic performance of girl students.
2. A comparison of boys' and girls' academic performance at the junior high school level.

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APPENDICES

APPENDIX A

Questionnaire For Students

You will be significantly contributing towards the success of this study if you respond to the following items as frankly as you can. The study seeks to find out *Factors Affecting Girl-child Participation in Basic School in the Elmina Circuit*. Your responses will be treated as confidential.

Please tick [✓] or write as applicable.

SECTION A

BACKGROUND INFORMATION OF RESPONDENTS

1. Age (in years): Less than 11 [] 11 – 15 [] 16 – 20 []
2. Class: JHS 1 [] JHS 2 [] JHS 3 []
3. Whom do you stay with? Both parents [] Single parent []
Guardian []
4. Occupation of parents/Guardian:
Unemployed [] Farming/Fishing [] Teaching [] Nursing []
Security services [] Others (Specify).....

SECTION B

FACTORS OF AFFECTING GIRL-CHILD PARTICIPATION

Socio-economic Factors

Statement	Strongly agree	Agree	Disagree	Strongly disagree
1. Parents allow girls to do more household chores than boys.				
2. Parents fail to provide the needs of their daughters.				
3. Parents engage their daughters in trading to support them financially.				

Statement	Strongly agree	Agree	Disagree	Strongly disagree
4. Parents engage their daughters in farming/salt harvesting.				
5. Parents give their daughter out as housemaids.				

Socio-cultural Factors

Statement	Strongly agree	Agree	Disagree	Strongly disagree
6. Early marriages make girls drop out of school.				
7. Teenage pregnancy is a cause of many girls from school.				
8. Socialisation of girls in some cultures make them see education as unimportant.				
9. Some cultures believe that the girls place is the kitchen.				
10. Some cultures believe education makes girls wayward and disrespectful.				
11. Some cultures believe that educating boys is more beneficial than girls.				
12. Parents withdraw their daughters from school because girls education is not important to them.				

School-related Factors

Male-Teacher Factors

Statements	Strongly agree	Agree	Disagree	Strongly disagree
13. Male teachers are too stern on girls.				
14. Male teachers administer corporal punishment on girls.				
15. Male teachers discriminate against girls.				
16. Male teachers assign a lot of responsibilities to girls.				

Statement	Strongly agree	Agree	Disagree	Strongly disagree
17. Male teacher sexually abuse girls.				
18. Male teacher absenteeism.				

Female-Teacher Factors

Statements	Strongly agree	Agree	Disagree	Strongly disagree
19. Female teachers serve as role models to girls in school.				
20. Female teachers promote the interest of girls in the school.				
21. Female teacher absenteeism affecting girl-child participation.				
22. Female teachers are lazy and waste instructional hours.				
23. Female teachers make girls run errands for them during instructional hours.				
24. Female teachers insult and cane girls.				

Boy Factors

Statements	Strongly agree	Agree	Disagree	Strongly disagree
25. Boys bully girls in school.				
26. Boys are gender-biased in school.				
27. Boys sexually abuse girls in school.				
28. Boys threaten girls in school.				
29. Boys discourage girls from learning at school.				

School Facilities

Statements	Strongly agree	Agree	Disagree	Strongly disagree
30. Long distance to school discourage girls.				
31. Lack of separate toilets/urinals for boys and girls discourage girls from going to school.				

Statements	Strongly agree	Agree	Disagree	Strongly disagree
32. Poor teaching methods make girls drop out of school.				
33. An unfriendly school environment discourage girls from attending school.				
34. Lack of furniture, textbooks and teaching/learning materials make schooling uninteresting to girls.				

35. What do you think can be done to keep girls in school?

.....

.....

.....

.....

.....

Thank You for Your Time!!!

Questionnaire For Teachers

Please tick [✓] or write as applicable.

BACKGROUND INFORMATION OF RESPONDENTS

- ## SECTION B

Socio-economic Factors

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Statements	Strongly agree	Agree	Disagree	Strongly disagree
4. Parents engage their daughters in farming/salt harvesting.				
5. Parents give their daughter out as housemaids.				

Socio-cultural Factors

Statement	Strongly agree	Agree	Disagree	Strongly disagree
6. Early marriages make girls drop out of school.				
7. Teenage pregnancy is a cause of many girls from school.				
8. Socialisation of girls in some cultures make them see education as unimportant.				
9. Some cultures believe that the girls place is the kitchen.				
10. Some cultures believe education makes girls wayward and disrespectful.				
11. Some cultures believe that educating boys is more beneficial than girls.				
12. Parents withdraw their daughters from school because girls education is not important to them.				

School-related Factors

Male-Teacher Factors

Statements	Strongly agree	Agree	Disagree	Strongly disagree
13. Male teachers are too stern on girls.				
14. Male teachers administer corporal punishment on girls.				
15. Male teachers discriminate against girls.				
16. Male teachers assign a lot of responsibilities to girls				

Statements	Strongly agree	Agree	Disagree	Strongly disagree
17. Male teacher sexually abuse girls.				
18. Male teacher absenteeism.				

Female-Teacher Factors

Statements	Strongly agree	Agree	Disagree	Strongly disagree
19. Female teachers serve as role models to girls in school.				
20. Female teachers promote the interest of girls in the school.				
21. Female teacher absenteeism affecting girl-child participation.				
22. Female teachers are lazy and waste instructional hours.				
23. Female teachers make girls run errands for them during instructional hours.				
24. Female teachers insult and cane girls.				

Boy Factors

Statements	Strongly agree	Agree	Disagree	Strongly disagree
25. Boys bully girls in school.				
26. Boys are gender-biased in school.				
27. Boys sexually abuse girls in school.				
28. Boys threaten girls in school.				
29. Boys discourage girls from learning at school.				

School Facilities

Statements	Strongly agree	Agree	Disagree	Strongly disagree
30. Long distance to school discourage girls.				
31. Lack of separate toilets/urinals for boys and girls discourage girls from going to school.				

Statements	Strongly agree	Agree	Disagree	Strongly disagree
32. Poor teaching methods make girls drop out of school.				
33. An unfriendly school environment discourage girls from attending school.				
34. Lack of furniture, textbooks and teaching/learning materials make schooling uninteresting to girls.				

36. What do you think can be done to keep girls in school?

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Thank You for Your Time!!!